



*Department of Teaching & Learning*  
*Parent/Student Course Information*

**HEALTH AND PHYSICAL EDUCATION 6**  
**(PE 7110)**

*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**

Physical Education 6 focuses on the development of basic skills for use in cooperative and competitive small-group modified activities/games as well as the improvement of physical fitness levels. Students will be equipped in how to use feedback to initiate and maintain practice to improve skill performance, solve problems, and make responsible decisions. Students will know the connection between energy balance and nutrition guidelines, meal planning, and heart rate. 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. Students will use this data to assess their health-related fitness status and set reasonable and appropriate goals for development, maintenance, and improvement. 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; Health Risk Behaviors-Substance Abuse and Safety; Managing Personal Health-Urinary System, Mental Health, and Disease; and Environmental Health. 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*. Hard copy and online, Glencoe (2014)

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

# HEALTH GRADE 6

## Wellness

- 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.
- SOL 6.2.e Describe how screen time affects physical and social health.
- SOL 6.3 The student will apply skills of measurement, analysis, goal setting, problem solving, and decision making to improve or maintain physical fitness.
- SOL 6.3.b Assess personal wellness related to nutrition, physical activity, and sleep choices.
- SOL 6.3.c Monitor personal progress toward a physical activity, nutrition, and sleep goal.

## Nutrition

- SOL 6.1.b Analyze the recommended daily intake of macronutrients (carbohydrates, fat, and protein) for adolescent males and females.
- SOL 6.1.c Compare the intake of nutrients and metabolism.
- SOL 6.2.a Analyze the benefits of following recommended daily allowances for macronutrients when selecting beverages and planning meals and snacks.
- SOL 6.2.b Recognize how family, peers, and culture affect food and physical activity choices, as well as choices about bedtime and how long to sleep.
- SOL 6.3.a Create a one-day plan for meals, snacks, and beverages that includes the daily recommended macronutrients.
- SOL 6.3.b Assess family wellness related to nutrition, physical activity, and sleep choices.
- SOL 6.3.d Analyze the influence of media on issues related to body image and weight management.

## Health Risk Behaviors

### AVB Aggressors, Victims, Bystanders

- SOL 6.1.j Identify and interpret nonverbal cues.
- SOL 6.1.o Recognize the importance of significant friends or adult mentors.
- SOL 6.1.p Identify personal characteristics that can contribute to happiness for self and others (e.g., self-discipline, positive self-image, independence, acceptance of others, concern for the needs of individuals with disabilities, honesty, respect for self and others, avoidance of self-harming behaviors).
- SOL 6.1.q Analyze the 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).
- SOL 6.2.o Explain the importance of understanding the feelings and perspectives of others.
- SOL 6.2.p Identify internal factors, such as criticism or stress, which influence emotional and social health.
- SOL 6.3.i Recognize the effects of peer pressure.
- SOL 6.3.l Create a plan to prevent and manage stress.
- SOL 6.3.m Demonstrate ways to show respect for individual differences, opinions, and beliefs.
- SOL 6.3.n Set personal boundaries for privacy, safety, and expression of emotions and opinions.
- SOL 6.3.o Assess positive and negative responses to criticism.
- SOL 6.3.s Identify the relationships among personal actions, self-image, and personal success.

## Urinary System

- SOL 6.1 The student will apply critical-thinking skills and personal-management strategies to address issues and concerns related to maintaining internal balance for personal health and wellness.
- SOL 6.1.a Identify and describe the major structures and functions of the urinary system (kidneys, ureters, bladder, and urethra) and strategies to promote renal health.
- SOL 6.3 The student will develop personal strategies and skills for the health of the urinary system.

## **Disease**

- SOL 6.1.d Assess the effects of communicable and non-communicable diseases on the functions of the body.
- SOL 6.3.e Develop strategies to prevent chronic disease through effective interventions that tackle shared risk factors (i.e. tobacco use, unhealthy diet, physical inactivity and harmful use of alcohol).
- SOL 6.3.h Determine strategies to protect against the harmful effects of the sun.

## **Environmental Health**

- SOL 6.1.g Determine the effects of environmental influences on personal health.
- SOL 6.1.r Research the impact of air quality on body function during moderate and vigorous physical activity.
- SOL 6.3.t Encourage others to minimize pollution in the environment.
- SOL 6.3.u Create and monitor progress toward a goal to protect the environment.

