



### Health and Physical Education

## HEALTH AND PHYSICAL EDUCATION LEVEL II

*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 II focuses on the refinement of complex motor skills, use of technology to assess personal fitness levels, which will assist in the development of personal fitness plans, and demonstration of sportsmanship and fair play. A fitness test will be administered each semester to determine a student's healthy wellness zone. Components are the pacer; 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](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: First semester Driver Education-Classroom Theory (36 hours), Personal Fitness-Fitness/Healthy 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 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 II Family Life Education program focuses on the topics of evolution of relationships (courtship and marriage), abstinence outside the marriage, and HIV/AIDS.

### PREREQUISITE

*Health and Physical Education Level I*

### OPTION FOR NEXT COURSE

Physical Education Level III

Anatomy and Sports Injury

### REQUIRED STUDENT TEXTBOOK

*Health: A Guide to Wellness*, Glencoe (2005)

*Responsible Driving*, Glencoe, McGraw- Hill (2006)

## HEALTH LEVEL II

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

### Personal Fitness

#### VA SOL

- 10.1 The student will demonstrate an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and wellness of self and others throughout life.
- 10.1.b The effects of active and sedentary lifestyles;
- 10.2 The student will analyze, synthesize, and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life.
- 10.2.d The merits of goal setting;

#### VBO

- 10.1 Recognize the benefit of an active lifestyle on wellness. **(SOL 10.1.b, 10.2.d)**
- 10.1.1 Examine the health risks resulting from a sedentary lifestyle, and develop strategies to maintain an active lifestyle.
- 10.1.2 Describe the physical, mental, and emotional benefits of physical activity.
- 10.1.3 Evaluate personal exercise routines, fitness components and principles.
- 10.1.4 Create a personal fitness plan, incorporate fitness components and principles, and establish short-term and long-term health goals.

### Nutrition and Emotional Physical Health

#### VA SOL

- 10.1.a The impact of healthy and poor nutritional choices;

#### VBO

- 10.2 Analyze the connection between nutrition and wellness. **(SOL 10.1.a)**
- 10.2.1 Examine weight management, underweight, overweight, and obesity and the health risks associated with each.
- 10.2.2 Analyze the relationship between lack of physical activity and body weight and composition.
- 10.2.3 Determine body mass index (BMI) and ideal body weight and examine methods of measuring percentage of body fat.
- 10.2.4 Explore weight management strategies for weight loss or weight gain.
- 10.2.5 Discuss how family health habits, consumer habits, and cultural practices impact the family's dietary choices.
- 10.2.6 Investigate today's current dieting trends (fad diets) and their impact on mental and physical health, including eating disorders.
- 10.2.7 Compare saturated, polyunsaturated, and unsaturated fats, and identify foods which contain these various fats.
- 10.2.8 Analyze sports nutrition and identify types of nutrient supplements.
- 10.2.9 Compare types of vegetarianism.
- 10.2.10 Identify dietary changes to improve mental and physical health.
- 10.2.11 Evaluate personal eating habits and design a personal diet plan to address dietary guidelines.
- 10.2.12 Discuss how risk factors for dietary diseases (high cholesterol, diabetes, etc.) can be controlled by nutrition.

### Health Risk Behaviors

#### VA SOL

- 10.1.c The effects of tobacco, alcohol, inhalants, and other drug use;\*
- 10.2.a The empowering effect of being assertive;
- 10.2.c The value of exercising self-control.
- 10.3 The student will implement personal-injury-prevention and self-management strategies that promote personal, family, and community health throughout life.
- 10.3.d Recognition of tendencies toward self-harm;
- 10.3.e Recognition of life-threatening situations;
- 10.3.f Crisis-management strategies;
- 10.3.h Recognition of when to seek support for self and others.
- 10.5.g The negative influence of teenage drug and alcohol use on younger members of the community.

