

Course Outline

Health and PE 9

The course outline includes all of the modules and all of the topics that are covered in each module. In addition, 2015 Virginia Standards of Learning are indicated in the appropriate column below.

Health and PE 9 Scope and Sequence		
Module and Topic	Name	2015 Virginia Standards of Learning
Developmental Module: <i>The purpose of this module is to review skills that students need in order to be successful in other areas of the course.</i>		
Module 1: Putting Together the Foundation for a Healthy Life		
Topic 1	The Decision-Making Process	<p>Health: 9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk. h) Apply a decision-making process for selecting health and wellness products.</p>
Topic 2	Nutritional Principles	<p>Health: 9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness. b) Identify guidelines for sleep, rest, nutrition, and physical activity. 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. e) Analyze personal risk factors for diabetes, heart disease, and stroke. g) Describe the importance of health habits that promote personal wellness. 9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk. e) Describe the prevalence, causes, and long-term consequences of unhealthy eating, sleep deprivation, and sedentary lifestyle. 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. 9.3 The student will demonstrate skills to advocate for personal and community health. b) Create a one-day meal plan that meets daily values for vitamins and minerals.</p>
Topic 3	Harmful Substances	<p>Health: 9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness. h) Explain how alcohol and other drugs</p>

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		<p>increase the risk of injury.</p> <p>i) Analyze the deadly consequences of binge drinking.</p> <p>j) Identify behaviors that may contribute to intentional and unintentional injuries and result in permanent disabilities.</p> <p>9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.</p> <p>d) Identify health-related decisions that contribute to heart disease, stroke, diabetes, and other chronic diseases and conditions.</p> <p>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.</p> <p>j) Develop a set of personal standards to resist the use of alcohol, tobacco, and other harmful substances, and other harmful behaviors.</p> <p>9.3 The student will demonstrate skills to advocate for personal and community health.</p> <p>c) Develop a personal plan to reduce or prevent injury, substance use, and communicable disease.</p>
Topic 4	Communicable Diseases	<p>Health:</p> <p>9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.</p> <p>f) Identify types of pathogens that cause disease.</p> <p>g) Describe the importance of health habits that promote personal wellness.</p> <p>9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.</p> <p>o) Evaluate the long-term consequences of injury (e.g., permanent disability) and disease, and describe controllable and uncontrollable risk factors.</p> <p>9.3 The student will demonstrate skills to advocate for personal and community health.</p> <p>c) Develop a personal plan to reduce or prevent injury, substance use, and communicable disease.</p> <p>d) Develop a personal plan for remaining free of communicable diseases.</p>
Topic 5	Individual Sports and Metabolism	<p>Physical Education:</p> <p>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</p>

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		<p>performance activities, and games and sports (net/wall, striking/fielding, and goal/target(s)).</p> <p>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]).</p> <p>9.2 The student will explain the structures and functions of the body and how they relate to and are affected by human movement.</p> <p>c) Apply the concepts and principles of the body's metabolic response to short- and long-term physical activity.</p> <p>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.</p> <p>f) Calculate resting heart rate, target heart rate, and blood pressure.</p> <p>9.4 The student will explain and demonstrate the skills needed to be safe, responsible, and respectful in all physical settings.</p> <p>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).</p> <p>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).</p>
<p>Topic 6</p>	<p>Team Sports and Recreational Activities</p>	<p>Physical Education:</p> <p>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)).</p> <p>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]).</p> <p>9.2 The student will explain the structures and functions of the body and how they relate to and are affected by human movement.</p>

