



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Department of Teaching & Learning
Parent/Student Course Information

HEALTH AND PHYSICAL EDUCATION LEVEL I
(PE 7300)
One credit, one year
GRADE 9

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 Level I is designed for the development of complex movement skills, cognitive understanding of movement principles, and development of personal fitness plans. Students will explain the importance of energy balance and nutritional needs of the body to maintain optimal health and prevent chronic disease. They will self-assess their skill performance and develop a personal physical activity program aimed at improving motor skills, movement patterns, and strategies essential to performing a variety of physical activities. They will demonstrate independence in making choices, respecting others, avoiding conflict, and using elements of fair play and ethical behavior in physical activity settings. A fitness test will be administered each semester to determine a student's health wellness zone. Components are the pace; curl-ups; trunk lift; push-ups; 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. 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.

The health education program will allow students to make reasonable choices regarding a broad range of health topics, while taking control of their own health. Health topics include: Wellness Plan, Endocrine System, and Nutrition; Health Risk Behaviors-Conflict Resolution/Interpersonal Relationships, Mental Health, and Substance Abuse; Managing Personal and Family Health-Disease Prevention; Community Health and Wellness-Safety/First Aid and Environmental Health.

The Family Life Education (FLE) program is implemented during the second semester of the health program. Prior to the start of the family life program, students receive information in their school's 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 Level I Family Life Education program focuses on the topics of evolution of reproduction, teenage pregnancy, and sexual assault.

PREREQUISITE

None

OPTIONS FOR NEXT COURSE

Enrollment for Healthy and Physical Education Level II is based on the successful completion of Health and Physical Education Level I

REQUIRED STUDENT TEXTBOOK

Pearson Health: Hard copy and online, Pearson (2014)

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

HEALTH EDUCATION LEVEL I

Wellness Plan/Endocrine System

- SOL 9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness of the endocrine system (i.e., glands that produce hormones to regulate metabolism, growth, tissue function, reproduction, sleep, mood, bone health, and coordination of nutrition within the body).
- SOL 9.1.a Identify and describe the major structures and functions of the endocrine system.
- SOL 9.1.b Identify guidelines for sleep, rest, nutrition, and physical activity.
- SOL 9.1.d Explain the relationship between body composition and healthy body weight.
- SOL 9.1.g Describe the importance of health habits that promote personal wellness.
- SOL 9.2 The student will explain the impact of health risks to the endocrine system and identify strategies and resources to limit risk.
- SOL 9.2.b Explain the physical, mental, social, and academic benefits of physical activity and the relationship between sedentary lifestyle and chronic disease.
- SOL 9.2.e Describe the prevalence, causes, and long-term consequences of unhealthy eating, sleep deprivation, and sedentary lifestyle.
- SOL 9.2.f Describe the need for proper nutrition, sleep and rest, physical activity, and healthy body weight and other personal wellness behaviors, and develop a daily wellness plan.
- SOL 9.3.a Design a lifelong physical activity and wellness plan.

Nutrition

- SOL 9.1.c Explain the body's need for amino acids and fat-soluble and water-soluble vitamins, the role of vitamin and mineral supplements, and daily values.
- SOL 9.1.o Explain the relationship between body image and eating disorders.
- SOL 9.2.c Analyze current research and scientific studies to interpret nutritional principles, research the accuracy of health claims for a variety of processed foods and/or dietary supplements, and analyze personal daily diet to determine if meeting daily values for amino acids, vitamins, and minerals.
- SOL 9.2.u Discuss the causes, symptoms, harmful effects, and treatment of eating disorders.
- SOL 9.3.b Create a one-day meal plan that meets daily values for vitamins and minerals.

Health Risk Behaviors

Conflict Resolution/Interpersonal Relationships

- SOL 9.1.k Examine how the consequences associated with gang involvement could affect self, family, and community.
- SOL 9.1.m Describe the positive and negative impacts of social networking.
- SOL 9.1.p Evaluate how social environments affect health and well-being.
- SOL 9.1.q Identify causes of conflict with friends and family.
- SOL 9.2.m Explain short- and long-term consequences of inappropriate behaviors online.
- SOL 9.2.p Explain Virginia laws and responsibilities associated with weapon possession and gang involvement.
- SOL 9.2.s Demonstrate peaceful resolution of conflicts.
- SOL 9.3.g Demonstrate healthy decision-making strategies related to weapons.
- SOL 9.3.h Create a message about the importance of avoiding gang involvement.
- SOL 9.3.j Discuss ramifications of sharing personal information through electronic media.

SOL 9.3.m Utilize appropriate resolution skills to prevent, prepare for, and manage conflict in a variety of situations.

