



## Health and Physical Education Instruction in the West Shore School District

The West Shore School District 6th Grade Health Education course is a dynamic and comprehensive instructional approach developed to help students start with a basic understanding of health, promote healthy behaviors with teen health and fostering lifelong health and wellness behaviors. With flexible and focused lessons, students will learn basic strategies to help keep themselves and others safe at all times. Students will use decision-making skills during units to energize learning while making real-life connections teens may face each day. Students will understand the dangers and consequences of poor health choices. Upon successful completion of the course, students will be able to incorporate components of the course in their daily decision-making processes and ensure success in future pursuits.

### Best Practices in 6th Grade Health:

- An emphasis on identifying details regarding the areas of the health triangle, the mind body connection and taking responsibility for their health.
- Describe healthy ways to manage stress and negative feelings.
- Describe, demonstrate and utilize the ten skills necessary for good health. - Examine the roles of heredity, and environment on their health, the influences of health choices and how to access reliable information.
- Describe how decisions affect personal health and the health of others.
- Explain the benefit to being safety conscious; identify causes of injuries and methods to reduce risks.
- Identifying the traits of good character while understanding the role of tolerance, qualities in a good citizen and the six main pillars of good character.
- Identify the harmful ingredients in tobacco products and smoke.
- Explain the various ways tobacco can be used.
- Explain how tobacco causes harm, reasons teens should not smoke, alternatives to smoking, myths about tobacco, short term/long-term effects tobacco has on the body, facts about how tobacco affects the body of people differently.
- Explain how a person becomes addicted to nicotine and the positive results of anti smoking efforts.
- Describe the short-term/long-term effects, classifications and risks of drug use/abuse, peer pressure, relationship between abuse and tolerance while identifying health risks on all sides of the health triangle; identify ways to access reliable information on nicotine use/treatment options and the benefits to being nicotine free.
- List the effects of tobacco use on nonsmokers, describe the consequences of passive smoking and explain the rights of the nonsmoker.
- Identify the benefits to being tobacco free.
- Describe the structures, functions and care of each body system.
- Understand the common diseases, disorders and condition that affect

### Skills and Concepts:

#### National Health Education Standards:

- Standard 1: (1.1- 1.9) Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Standard 2: (2.1- 2.10) Students will analyze in the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Standard 3: (3.1- 3.5) Students will demonstrate the ability to access valid information and products and services to enhance health.
- Standard 4: (4.1- 4.4) Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks
- Standard 5: (5.1- 5.7) Students will demonstrate the ability to use decision-making skills to enhance health.
- Standard 6: (6.1- 6.4) Students will demonstrate the ability to use goal-setting skills to enhance health.
- Standard 7: (7.1- 7.3) Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risk.
- Standard 8: (8.1- 8.4) Students will demonstrate the ability to advocate for personal, family, and community health.

#### State Health Education Standards:

- Standard 10.1.6
  - A. Describe growth and development changes that occur between childhood and adolescence and identify factors that can influence these changes.
  - B. Identify and describe the structure and function of the major body systems
  - C. Analyze nutritional concepts that impact health.
  - D. Explain factors that influence childhood and adolescent drug use.
  - E. Identify health problems that can occur throughout life and describe ways to prevent them.
- Standard 10.2.6
  - A. Explain the relationship between personal health practices and individual well-being.
  - B. Explain the relationship between health-related information and



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each body system.

- Describe how to protect against pathogens, explain how to avoid spreading pathogens and healthy choices to improve recovery. - Identify types of non-communicable diseases and how these diseases are managed or treated.
- Assess lifestyle choices/habits and how each decision affects every body system
- Identify nutrient groups the body needs, the benefits of good nutrition, nutrient-rich foods, and guidance understanding food labels. -
- Describe how to plan nutritious meals, make healthy food choices, and the importance of keeping food safe.
- List the benefits to eating healthy and maintaining a healthy body.

consumer choices.

- C. Explain the media's effect on health and safety issues.
- D. Describe and apply the steps of a decision-making process to health and safety issues.
- E. Analyze environmental factors that impact health.

- Standard 10.3

- A. Explain and apply safe practices in the home, school and community.
- B. Know and apply appropriate emergency responses.
- C. Describe strategies to avoid or manage conflict and violence.
- D. Analyze the role of individual responsibility for safety during physical activity.

- Standard 10.4.6

- A. Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.
- B. Explain the effects of regular participation in moderate to vigorous physical activities on the body systems
- C. Identify and apply ways to monitor and assess the body's response to moderate to vigorous physical activity.
- D. Describe factors that affect childhood physical activity preferences.
- E. Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement.
- F. Identify and describe positive and negative interactions of group members in physical activities.

### **Assessments:**

WSSD utilizes a variety of assessments to monitor student growth and achievement. Our teachers engage in daily informal formative assessments to make timely decision about whether a student understands the material and concepts being presented. We also utilize several summative assessments to determine if a student has mastered grade level skills and standards.

Some of the assessment utilized are:

- Homework/classwork
- Writing support exercises
- Written quizzes/tests
- Projects
- Oral Presentations
- Skits
- Research papers
- Participation and Preparation

### **Materials and Resources:**



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WSSD teachers utilize a variety of resources to meet all learners' needs based on the latest health research.

- Glencoe Teen Health
- DVD/VHS videos related to subject matter
- Graphic Organizers/Foldables
- Study Guides
- Guided Reading
- Presentations
- Choices (current health and life-skills magazine for teens)
- Websites/Website Videos that contribute alternative materials for students

### **Parent Resources:**

- American Association for Health, Physical Education, and Recreation (AAHPER) [Shape America](#)
- American Association for Health, Physical Education, Recreation, Dance and Sport (AAHPERDS)
- American Association for Health Education (AAHE)
- [Kids Health](#)
- [PDE](#)
- Pennsylvania Association for Health, Physical Education, Recreation and Dance (PAAHPERD) <http://www.psahperd.org/>
- Medical Library Association <http://www.mlanet.org/>
- [Heathline](#)