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		<p>c) Apply the concepts and principles of the body's metabolic response to short- and long-term physical activity.</p> <p>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.</p> <p>f) Calculate resting heart rate, target heart rate, and blood pressure.</p> <p>9.4 The student will explain and demonstrate the skills needed to be safe, responsible, and respectful in all physical activity settings.</p> <p>a) Identify and demonstrate proper etiquette, respect for others, integrity, and teamwork while engaging in a variety of activities.</p> <p>b) Explain the impact of sports and activities in developing respect for the unique characteristics, differences and abilities of peers.</p> <p>d) Identify an opportunity for social support in a self-selected physical activity.</p> <p>e) Apply communication skills and strategies that promote positive team/group dynamics.</p> <p>f) Apply problem-solving and critical-thinking skills in physical activity settings, both as an individual and in groups.</p> <p>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).</p> <p>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).</p>
<p>Module Assessment</p>	<p>Health Pamphlet</p>	<p>Health:</p> <p>9.3 The student will demonstrate skills to advocate for personal and community health.</p> <p>e) Promote community health promotion and/or disease prevention projects.</p>
<p>Module 2: Physical Training Fitness Principles</p>		
<p>Topic 1</p>	<p>Muscular Strength and Endurance</p>	<p>Health:</p> <p>9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.</p> <p>g) Describe the importance of health habits that promote personal wellness.</p> <p>9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.</p>

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		<p>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.</p> <p>9.3 The student will demonstrate skills to advocate for personal and community health.</p> <p>c) Develop a personal plan to reduce or prevent injury, substance abuse, and communicable disease.</p>
Topic 2	Cardiovascular Training	<p>Health:</p> <p>9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.</p> <p>b) Explain the physical, mental, social, academic benefits of physical activity and the relationship between sedentary lifestyle and chronic disease.</p> <p>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.</p>
Topic 3	Flexibility	<p>Health:</p> <p>9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.</p> <p>e) Describe the prevalence, causes, and long-term consequences of unhealthy eating, sleep deprivation, and sedentary lifestyle.</p> <p>9.3 The student will demonstrate skills to advocate for personal and community health.</p> <p>c) Develop a personal plan to reduce or prevent injury, substance use, and communicable disease.</p>
Topic 4	Rest and the Endocrine System	<p>Health:</p> <p>9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.</p> <p>a) Identify and describe the major structures and functions of the endocrine system.</p> <p>b) Identify guidelines for sleep, rest, nutrition, and physical activity.</p> <p>g) Describe the importance of health habits that promote personal wellness.</p> <p>9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.</p> <p>a) Identify health risks and other factors that affect the function of the endocrine system.</p> <p>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.</p>

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Topic 5	Stretching	<p>Physical Education:</p> <p>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)).</p> <ul style="list-style-type: none"> 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]). d) Apply physiological principles of warm-up, cool down, overload, specificity, and progression. <p>9.2 The student will explain the structures and functions of the body and how they relate to and are affected by human movement.</p> <ul style="list-style-type: none"> c) Apply the concepts and principles of the body's metabolic response to short- and long-term physical activity. <p>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.</p> <ul style="list-style-type: none"> 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. f) Calculate resting heart rate, target heart rate, and blood pressure. 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). <p>9.4 The student will explain and demonstrate the skills needed to be safe, responsible, and respectful in all physical settings.</p> <ul style="list-style-type: none"> 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.,
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		<p>decreased stress and anxiety, increased self-esteem, increased mental alertness, improved mood).</p>
<p>Topic 6</p>	<p>Athletic Performance</p>	<p>Physical Education:</p> <p>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)).</p> <ul style="list-style-type: none"> 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]). e) Apply biomechanical principles of balance, energy, and types of muscle contractions to a variety of activities. <p>9.2 The student will explain the structures and functions of the body and how they relate to and are affected by human movement.</p> <ul style="list-style-type: none"> 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. 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. c) Apply the concepts and principles of the body's metabolic response to short- and long-term physical activity. e) Explain the anaerobic respiration (ATP-PC and Lactic Acid System) and aerobic respiration systems used for energy during activity. <p>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.</p> <ul style="list-style-type: none"> a) Demonstrate program-planning skills by assessing and analyzing personal fitness levels, setting goals, devising strategies, making timelines for a personal physical

