



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

**HEALTH AND PHYSICAL EDUCATION I**  
**(HPE9)**  
**(PE 7300)**  
**One credit, one**  
**year**

*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**

Students in grade nine complete the transition from modified versions of movement forms to more complex applications across all types of physical activities. This may include fitness activities, dance and rhythmic activities, aquatics, individual performance activities, and games and sports (net/wall, striking/fielding, and goal/target). Students demonstrate the ability to use basic skills, strategies, and tactics in a variety of lifetime physical activities. Students demonstrate more specialized knowledge in identifying and applying key movement concepts and principles. Students will explain the importance of energy balance and the nutritional needs of the body to maintain optimal health and prevent chronic disease. They 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 apply their understanding of personal fitness to lifelong participation in physical activity. Students demonstrate independence in making choices, respecting others, avoiding conflict, resolving conflicts appropriately, and using elements of fair play and ethical behavior in physical activity settings. Students demonstrate the knowledge, skills, and abilities required to plan for and improve components of fitness and achieve and maintain a health-enhancing level of personal fitness.

Students in grade nine integrate a variety of health concepts, skills, and behaviors to plan for their personal, lifelong health goals (self-management and responsible decision making). These include awareness and consequences of risky behaviors, disease prevention, overall wellness, and identification of community health resources (social awareness and responsible decision making). Students demonstrate competence in their knowledge and skills. They see themselves as having an active role in creating a healthy lifestyle for themselves, for their families, and for the community (relationship skills and responsible decision making).

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 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 Grade 9 Family Life Education program focuses on the topics of reproduction, teenage pregnancy, consent, and sexual assault, sexually transmitted infections, and human trafficking.

**PREREQUISITE**

None

## OPTIONS FOR NEXT COURSE

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

## REQUIRED STUDENT TEXTBOOK

None

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

## HEALTH EDUCATION GRADE 9

### Essential Health Concepts

9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.

#### Body Systems

a) Identify and describe the major structures and functions of the endocrine system.

#### Nutrition

b) Explain the differences between fat-soluble and water-soluble vitamins, food and non-food sources of vitamins, the role of vitamin and mineral supplements, and associated dietary reference intakes (DRIs) to maintain health.

c) Explain organic, fresh, farm-raised, "lite," low-fat, and fat-free foods.

#### Physical Health

d) Describe the prevalence, causes, and long-term consequences of unhealthy eating, sleep deprivation, extended screen time, and sedentary lifestyle.

#### Disease Prevention/Health Promotion

e) Identify common types of chronic disease including diabetes, heart disease, cancer, obesity, and stroke.

f) Define herd immunity and explain how immunizations can prevent the spread of diseases.

g) Describe the importance of health habits that promote vision, hearing, and dental health.

#### Substance Abuse Prevention

h) Explain how alcohol and other drugs increase the risk of injury.

i) Analyze the consequences of binge drinking.

j) Explain facts about opioids and why teens are more vulnerable to heroin and prescription opioids.

#### Safety/Injury Prevention

k) Identify behaviors that contribute to injuries and that may result in irreversible consequences.

l) Define traumatic and non-traumatic brain injury and identify examples of each, including concussion.

m) Describe actions, behaviors, and signs that may indicate potential threats to individuals or the school.

n) Identify effective time-management and organizational skills.

#### Mental Wellness/Social and Emotional Skills

o) Describe the positive and negative effects of social media and of sharing personal information online.

p) Identify signs and symptoms of mental illnesses or challenges (e.g., anxiety, depression, suicide, eating disorders, and self-harm behaviors).

q) Identify causes of conflict with friends and family and feelings/emotions both sides might experience.

r) Identify types of gangs, gang-related behaviors, and associated consequences.

#### Violence Prevention

s) Identify risky behaviors adolescents engage in, including weapon use and gang involvement.

#### Community/Environmental Health

t) Identify health-related social issues, such as homelessness, underage drinking, and substance abuse.

u) Identify global environmental health issues.

