



Health and Physical Education

**HEALTH AND PHYSICAL EDUCATION
LEVEL I**

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, development of personal fitness plans, and understanding the principles of sportsmanship and fair play. Emphasis is placed on maintaining a physically active lifestyle. 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. 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 includes: Personal Fitness-Fitness/Health Habits, Effect of Exercise on the Body Systems, and Overall Health; Nutrition and Emotional Physical Health-Nutrition, Disease Prevention, and using Food as Fuel; Health Risk Behaviors-Risk Behaviors Substance Abuse, Personal Standards, and Parameters; Managing Personal and Family Health-Conflict Resolution, Stress, and Coping Strategies; Community Health and Wellness-First Aid, CPR-manikin instruction, and Community 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

OPTION 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

Glencoe Health (2005)

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

HEALTH LEVEL I

Personal Fitness

VA SOL's

- 9.1 The student will apply health knowledge and skills to the development and analysis of personal goals to achieve and maintain long-term health and wellness.
- 9.1.d maintenance of health habits that promote personal wellness;
- 9.1.e implementation of a fitness and lifelong physical activity plan.
- 9.2 The student will analyze and evaluate the relationships among healthy behaviors, disease prevention and control, and comprehensive wellness.
- 9.2.a participation in activities that improve the cardiovascular system;

VBO

- 9.1 Distinguish the relationship between fitness and wellness. **(SOL 9.1.e, 9.2.a)**
- 9.1.1 Identify the health consequences associated with physical inactivity.
- 9.1.2 Describe the psychological (emotional) and physiological (physical) benefits of physical activity.
- 9.1.3 Identify and explain the benefits of exercise on the cardiovascular and muscular system.
- 9.1.4 Create a personal fitness plan, including analysis of personal fitness data, incorporating fitness components and principles, and establishing short-term and long-term goals.
- 9.1.5 Describe health habits that promote personal wellness (exercise, diet, sleep, etc.), and identify the adverse health effects if not followed.

Nutrition and Emotional Physical Health

VA SOL's

- 9.1.a the use of current research and scientific study to interpret nutritional principles;
- 9.1.f establishment of personal parameters for appropriate and inappropriate health behaviors.
- 9.2 The student will analyze and evaluate the relationship among healthy behaviors, disease prevention and control, and comprehensive wellness.
- 9.2.b development of a personal plan for remaining free of communicable diseases;
- 9.2.c recognition of the value of proper nutrition, rest, and regular activity.

VBO

- 9.2 Evaluate the relationship between nutrition and wellness. **(SOL 9.1.a,d,f, 9.2.b,c)**
- 9.2.1 Explain how eating habits affect personal health, and apply principles of the *Dietary Guidelines for Americans* at <http://www.choosemyplate.gov/guidelines/index.html>
- 9.2.2 Explain how the digestive system utilizes food as fuel.
- 9.2.3 Identify and describe the recommended dietary allowances (RDA).
- 9.2.4 Demonstrate an understanding of how to use the nutritional facts panel on food labels.
- 9.2.5 Recognize appropriate and inappropriate health behaviors with respect to nutrition. (Examine diet and eating disorders.)
- 9.2.6 Describe how the immune system works.
- 9.2.7 Identify examples of communicable diseases.
- 9.2.8 Examine precautions you can take to prevent communicable diseases.

HEALTH LEVEL I

Health Risk Behaviors

VA SOL's

- 9.1.c - development of personal standards regarding the use of alcohol, tobacco, and other harmful substances.
- 9.3 - The student will analyze, synthesize, and evaluate the relationships among positive health behaviors, prevention and treatment of injury, and premature death.
- 9.3.a - risky behaviors that may result in permanent disability for self or others;
- 9.3.c - identification of situations involving risks;
- 9.3.e - the effects of alcohol and other drug use.

VBO

- 9.3 Analyze the benefits of positive health behaviors to prevent injury and promote wellness. **(SOL 9.1.c, 9.3.a,c,e) (10.1.c,d)**
- 9.3.1 Examine the connection between peer pressure and alcohol and other drug use.
- 9.3.2 Identify ways to avoid a drug-related situation.
- 9.3.3 Identify how use of drugs can limit one's potential, and describe a plan of action to make a commitment to be drug-free.
- 9.3.4 Detect situations with inherent risks that can cause harm to self or others.
- 9.3.5 Describe inappropriate actions that may contribute to injury (body piercing, tattoos, unclean nail salons, tanning beds, etc.).
- 9.3.6 Identify personal behaviors that promote wellness of the body systems with relation to substance abuse.
- 9.3.7 Analyze how alcohol and other drug use may contribute to injury and violent crimes.
- 9.3.8 Identify harmful substances and health problems associated with tobacco use. (10.1.c)

Managing Personal and Family Health

Conflict Resolution

VA SOL's

- 9.1.i peaceful resolution of conflicts.
- 9.3.a the consequences of using weapons in acts of violence.