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		<p>fitness plan, and evaluating the components and progress of the personal fitness plan.</p> <p>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.</p> <p>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.</p> <p>e) Demonstrate appropriate techniques for resistance-training activities, machines, and/or free weights.</p> <p>f) Calculate resting heart rate, target heart rate, and blood pressure.</p> <p>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).</p> <p>h) Define and describe terms and activities associated with fitness, to include set, repetition, isometric, isotonic, isokinetic, core, upper body, and lower body exercises.</p> <p>9.4 The student will explain and demonstrate the skills needed to be safe, responsible, and respectful in all physical settings.</p> <p>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).</p> <p>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).</p>
Module Assessment	School Fitness Program	<p>Health:</p> <p>9.3 The student will demonstrate skills to advocate for personal and community health.</p> <p>e) Promote community health promotion and/or disease prevention projects.</p>
Module 3: Mental Training		
Topic 1	Stress Versus Distress	<p>Health:</p> <p>9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.</p> <p>e) Analyze personal risk factors for diabetes,</p>

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		<p>heart disease, and stroke.</p> <p>l) Identify signs, symptoms, and sources of stress and anxiety at home, at school, and with peers.</p> <p>p) Evaluate how social environments affect health and well-being.</p> <p>9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.</p> <p>b) Explain the physical, mental, social, and academic benefits of physical activity and the relationship between sedentary lifestyle and chronic disease.</p> <p>d) Identify health-related decisions that contribute to heart disease, stroke, diabetes, and other chronic diseases and conditions.</p> <p>q) Develop a personal system for coping with distress and stress.</p> <p>r) Identify appropriate coping and resiliency strategies to manage symptoms of stress, anxiety, loss, and depression.</p>
Topic 2	Time Management	<p>Health:</p> <p>9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.</p> <p>q) Develop a personal system for coping with distress and stress.</p> <p>r) Identify appropriate coping and resiliency strategies to manage symptoms of stress, anxiety, loss, and depression.</p> <p>9.3 The student will demonstrate skills to advocate for personal and community health.</p> <p>i) Create strategies to manage deadlines.</p>
Topic 3	Conflict Resolution	<p>Health:</p> <p>9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.</p> <p>g) Describe the importance of health habits that promote personal wellness.</p> <p>q) Identify causes of conflict with friends and family.</p> <p>9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.</p> <p>s) Demonstrate peaceful resolution of conflicts.</p> <p>9.3 The student will demonstrate skills to advocate for personal and community health.</p> <p>m) Utilize appropriate resolution skills to prevent, prepare for, and manage conflict in a variety of situations.</p>
Topic 4	Exercise and Stress	<p>Physical Education:</p> <p>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,</p>

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		<p>dance and rhythmic activities, aquatics, individual performance activities, and games and sports (net/wall, striking/fielding, and goal/target(s)).</p> <p>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]).</p> <p>9.2 The student will explain the structures and functions of the body and how they relate to and are affected by human movement.</p> <p>c) Apply the concepts and principles of the body's metabolic response to short- and long-term physical activity.</p> <p>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.</p> <p>f) Calculate resting heart rate, target heart rate, and blood pressure.</p> <p>9.4 the student will explain and demonstrate the skills needed to be safe, responsible, and respectful in all physical activity settings.</p> <p>g) Apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury protection, proper alignment, hydration, use of equipment, implementation of rules, sun protection).</p> <p>h) Analyze and compare psychological benefits derived from various physical activities (e.g., decreased stress anxiety, increased self-esteem, increased mental alertness, improved mood).</p>
<p>Topic 5</p>	<p>Time-Saving Exercises</p>	<p>Physical Education:</p> <p>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)).</p> <p>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]).</p> <p>9.2 The student will explain the structures and functions of the body and how they relate to and are affected by human movement.</p>