Mental Health

SOL 9.1.k Identify signs, symptoms, and sources of stress and anxiety at home, at school, and with peers.
SOL 9.1.n Identify signs and symptoms of depression, risk factors for suicide, and risk factors for other self-destructive behaviors.
SOL 9.2.q Develop a personal system for coping with distress and stress.
SOL 9.2.r Identify appropriate coping and resiliency strategies to manage symptoms of stress, anxiety, loss, and depression.
SOL 9.2.t Explain the importance of community mental health services.
SOL 9.3.i Create strategies to manage deadlines.
SOL 9.3.k Identify school and community mental health resources.
SOL 9.3.l Determine how to help a friend exhibiting signs of depression, anxiety, disordered eating, or other self-harming behavior.

Substance Abuse

SOL 9.1.h Explain how alcohol and other drugs increase the risk of injury.
SOL 9.1.i Analyze the deadly consequences of binge drinking.
SOL 9.2.i Evaluate the effects of alcohol and other drug use on human body systems, brain function, and behavior, and describe health benefits associated with abstaining from the use of alcohol, tobacco, or other drugs.
SOL 9.2.j Develop a set of personal standards to resist the use of alcohol, tobacco, and other harmful substances, and other harmful behaviors.
SOL 9.2.x Identify health-related social issues such as homelessness, underage drinking, and substance abuse.
SOL 9.3.c Develop a personal plan to reduce or prevent substance use.

Managing Personal and Family Health

Disease Prevention

SOL 9.1.e Analyze personal risk factors for diabetes, heart disease, and stroke.
SOL 9.1.f Identify types of pathogens that cause disease.
SOL 9.2.d Identify health-related decisions that contribute to heart disease, stroke, diabetes, and other chronic diseases and conditions.
SOL 9.2.g Identify common types of cancer, risk factors, and prevention strategies.
SOL 9.2.y Evaluate how public health policies influence health and disease prevention.
SOL 9.3.c Develop a personal plan to reduce or prevent communicable disease.
SOL 9.3.d Develop a personal plan for remaining free of communicable diseases.
SOL 9.3.e Promote community health promotion and/or disease prevention projects. (SOL 9.3.e)

Community Health and Wellness

Safety/First Aid

SOL 9.1.j Identify behaviors that may contribute to intentional and unintentional injuries and result in permanent disabilities.
SOL 9.2.k Determine strategies to protect vision, hearing, and dental health.
SOL 9.2.l Describe the benefits of organ donation.
SOL 9.2.n Analyze situations involving risk and risky behaviors (e.g., weapons use, impaired driving, swimming, speeding) that may result in permanent disability for self or others.

- SOL 9.2.o Evaluate the long-term consequences of injury (e.g., permanent disability) and disease, and describe controllable and uncontrollable risk factors.
- SOL 9.3.f Demonstrate adult and child cardiopulmonary resuscitation (CPR), use of automated external defibrillator (AED), and first aid skills for bleeding, contusions, fractures, and anaphylactic shock.

Environmental Health

- SOL 9.1.r Examine the impact of global health issues on local communities.
- SOL 9.2.v Evaluate strategies for improving the societal and environmental conditions that contribute to health.
- SOL 9.2.w Identify global and local health-related environmental issues, including ways to prevent and manage asthma and allergies.
- SOL 9.3.n Create an action plan to prepare for a natural disaster.
- SOL 9.3.o Develop a long-term plan for self and/or family to positively impact the environment.

PHYSICAL EDUCATION LEVEL I

Motor Skill Development

- SOL 9.1 The student will perform all basic movement skills and demonstrate movement and biomechanical principles in a variety of activities that may include outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, individual performance activities, and games and sports (net/wall, striking/fielding, and goal/target(s)).
- SOL 9.1.a Demonstrate proficiency and refinement in locomotor, non-locomotor, and manipulative skills through appropriate activities (e.g., outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, individual performance activities, games and sports [net/wall, striking/fielding, and goal/target]).
- SOL 9.1.b Design, implement, evaluate, and modify a –practice plan for a self-selected skill to include –the motor learning process of analysis of performance; application of principles of movement and training; goal setting; and improvement of personal skills through practice, correction, practicing at a higher level, and reassessment.
- SOL 9.1.c Apply the concepts and principles of levers, force, motion, and rotation in a variety of activities.
- SOL 9.1.d Apply physiological principles of warm-up, cool down, overload, specificity, and progression.
- SOL 9.1.e Apply biomechanical principles of balance, energy, and types of muscle contractions to a variety of activities.
- SOL 9.1.f Demonstrate competency in one or more specialized skills in health-related fitness activities.

