



Department of Teaching & Learning
Parent/Student Course Information

HEALTH AND PHYSICAL EDUCATION
(PE 7110)
One credit, one year
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

Students in sixth grade physical education apply fundamental skills and knowledge of anatomical structures and movement principles to build movement competence and confidence through acquisition, performance, and refinement of skills. Cooperative and competitive small-group games are appropriate as well as outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, individual performance activities, and sports (net/wall, striking/fielding, and goal/target), with an emphasis on developing skills and tactical understanding. Students use feedback to initiate and maintain practice to improve skill performance. Students assess their health-related fitness status and set reasonable and appropriate goals for development, maintenance, and improvement. Students in grade six will explain the connection between energy balance and nutrition guidelines, meal planning, and heart rate. Social interaction becomes more complex as peer pressure becomes increasingly pronounced, affecting individual performance. Students solve problems and make responsible decisions as they work together. They identify and seek opportunities to participate in regular physical activity at school and outside the school environment.

During health class, students develop more sophistication in understanding health issues and practicing health skills. They apply physical, emotional, social, and environmental health skills and strategies to improve or maintain personal and family health (self-awareness, social awareness, self-management, responsible decision making, and relationship skills). Students begin to understand adolescent health issues and concerns and the relationship between choices and consequences (responsible decision making). They understand how to be a positive role model (social awareness and relationship skills) and the impact of positive and negative peer pressure (social awareness and relationship skills). Students demonstrate injury-prevention behaviors at school and elsewhere (self-management).

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 during the family life program.

The sixth grade Family Life Education program focuses on the topics of personal hygiene, puberty, human reproduction, fetal development, as well as the recognition of child abuse and neglect.

PREREQUISITE

None

OPTIONS FOR NEXT COURSE

Enrollment for Health and Physical Education 7 is based on the successful completion of Health and Physical Education 6.

REQUIRED STUDENT TEXTBOOK

None

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

HEALTH EDUCATION GRADE 6

Essential Health Concepts

6.1 The student will apply critical thinking skills and personal management strategies to address issues and concerns related to personal health and wellness.

Body Systems

- a) Identify and describe the major structures and functions of the renal and urinary systems (kidneys, ureters, bladder, and urethra).

Nutrition

- b) Compare the Recommended Daily Allowance (RDA) of macronutrients (i.e., carbohydrates, fat, protein) for adolescent males and females.
- c) Explain ingredients in foods that may cause an allergic reaction.

Physical Health/Disease Prevention/Health Promotion

- d) Describe causes of heart disease, cancer, and diabetes.
- e) Identify a variety of immunizations and vaccines available to prevent communicable disease and illness.
- f) Identify influences (e.g., family, peers, culture, screen time, media) on personal health choices.
- g) Describe persuasive tactics used by various types of media.

Substance Abuse Prevention

- h) Differentiate between proper use and misuse of prescription and nonprescription medications.
- i) Recognize social influences/influencers on both the reduction and promotion of the use of alcohol, tobacco, nicotine products, and other drugs.
- j) Define addiction and substance use disorder.
- k) Identify different types of opioids.
- l) Explain the importance of accepting responsibility for personal actions to avoid risk-taking behaviors related to substance use.

Safety/Injury Prevention

- m) Identify strategies to prevent injuries, including safety habits in vehicles, on the Internet, in public areas, and during recreational activities.
- n) Describe basic first aid and emergency procedures for common injuries, including sunburn, cuts, scrapes, and insect stings.
- o) List types and purposes of school safety drills.

Mental Wellness/Social and Emotional Skills

- p) Define body image and explain the importance of having a positive body image.
- q) Analyze factors that contribute to group success (e.g., respecting individual differences and opinions, accepting responsibility, contributing positively, knowing when to lead and when to follow, dealing with conflict, using effective face-to-face and online communication skills).
- r) Define mental health and describe what it means to be mentally healthy.
- s) Describe personal strengths and areas for growth.
- t) Identify potential positive and negative responses to stress and criticism.
- u) Explain the importance of personal boundaries for physical, emotional, and social health.