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		<p>c) Apply the concepts and principles of the body's metabolic response to short- and long-term physical activity.</p> <p>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.</p> <p>f) Calculate resting heart rate, target heart rate, and blood pressure.</p> <p>9.4 The student will explain and demonstrate the skills needed to be safe, responsible, and respectful in all physical activity settings.</p> <p>g) Apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury protection, proper alignment, hydration, use of equipment, implementation of rules, sun protection).</p> <p>h) Analyze and compare psychological benefits derived from various physical activities (e.g., decreased stress anxiety, increased self-esteem, increased mental alertness, improved mood).</p>
<p>Topic 6</p>	<p>Walking for Your Health</p>	<p><i>Physical Education:</i></p> <p>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)).</p> <p>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]).</p> <p>9.2 The student will explain the structures and functions of the body and how they relate to and are affected by human movement.</p> <p>c) Apply the concepts and principles of the body's metabolic response to short- and long-term physical activity.</p> <p>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.</p> <p>f) Calculate resting heart rate, target heart rate, and blood pressure.</p>

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		<p>9.4 The student will explain and demonstrate the skills needed to be safe, responsible, and respectful in all physical activity settings.</p> <p>g) Apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury protection, proper alignment, hydration, use of equipment, implementation of rules, sun protection).</p> <p>h) Analyze and compare psychological benefits derived from various physical activities (e.g., decreased stress anxiety, increased self-esteem, increased mental alertness, improved mood).</p>
Module Assessment	Helping a Friend	<p>Health:</p> <p>9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.</p> <p>r) Identify appropriate coping and resiliency strategies to manage symptoms of stress, anxiety, loss, and depression.</p>
Module 4: Putting Together Your Fitness Puzzle		
Topic 1	F.I.T.T. Principles	<p>Health:</p> <p>9.3 The student will demonstrate skills to advocate for personal and community health.</p> <p>a) Design a lifelong physical activity and wellness plan.</p> <p>c) Develop a personal plan to reduce or prevent injury, substance use, and communicable disease.</p>
Topic 2	Goal Setting	<p>Health:</p> <p>9.3 The student will demonstrate skills to advocate for personal and community health.</p> <p>a) Design a lifelong physical activity and wellness plan.</p> <p>i) Create strategies to manage deadlines.</p>
Topic 3	Designing and Implementing Your Personal Fitness Plan	<p>Health:</p> <p>9.3 The student will demonstrate skills to advocate for personal and community health.</p> <p>a) Design a lifelong physical activity and wellness plan.</p> <p>i) Create strategies to manage deadlines.</p>
Topic 4	Assessing and Evaluating Your Personal Fitness Plan	<p>Health:</p> <p>9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.</p> <p>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.</p> <p>9.3 The student will demonstrate skills to advocate for personal and community health.</p> <p>i) Create strategies to manage deadlines.</p>