### Healthy Decisions

9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.

#### Body Systems

a) Identify health risks and other factors that affect the function of the endocrine system.

#### Nutrition

- b) Analyze personal daily intake to determine if one is meeting daily values for vitamins and minerals.  
c) Explore community resources for purchasing locally grown/sourced foods, including the concept of farm-to-table/restaurant.

#### Physical Health

d) Explain the physical, mental, and academic benefits of proper nutrition, sleep and rest, physical activity, maintaining a healthy body weight, and other personal wellness behaviors.

#### Disease Prevention/Health Promotion

- e) Identify behaviors that contribute to heart disease, stroke, diabetes, cancer, obesity, and other chronic diseases and conditions.  
f) Understand the difference between an epidemic and a pandemic and how they impact populations.  
g) Determine strategies to protect vision, hearing, and dental health.

#### Substance Abuse Prevention

- h) Evaluate the effects of alcohol and other drugs on human body systems, brain function, and behavior, and describe health benefits associated with abstaining from alcohol, tobacco, or other drugs.  
i) Develop a set of personal standards to resist the use of alcohol, tobacco, and other harmful substances and behaviors.  
j) Analyze and draw inferences about behaviors connected to addiction and mental health.

#### Safety/Injury Prevention

- k) Evaluate the long-term consequences of injury and describe controllable and uncontrollable risk factors.  
l) Identify common signs/symptoms (e.g., cognitive, emotional, physical, sleep) of a concussion.  
m) Analyze level of risk associated with a variety of behaviors, including weapon use and gang involvement.  
n) Identify strategies to respond to and report potential threats to individuals or the school.

#### Mental Wellness/Social and Emotional Skills

- o) Analyze how time management might contribute to stress reduction.  
p) Explain limitations to effective communication online.  
q) Identify school and community mental health resources to help and assist with mental illnesses or challenges.  
r) Identify strategies for peaceful resolution of conflict.

#### Violence Prevention

s) Examine how the consequences associated with gang involvement could affect oneself, the family, and the community in the present and the future.

#### Community/Environmental Health

- t) Evaluate strategies for improving health-related social issues.  
u) Examine the impact of global environmental health issues on local communities.

### **Advocacy and Health Promotion**

9.3 The student will demonstrate skills to advocate for personal and community health.

#### Body Systems

a) Promote behaviors that protect endocrine system health.

#### Nutrition

- b) Create one or more S.M.A.R.T. goals for personal consumption of vitamins and minerals and develop a plan to meet them.  
c) Explore careers associated with healthy food choices (e.g., dietetics, nutrition, farming, environmental science, food production, food safety, restaurant ownership).

#### Physical Health

d) Design a wellness plan for physical activity, sleep, rest, and nutrition to meet current health goals.

#### Disease Prevention/Health Promotion

e) Assess personal risk factors for diabetes, heart disease, cancer, obesity, and stroke, and develop personal prevention strategies.

f) Analyze data on the spread of diseases, and develop personal prevention strategies based on information analyzed.

g) Promote vision, hearing, and dental health.

#### Substance Abuse Prevention

h) Promote ways to encourage reporting peer substance use to trusted adults (e.g., parents, teachers, coaches, doctors).

i) Develop a personal plan to prevent substance use.

j) Research consequences of drug abuse, including stealing to support a drug habit, arrest, prosecution, and jail.

#### Safety/Injury Prevention

k) Demonstrate adult and child cardiopulmonary resuscitation (CPR), use of automated external defibrillator (AED), and first aid skills for choking, bleeding, contusions, fractures, and anaphylactic shock.

l) Advocate for reporting signs and symptoms and for safety practices to prevent brain injury.

m) Demonstrate healthy decision-making strategies related to risky behaviors.

n) Develop action steps to promote a safe and inclusive school environment.