Violence Prevention

- v) Analyze the role of emotions and media influences on conflict and violence.
- w) Describe the possible effects of bullying and cyberbullying, including the increased risk for harm and violence when bullying aggression persists.
- x) Explain what a gang is and identify gang-related behaviors.

Community/Environmental Health

- y) Assess environmental health and safety issues in the community.
- z) Recognize that all individuals have a responsibility to protect and preserve the environment.

Healthy Decisions

6.2 The student will describe the influence of family, peers, and media on personal health decisions.

Body Systems

- a) Describe the importance of proper hydration to support renal function.

Nutrition

- b) Analyze the benefits of following recommended daily allowances for macronutrients when selecting beverages and planning meals and snacks.
- c) Interpret information on a food label to identify a food product that may cause an allergic reaction.

Physical Health/Disease Prevention/Health Promotion

- d) Identify strategies to prevent heart disease, cancer, and diabetes.
- e) Describe the impact of immunizations and vaccines on individuals and others.
- f) Explain the impact of external influences (e.g., family, peers, screen time, social media) on personal health choices.
- g) Analyze a variety of media to identify tactics used to persuade consumers regarding physical activity, nutrition, sleep, or other areas of personal health products.

Substance Abuse Prevention

- h) Evaluate the influence of media and marketing techniques on prescription, nonprescription, and unregulated medication choices.
- i) Identify the benefits of a smoke and tobacco/nicotine-free environment.
- j) Describe characteristics of substance use disorder.
- k) Differentiate between legal and illegal drugs that fall into the opioid category.
- l) Analyze family and peer pressure as influences on the use and nonuse of opioids, alcohol, tobacco, inhalants, and other drugs.

Safety/Injury Prevention

- m) Explain the importance of accepting responsibility for personal actions to avoid risk-taking behaviors and injury.
- n) Use a decision-making process to determine when medical assistance is needed.
- o) Describe the consequences of not following school safety drill procedures.

Mental Wellness/Social and Emotional Skills

- p) Describe how culture, media, and other external factors influence perceptions about body image.
- q) Explain the importance of understanding the feelings and perspectives of others.
- r) Identify protective and risk factors for mental illnesses and challenges.
- s) Describe strategies to work through adversity and challenges.
- t) Analyze internal factors, such as responses to criticism or stress, which influence emotional and social health.
- u) Identify ways to set and communicate personal boundaries and how to respect the boundaries of others.

Violence Prevention

- v) Explain methods to reduce violence and peacefully resolve conflict.
- w) Recognize the role of family, peers, community, and the media in preventing bullying and cyberbullying.
- x) Explain the importance of friends or adult mentors in avoiding gang involvement.

Community/Environmental Health

- y) Explain the role of the Environmental Protection Agency (EPA) and local agencies in protecting the environment.

- z) Create and monitor progress toward a personal goal, service learning, or group project to protect the environment.

Advocacy and Health Promotion

6.3 The student will develop personal strategies and skills for personal, social, and community health.

Body Systems

- a) Describe strategies to promote renal health.

Nutrition

- b) Create a one-day plan for meals, snacks, and beverages that includes the daily recommended macronutrients.
- c) Promote the understanding of the impact of food allergies on individuals.

Physical Health/Disease Prevention/Health Promotion

- d) Promote strategies to prevent heart disease, cancer, and diabetes.
- e) Identify strategies to reduce illness at home and at school.
- f) Monitor personal progress toward physical activity, nutrition, and sleep goals.
- g) Analyze the reliability of health product claims for physical activity, nutrition, sleep, or other areas of personal health.

Substance Abuse Prevention

- h) Describe where to access accurate information on the proper use of prescription, nonprescription, and unregulated medications.
- i) Examine the changes in school and community policies and laws regarding tobacco/nicotine-free environments.
- j) Describe the types of support available at school and in the community for substance use disorders.
- k) Describe the dangers of opioids in the home and the community impact of the national opioid epidemic.
- l) Identify mental and health professionals and explain their role in preventing the use/abuse of prescription opioids and other drugs.