Anatomical Basis of Movement

- SOL 9.2 The student will explain the structures and functions of the body and how they relate to and are affected by human movement.
- SOL 9.2.a Explain and apply selected scientific principles, to include physiological (warm-up, cool down, overload, specificity, and progression) and biomechanical (levers, types of muscle contractions, and force) that aid in the improvement of movement skills.
- SOL 9.2.b Analyze and evaluate proficient and efficient movement in relation to how movement is directed, to include the type of muscle action that directs a movement (concentric, eccentric, and isometric), the direction the body part moves relative to its joints (abduction, adduction, flexion, and extension), and planes of movement.
- SOL 9.2.c Apply the concepts and principles of the body’s metabolic response to short- and long-term physical activity.
- SOL 9.2.d Explain the body’s response to the principles of specificity, overload, and progression (SOP) in relation to frequency, intensity, time, and type of exercise (FITT).
- SOL 9.2.e Explain the anaerobic respiration (ATP-PC and Lactic Acid System) and aerobic respiration systems used for energy during activity.
- SOL 9.2.f Analyze movement performance, and utilize feedback to learn or to improve the movement skills of self and others.

Fitness Planning

- SOL 9.3 The student will evaluate current fitness behaviors and demonstrate achievement and maintenance of a health-enhancing level of personal fitness by designing, implementing, self-assessing, and modifying a personal fitness program.

- SOL 9.3.a Demonstrate program-planning skills by assessing and analyzing personal fitness levels, setting goals, devising strategies, making timelines for a personal physical fitness plan, and evaluating the components and progress of the personal fitness plan.
- SOL 9.3.b Apply the FITT (frequency, intensity, time, type) principle and other principles of training such as overload, specificity, and progression, in accordance with personal goals to the personal fitness plan.
- SOL 9.3.c Explain the characteristics, including scientific principles and concepts, of safe and appropriate muscular-stretching, muscular-strengthening, and cardiorespiratory exercise programs to improve the health-related components of fitness.
- SOL 9.3.d Explain the relationship between heart rate, training zones, and exercise intensity, to include measures (e.g., heart rate monitors, pedometers, accelerometers) and appropriate training zones to meet exercise and personal fitness goals.
- SOL 9.3.e Demonstrate appropriate techniques for resistance-training activities, machines, and/or free weights.
- SOL 9.3.f Calculate resting heart rate, target heart rate, and blood pressure.
- SOL 9.3.g Identify types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation, dynamic) for personal fitness development (e.g. strength, endurance, range of motion).
- SOL 9.3.h Define and describe terms and activities associated with fitness, to include set, repetition, isometric, isotonic, isokinetic, core, upper body, and lower body exercises.
- VBO 9.3.i Design and implement at school a 50-minute personal fitness plan using baseline data to address all components of health-related fitness to improve or maintain fitness level. Include SMART goals, action plans that incorporate the FITT (frequency, intensity, time and type) principle, and other principles of training such as overload, specificity and progression; warm-up and cool-down.

Social Development

- SOL 9.4 The student will explain and demonstrate the skills needed to be safe, responsible, and respectful in all physical activity settings.
- SOL 9.4.a Identify and demonstrate proper etiquette, respect for others, integrity, and teamwork while engaging in a variety of activities.
- SOL 9.4.b Explain the impact of sports and activities in developing respect for the unique characteristics, differences and abilities of peers.
- SOL 9.4.c Apply conflict-resolution skills in physical activity settings.
- SOL 9.4.d Identify an opportunity for social support in a self-selected physical activity.
- SOL 9.4.e Apply communication skills and strategies that promote positive team/group dynamics.
- SOL 9.4.f Apply problem-solving and critical-thinking skills in physical activity settings, both as an individual and in groups.
- SOL 9.4.g Apply best practices for participating safely in physical activity, exercise, and dance (e.g. injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).
- SOL 9.4.h Analyze and compare psychological benefits derived from various physical activities (e.g. decreased stress and anxiety, increased self-esteem, increased mental alertness, improved mood).

Energy Balance

- SOL 9.5 The student will explain the importance of energy balance and evaluate current caloric intake and caloric expenditure to maintain optimal health and prevent chronic disease.
- SOL 9.5.a Explain the body's physiological response to sugar, sodium, and fat.

- SOL 9.5.b Assess and analyze current energy balance, to include intake and expenditure, activity levels, food choices, and amount of sleep.
- SOL 9.5.c Explain body composition, using body mass index (BMI) and other measures, the variety of body types, and healthy body weight.
- SOL 9.5.d Design and implement a plan to maintain an appropriate energy balance for a healthy, active lifestyle, to include intake, expenditure (levels of intensity), and sleep.

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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 veteran status in its programs and activities 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, 4-6, 4-43, 5-7, 5-19, 5-20, 5-44, 6-7, 7-48, 7-49, 7-57 and Regulations 4-4.1, 4-4.2, 4-6.1, 4-43.1, 5-44.1, 7-11.1, 7-17.1 and 7-57.1) provide equal access to courses, programs, counseling services, physical education and athletic, vocational education, instructional materials and extracurricular activities.

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

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