VBO

- 9.4 Develop positive health behaviors to prevent injury. **(SOL 9.1.i, 9.3.b) (10.3.a,b,g, 10.5.c)**
- 9.4.1 Examine teen violence and explain how it affects personal, family, and community health.
- 9.4.2 Develop strategies to reduce or prevent teen violence.
- 9.4.3 Analyze ways to resolve conflicts peacefully and recognize when it makes sense to walk away from a conflict.
- 9.4.4 Recognize how anger contributes to fights, using weapons, and other violent behaviors.
- 9.4.5 Identify gang-related behaviors and the risks associated with their activities.

Mental Health

VA SOL's

- 9.1.g utilization of a personal system for coping with distress and stress;
- 9.1.h management of deadlines.

VBO

- 9.5 Apply healthy ways to handle stress and manage deadlines. (SOL 9.1.g,h)
- 9.5.1 Recognize stressful situations. (Relationships, deadlines, grades, etc.), and identify ways to avoid situations that may cause stress.
- 9.5.2 Detect positive ways of managing stress.

HEALTH LEVEL I

Community Health and Wellness

First Aid

VA SOL's

9.3.d use of universal precautions and appropriate application of first aid, CPR, and other emergency procedures.

VBO

- 9.6 Identify emergency care situations and explain/demonstrate appropriate care. **(9.3.d) (10.3.c)**
- 9.6.1 Explain first aid and why learning basic first aid skills are essential.
- 9.6.2 Analyze the importance of universal precautions.
- 9.6.3 Identify the first aid priorities intended for choking, heart failure, stroke, shock, severe bleeding, poisoning, injuries of bones/muscles/joints, and temperature-related injuries.
- 9.6.4 Explain and demonstrate proper procedures for administering CPR. (Compare and contrast CPR techniques used for an infant, child, and adult.)

Community Health

VA SOL's

- 9.1.b a decision-making process for selecting health and wellness products.
- 9.4 The student will use various sources of information to evaluate global health issues.
- 9.4.a the connections between personal health goals and state or national health issues (e.g., as found in the *Report of the Surgeon General*);
- 9.4.b the benefits of information provided by recognized sources, such as state and local health departments, the United States Department of Agriculture (USDA), the Food and Drug Administration (FDA), the American Dietetic Association (ADA), the National Institutes of Health (NIH), the World Health Organization (WHO), and the Centers for Disease Control and Prevention (CDC).
- 9.5 The student will evaluate the benefits of collaboration in relation to community health and wellness initiatives.
- 9.5.a the impact of developing positive relationships among health, wellness, and safety professionals for promotion of healthy communities;
- 9.5.b promotion of community projects;
- 9.5.c development of school and community health programs for citizens of all ages;
- 9.5.d the need for community services;
- 9.5.e the awareness of health-related social issues such as organ donation, homelessness, underage drinking, and substance abuse.*

VBO

- 9.7 Distinguish a relationship between community services and personal wellness.
(SOL 9.1.b, 9.4.a,b, 9.5.a,b,c,d,e)
- 9.7.1 Explain how the decision-making process could benefit a consumer of health products.
- 9.7.2 Describe common advertising techniques, your rights as a consumer and identify where you can go to seek help with consumer problems.
- 9.7.3 Identify national health issues utilizing the *Report of the Surgeon General* (<http://www.health.gov/healthypeople>).
- 9.7.4 Examine the connection and effects of personal, community, state, national, and global health issues.
- 9.7.5 Identify the public health responsibilities of the FDA, NIH, WHO, and CDC and determine their scope of influence on health practices.
- 9.7.6 Identify health professionals, agencies, and organizations (health advocacy) that impact community health.
- 9.7.7I Identify the benefits of community projects and community service.

*Organ donation and underage drinking is covered in 10th grade.



VIRGINIA BEACH CITY PUBLIC SCHOOLS

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

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

DEPARTMENT OF CURRICULUM AND INSTRUCTION

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