Safety/Injury Prevention

- m) Develop a plan to remain injury-free, including avoiding risk-taking behaviors online and in the community and using safety equipment.
- n) Demonstrate basic first aid and emergency procedures for common injuries, including sunburn, cuts, scrapes, and insect stings.
- o) Demonstrate appropriate behaviors during lockdown, fire/evacuation, tornado, earthquake, and other safety drills.

Mental Wellness/Social and Emotional Skills

- p) Analyze the influence of media on issues related to body image.
- q) Demonstrate ways to show respect for individual differences, opinions, and beliefs.
- r) Compile and promote personal, family, and community resources that can help oneself and others with mental illnesses and challenges.
- s) Ability to set and monitor a personal goal to address one area of growth.
- t) Ability to create a plan to manage stress.
- u) Practice ways to communicate personal boundaries for privacy, safety, and expression of emotions and opinions.

Violence Prevention

- v) Practice ways to resolve conflict peacefully.
- w) Evaluate a plan to prevent or manage the effects of bullying and cyberbullying.
- x) Identify resistance skills to avoid violence, gangs, weapons, alcohol, tobacco, and other drugs.

Community/Environmental Health

- y) Identify careers and professions associated with environmental health.
- z) Develop a plan to work collaboratively with peers, families, and community groups to address community environmental health and safety issues.

PHYSICAL EDUCATION GRADE 6

Motor Skill Development

- 6.1 The student will demonstrate all critical elements in movement forms in various activities and demonstrate the six components of skill-related fitness.
- Combine and apply manipulative skills into small-sided games for overhand and underhand throwing and catching, throwing and catching to a target with accuracy and control, and hand and/or foot dribbling with accuracy at varying speeds while applying spatial awareness within partner and small-group modified game-play.
 - Combine and apply the manipulative skills of volleying with a partner over a net or against a wall with changes in force, accuracy, and direction into small-sided games.
 - Combine and apply the manipulative skills of striking/batting an object with a short and long implement with changes in force, accuracy, direction in small-sided games.
 - Combine and apply manipulative skills in small-sided games, dribbling/passing a soccer ball with accuracy at varying speeds while applying spatial awareness to a partner or within a small group.
 - Create and perform a movement sequence in a jump rope or dance activity.
 - Demonstrate and apply the six components of skill-related fitness (i.e., agility, balance, coordination, power, reaction time, and speed).
 - Demonstrate basic offensive and defensive strategies in noncomplex, modified, and small-sided activities.

Anatomical Basis of Movement

- 6.2 The student will apply both movement principles and concepts including the knowledge of anatomical structures to movement-skill performance.
- Refine and adapt individual and group activity skills by applying concepts of relationships, effort, spatial awareness, direction, speed, accuracy, and pathways to improve performance.
 - Apply knowledge of the skeletal system by identifying major joints, associated bones, and types of joints, including ball-and-socket, and hinge joint.

Fitness Planning

- 6.3 The student will apply skills of measurement, analysis, goal setting, problem solving, and decision making to improve or maintain physical fitness.
- Create a basic personal fitness plan for at least one health-related component of fitness, including baseline fitness data, a SMART goal, activities that will address the goal, a log of activities inside and outside school, reassessment data (post-data) and reflection of goal progress/attainment.
 - Identify resources, including available technology, to evaluate, monitor, and record activities for fitness improvement.
 - Calculate resting, active, and recovery heart rate during a variety of physical activities, and identify the relationship between heart rate and rate of perceived exertion (RPE) levels.
 - Describe how being physically active improves physical and mental health.
 - Interpret fitness data, comparing individual scores to health-related criterion-referenced standards (Virginia wellness-related fitness standards, FitnessGram, Centers for Disease Control and Prevention guidelines).
 - Create and implement an activity plan to meet the Centers for Disease Control and Prevention's Physical Activity Guidelines for Americans and identify the necessary safety precautions for participation.

Describe a rate of perceived exertion scale.