#### Mental Wellness/Social and Emotional Skills

o) Create strategies to manage deadlines for a school-related activity (e.g., studying for a test, completing a project).

p) Create strategies to manage personal information and communicate effectively online, and balance technology use with offline activities.

q) Promote access to mental health resources to help oneself and others.

r) Apply appropriate conflict-resolution skills to prevent, manage, de-escalate, defuse, and/or resolve conflict in a variety of situations.

#### Violence Prevention

s) Create a message about the importance of avoiding gang involvement.

#### Community/Environmental Health

t) Develop a long-term plan for oneself and/or the family to positively impact a health-related social issue.

## **PHYSICAL EDUCATION GRADE 9**

### **Motor Skill Development**

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]).

a) Demonstrate proficiency and refinement in locomotor, non-locomotor, and manipulative skills through appropriate activities (e.g., orienteering, rock climbing, cycling, disc golf, lifetime activities, fitness activities, dance and rhythmic activities, aquatics, individual performance activities, games and sports [net/wall, striking/fielding, and goal/target]).

b) Design, implement, evaluate, and modify a practice plan for a self-selected skill, including 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.

### **Anatomical Basis of Movement**

9.2 The student will explain the structures and functions of the body and how they relate to and are affected by human movement.

a) Analyze and evaluate proficient and efficient movement in relation to how movement is directed, including 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 motion.

b) Describe the relationship between the endocrine system and the body's metabolic response to short- and long-term physical activity.

- c) 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).
- d) Explain the anaerobic respiration (ATP-PC and lactic acid system) and aerobic respiration systems used for energy during activity.
- e) Analyze movement performance and use feedback to learn or to improve the movement skills of self and others.
- f) Apply the concepts and principles of levers, force, motion, and rotation to a variety of activities.
- g) Apply biomechanical principles of balance, energy, and types of muscle contractions to a variety of activities.

### **Fitness Planning**

- 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.
- 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.
  - b) Apply the FITT (frequency, intensity, time, type of exercise) principle and other principles of training, such as overload, specificity, and progression, in accordance with personal goals to the personal fitness plan.
  - 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.
  - d) Calculate and explain the relationship between resting heart rate, target heart rate, recovery heart rate, blood pressure, training zones, and exercise intensity, including measurement devices (e.g., heart rate monitors, pedometers, accelerometers) to meet exercise and personal fitness goals.
  - e) Demonstrate appropriate techniques and describe the benefits of resistance-training activities, machines, and/or free weights.
  - f) Use the scientific process to analyze and compare resources, including available technology, to evaluate, monitor, and record activities for fitness improvement.
  - 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).
  - h) Define and describe terms and activities associated with fitness, including *set*, *repetition*, *isometric*, *isotonic*, *isokinetic*, *core*, and *upper-body exercises* and *lower-body exercises*.
  - i) Apply physiological principles of warm-up, cool down, overload, specificity, and progression.

### **Social and Emotional Development**

- 9.4 The student will explain and demonstrate the skills needed to be safe, responsible, and respectful in all physical activity settings.
- a) Identify and demonstrate proper etiquette, respect for the differences of others, integrity, safety and teamwork while engaging in a variety of activities.
  - b) Explain the effects of sports and activities in developing respect for the unique characteristics, differences and abilities of peers.
  - c) Apply conflict-resolution skills in physical activity settings.
  - d) Identify an opportunity for social support in a self-selected physical activity.
  - e) Apply communication skills and strategies that promote positive team/group dynamics.
  - f) Apply problem-solving and critical-thinking skills in physical activity settings, both as an individual and in groups.
  - 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).
  - 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).

- i) Develop and analyze activities to determine areas of exclusion and inclusion.

### **Energy Balance**

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

Aaron C. Spence, Ed.D., Superintendent  
Virginia Beach City Public Schools  
2512 George Mason Drive, Virginia Beach, VA 23456-0038

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For further information, please call (757) 263-1070.

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CHARTING THE COURSE

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