## HEALTH LEVEL II

### VBO

- 10.3 Recognize the benefits of positive health behaviors to wellness. (SOL 10.1.c, 10.2.a,c, 10.3.d,e,f,h, 10.5.g)
- 10.3.1 Identify drugs of abuse and their effects (e.g.: inhalants, steroids, stimulants, depressants, hallucinogens, narcotics, ecstasy, marijuana, etc.).
- 10.3.2 Examine reasons why people misuse drugs or other chemicals, develop strategies for preventing substance abuse. (Describe the side effects and synergistic effects of drugs and the symptoms of a drug overdose.)
- 10.3.3 Analyze the health risks, harmful effects, and consequences of substance abuse.
- 10.3.4 Differentiate between physical and psychological dependence and addiction.
- 10.3.5 Explain the impact of teenage drug use on the family and community.
- 10.3.6 Explain the power of assertiveness and recommend ways to be assertive. (Investigate how self-control is a protective factor.)
- 10.3.7 Compare and contrast assertive and aggressive behavior.
- 10.3.8 Differentiate between organic and functional mental disorders, and describe the types of mental disorders that affect our society.
- 10.3.9 Distinguish between the different types of mental health professionals and different types of therapy methods.
- 10.3.10 Identify the warning signs that indicate someone may cause harm to themselves, include the myths and facts associated with suicide, and actions to be taken.

### VA SOL's

\*10.1.c – The harmful effects of tobacco are covered in the 9<sup>th</sup> grade. The harmful effects of alcohol are taught under in the 10<sup>th</sup> grade Drivers Education unit.

\*\*10.1.d, 10.3.a, b, c, g, 10.5.c – Taught in the 9<sup>th</sup> grade.

## Managing Personal and Family Health

### VA SOL

- 10.2.e The influence of emotions and peer approval on personal decision-making;
- 10.2.g Family health habits and behaviors as they relate to promotion of health and wellness;
- 10.2.h The importance of support and encouragement from positive role models;
- 10.4 The student will synthesize and evaluate available health information, products, and services for the value and potential impact on his/her health and wellness throughout life.
- 10.4.a Marketing and advertising techniques to promote health and wellness;
- 10.4.b The use of current technological tools to analyze health products and services;
- 10.4.d The impact of technology on the health status of individuals, families, communities, and the world;
- 10.5.f The value of positive role models.

### VBO

- 10.4 Analyze the factors related to making decisions that have a positive influence on health. (SOL 10.2.e,g,h, 10.4.a,b,d, 10.5.f)
- 10.4.1 Classify types of emotions and explain how they can impact decisions.
- 10.4.2 Evaluate the impact of peer approval and how it effects teen decision making.
- 10.4.3 Describe how to make choices based on a decision-making model.
- 10.4.4 Explain family health habits and their influence on overall wellness.
- 10.4.5 Compare and contrast characteristics of positive and negative role models.
- 10.4.6 Identify marketing and advertising techniques relating to health products and services.
- 10.4.7 Identify federal agencies responsible for monitoring false advertising about drug and health products (FDA, Federal Trade Commission and the U.S. Postal Service)
- 10.4.8 Discuss the impact (positive and negative) that technology has had on the health status of individuals and society (including social networks, cyber bullying).
- 10.4.9 Analyze how technology impacts health care, health care costs, and health care information.

## HEALTH LEVEL II

### Community Health and Wellness

#### VA SOL

- 10.2.b The impact of involvement in school and community activities;
- 10.2.f The influence of the environment on the individual;
- 10.4.c Involvement of local, state, and federal agencies in health-related issues;
- 10.4.e Employment opportunities in health-related careers and professions;
- 10.5 The student will evaluate how different types of behaviors impact the family and community.
- 10.5.a The benefits of volunteering;
- 10.5.d The need for organized efforts to address community health and wellness issues;
- 10.5.e The responsibilities of citizens to promote the health and wellness goals of the community.

#### VBO

- 10.5 Examine how different types of behaviors impact the family and community in relation to personal health and wellness. **(SOL 10.2.b.f, 10.4.c,e, 10.5.a,d,e)**
- 10.5.1 Explain community health partnerships, identify examples of school-community activities, and recognize that involvement in school activities promotes mental and physical health.
- 10.5.2 Examine environmental health risks and explain the impact they have on individuals.
- 10.5.3 Identify sources of air, land, and water pollution, and examine strategies to improve the environment.
- 10.5.4 Explain the role of local, state, and federal health agencies in addressing the health goals and services of the national community.
- 10.5.5 Explore available health care professionals and investigate higher education training requirements.
- 10.5.6 Identify local and state health career opportunities.
- 10.5.7 Analyze the benefits of volunteerism and the importance of citizens (contributions/actions) to promote community health goals.



# VIRGINIA BEACH CITY PUBLIC SCHOOLS

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

## Mission Statement

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

Dr. James G. Merrill, Superintendent

## DEPARTMENT OF CURRICULUM AND INSTRUCTION

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