Social Development

- 6.4 The student will demonstrate and apply skills of communication, conflict resolution, and cooperation to achieve individual and group goals that apply to working independently and with others in physical activity settings.
- Demonstrate effective communication and creative thinking skills to solve problems, make decisions and resolve conflict with others and promote safe participation in physical activities.
 - Compare and critique rules, safety procedures, and etiquette for two different physical activities.
 - Develop an improvement plan for a self-selected physical activity, discuss the challenges faced, and reflect on how these challenges were overcome.
 - Describe the benefits of competitive and noncompetitive physical activities.
 - Demonstrate integrity and apply rules/etiquette for a team-building activity.
 - Participate in developing student-led classroom activities that promote feelings of inclusion, which supports feelings of acceptance, belonging, and being valued, for all students.

Energy Balance

- 6.5 The student will explain the relationship between energy balance and nutrition guidelines, meal planning, and exercise intensity.
- a) Create a one-day meal and snack plan based on Recommended Dietary Allowance (RDA), portions, hydration, and sugar.
 - b) Describe the relationship between resting heart rate and exercise intensity.
 - c) Explain the effects of physical activity guidelines on energy expenditure.

Aaron C. Spence, Ed.D., Superintendent
Virginia Beach City Public Schools
2512 George Mason Drive, Virginia Beach, VA 23456-0038

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For further information, please call (757) 263-1070.

Notice of Non-Discrimination Policy

Virginia Beach City Public Schools does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation/gender identity, pregnancy, childbirth or related medical condition, disability, marital status, age, genetic information or military status in its programs and activities, employment, or enrollment and provides equal access to the Boy Scouts and other designated youth groups. School Board policies and regulations (including but not limited to, [Policies 2-33, 4-4, 5-7, 5-19, 5-20, 5-44, 6-7, 6-33, 7-48, 7-49, 7-57](#) and Regulations [2-33.1, 4-4.1, 4-4.2, 4-4.3, 5-7.1, 5-44.1, 7-11.1](#) and [7-57.1](#)) provide equal access to courses, programs, enrollment, counseling services, physical education and athletic, vocational education, instructional materials, extracurricular activities, and employment.

Title IX Notice: Complaints or concerns regarding discrimination on the basis of sex or sexual harassment should be addressed to the Title IX Coordinator, at the VBCPS Office of Student Leadership, 641 Carriage Hill Road, Suite 200, Virginia Beach, 23452, (757) 263-2020, Mary.Gonzalez@vbschools.com (student complaints) or the VBCPS Department of School Leadership, 2512 George Mason Drive, Municipal Center, Building 6, Virginia Beach, Virginia, 23456, (757) 263-1088, Robert.Wnukowski@vbschools.com (employee complaints). Additional information regarding Virginia Beach City Public Schools' policies regarding discrimination on the basis of sex and sexual harassment, as well as the procedures for filing a formal complaint and related grievance processes, can be found in School Board Policy 5-44 and School Board Regulations 5-44.1 (students), School Board Policy 4-4 and School Board Regulation 4-4.3 (employees) and on the School Division's website at Diversity, Equity and Inclusion/Title IX. Concerns about the application of [Section 504 of the Rehabilitation Act](#) should be addressed to the Section 504 Coordinator/Executive Director of Student Support Services at (757) 263-1980, 2512 George Mason Drive, Virginia Beach, Virginia, 23456 or the Section 504 Coordinator at the student's school. For students who are eligible or suspected of being eligible for special education or related services under IDEA, please contact the Office of Programs for Exceptional Children at (757) 263-2400, Plaza Annex/Family and Community Engagement Center, 641 Carriage Hill Road, Suite 200, Virginia Beach, VA 23452.

The School Division is committed to providing educational environments that are free of discrimination, harassment, and bullying. Students, staff, parents/legal guardians who have concerns about discrimination, harassment, or bullying should contact the school administration at their school. Promptly reporting concerns will allow the school to take appropriate actions to investigate and resolve issues. School Board Policy [5-7](#) addresses non-discrimination and anti-harassment, Policy [5-44](#) addresses sexual harassment and discrimination based on sex or gender. Policy [5-36](#) and its supporting regulations address other forms of harassment.

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