# **PHYSICAL EDUCATION GRADE 6**

## **Motor Skill Development**

- SOL 6.1 The student will demonstrate and apply mature movement forms in a variety of activities and identify the six components of skill-related fitness.
- SOL 6.1.a Combine and apply mature locomotor and manipulative skills into specialized sequences to include overhand and underhand throwing and catching, execution to a target, hand and/or foot dribbling, volleying/striking and/or batting ball; and apply sequences, to include change of direction, speed, patterns, pathways, and spatial relationships in partner and small-group modified game-play that includes dynamic and unpredictable situations.
- SOL 6.1.b Create and perform movement sequences in a rhythmic or dance activity.
- SOL 6.1.c Identify the six components of skill-related fitness (agility, balance, coordination, power, reaction time, and speed).
- SOL 6.1.d Analyze movement situations for direction, speed, accuracy, and pathways to improve performance.

## **Anatomical Basis of Movement**

- SOL 6.2 The student will apply both movement principles and concepts and knowledge of anatomical structures to movement-skill performance.
- SOL 6.2.a Refine and adapt individual and group activity skills by applying concepts of relationships, effort, spatial awareness, speed, and pathways.
- SOL 6.2.b Apply knowledge of the skeletal system to identify types of joints and associated bones, to include ball-and-socket joint, pivot joint, and hinge joint.
- SOL 6.2.c Apply knowledge of anatomy and joint types to accurately describe a variety of specific movements such as throwing/catching, striking, volleying, and dribbling.
- SOL 6.2.d Describe basic offensive and defensive strategies in noncomplex, modified, and small-sided activities.

## **Fitness Planning**

- SOL 6.3 The student will apply skills of measurement, analysis, goal setting, problem solving, and decision making to improve or maintain physical fitness.
- SOL 6.3.a Use measurement and assessment tools and data (e.g., criterion-referenced health-related fitness standards, Internet, software data-management systems, heart-rate monitors, pedometers, skinfold calipers) to complete a self-assessment and develop goals for improvement in at least two fitness components.
- SOL 6.3.b Describe and apply the components of the FITT (frequency, intensity, time, type) principle and their relationship to implementing safe and progressive personal fitness programs for aerobic capacity, muscle fitness, and flexibility.
- SOL 6.3.c Define and calculate resting heart rate (RHR) and describe its relationship to aerobic fitness.
- SOL 6.3.d Describe how being physically active leads to a healthy body.
- SOL 6.3.e Interpret fitness data comparing individual scores to health-related criterion-referenced standards (Virginia wellness-related fitness standards, Fitnessgram®, CDC guidelines).

- SOL 6.3.f Develop a personal fitness plan using baseline data to address two or more components of health-related fitness to improve or maintain fitness level to include SMART goals, action plan, and documentation of activities inside and outside of school.
- SOL 6.3.g Reassess health-related fitness components and reflect on personal fitness goals at least twice during the school year.
- SOL 6.3.h Describe rate of perceived exertion and identify associated activity levels.

### **Social Development**

- SOL 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.
- SOL 6.4.a List and demonstrate problem solving, conflict resolution, and decision-making skills.
- SOL 6.4.b Compare and critique rules, safety procedures, and etiquette for two different physical activities.
- SOL 6.4.c Reflect on completion of an improvement plan for a personally challenging skill or activity.
- SOL 6.4.d Describe the benefits of competitive and non-competitive physical activities.
- SOL 6.4.e Demonstrate integrity and apply rules/etiquette for a team-building activity.
- SOL 6.4.f Create and implement strategies to include others and promote safe participation in physical activities.

### **Energy Balance**

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

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Produced by the Department of Media and Communications for the Department of Teaching and Learning.  
For further information please call (757) 263-1070.

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To seek resolution of grievances resulting from alleged discrimination or to report violations of these policies, please contact the Title VI/Title IX Coordinator/Director of Student Leadership at (757) 263-2020, 1413 Laskin Road, Virginia Beach, Virginia, 23451 (for student complaints) or the Section 504/ADA Coordinator/Chief Human Resources Officer at (757) 263-1133, 2512 George Mason Drive, Municipal Center, Building 6, Virginia Beach, Virginia, 23456 (for employees or other citizens). Concerns about the application of Section 504 of the Rehabilitation Act should be addressed to the Section 504 Coordinator/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, Laskin Road Annex, 1413 Laskin Road, Virginia Beach, Virginia, 23451.

Alternative formats of this publication which may include taped, Braille or large print materials are available upon request for individuals with disabilities. Call or write The Department of Teaching and Learning, Virginia Beach City Public Schools, 2512 George Mason Drive, P.O. Box 6038, Virginia Beach, VA 23456-0038. Telephone 263-1070 (voice); fax 263-1424; 263-1240 (TDD) or email her at [Brenda.Fuller@VBSchools.com](mailto:Brenda.Fuller@VBSchools.com)

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*(Rev. 8/16)*