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<p>Topic 5</p>	<p>Upper-Body and Lower-Body Exercises</p>	<p>Physical Education:</p> <p>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)).</p> <ul style="list-style-type: none"> 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]). c) Apply the concepts and principles of levers, force, motion, and rotation in a variety of activities. e) Apply biomechanical principles of balance, energy, and types of muscle contractions to a variety of activities. f) Demonstrate competency in one or more specialized skills in health-related fitness activities. <p>9.2 The student will explain the structures and functions of the body and how they relate to and are affected by human movement.</p> <ul style="list-style-type: none"> c) Apply the concepts and principles of the body's metabolic response to short- and long-term physical activity. <p>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.</p> <ul style="list-style-type: none"> e) Demonstrate appropriate techniques for resistance-training activities, machines, and/or free weights. f) Calculate resting heart rate, target heart rate, and blood pressure. h) Define and describe terms and activities associated with fitness, to include set, repetition, isometric, isotonic, isokinetic, core, upper body, and lower body exercises. <p>9.4 The student will explain and demonstrate the skills needed to be safe, responsible, and respectful in all physical activity settings.</p> <ul style="list-style-type: none"> 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
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		<p>activities (e.g., decreased stress anxiety, increased self-esteem, increased mental alertness, improved mood).</p>
<p>Topic 6</p>	<p>Core Exercises and Total-Body Workouts</p>	<p>Physical Education:</p> <p>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)).</p> <ul style="list-style-type: none"> 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]). c) Apply the concepts and principles of levers, force, motion, and rotation in a variety of activities. <p>9.2 The student will explain the structures and functions of the body and how they relate to and are affected by human movement.</p> <ul style="list-style-type: none"> c) Apply the concepts and principles of the body's metabolic response to short- and long-term physical activity. <p>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.</p> <ul style="list-style-type: none"> f) Calculate resting heart rate, target heart rate, and blood pressure. h) Define and describe terms and activities associated with fitness, to include set, repetition, isometric, isotonic, isokinetic, core, upper body, and lower body exercises. <p>9.4 The student will explain and demonstrate the skills needed to be safe, responsible, and respectful in all physical activity settings.</p> <ul style="list-style-type: none"> 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 anxiety, increased self-esteem, increased mental alertness, improved mood).

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Module Assessment	Your Personal Fitness Plan	<p>Physical Education:</p> <p>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)).</p> <ul style="list-style-type: none"> c) Apply the concepts and principles of levers, force, motion, and rotation in a variety of activities. e) Apply biomechanical principles of balance, energy, and types of muscle contractions to a variety of activities. <p>9.2 The student will explain the structures and functions of the body and how they relate to and are affected by human movement.</p> <ul style="list-style-type: none"> 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. d) Explain the body's response to the principles of specificity, overload, and progression (SOP) in relations to frequency, intensity, time, and type of exercise (FITT). f) Analyze movement performance, and utilize feedback to learn or to improve the movement skills of self and others. <p>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.</p> <ul style="list-style-type: none"> 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) principle and other principles of training such as overload, specificity, and progression, in accordance with personal goals to the personal fitness plan.
Module 5: Keeping It Together		
Topic 1	Avoiding Risky Behaviors	<p>Health:</p> <p>9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.</p> <ul style="list-style-type: none"> h) Explain how alcohol and drugs increase the risk of injury.

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		<p>j) Identify behaviors that may contribute to intentional and unintentional injuries and result in permanent disabilities.</p> <p>m) Describe the positive and negative impacts of social networking.</p> <p>p) Evaluate how social environments affect health and well-being.</p> <p>9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.</p> <p>m) Explain short- and long-term consequences of inappropriate behaviors online.</p> <p>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.</p> <p>o) Evaluate the long-term consequences of injury (e.g., permanent disability) and disease, and describe controllable and uncontrollable risk factors.</p> <p>9.3 The student will demonstrate skills to advocate for personal and community health.</p> <p>g) Demonstrate healthy decision-making strategies related to weapons.</p> <p>j) Discuss ramifications of sharing personal information through electronic media.</p>
Topic 2	Emergency Procedures	<p>Health:</p> <p>9.3 The student will demonstrate skills to advocate for personal and community health.</p> <p>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.</p>
Topic 3	Violence Prevention	<p>Health:</p> <p>9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.</p> <p>k) Examine how the consequences associated with gang involvement could affect self, family, and community.</p> <p>p) Evaluate how social environments affect health and well-being.</p> <p>9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.</p> <p>g) Identify common types of cancer, risk factors, and prevention strategies.</p> <p>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.</p> <p>n) Analyze situations involving risk and risky</p>

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		<p>behaviors (e.g., weapon use, impaired driving, swimming, speeding) that may result in permanent disability to self or others.</p> <p>p) Explain Virginia laws and responsibilities associated with weapon possession and gang involvement.</p> <p>9.3 The student will demonstrate skills to advocate for personal and community health.</p> <p>g) Demonstrate healthy decision-making strategies related to weapons.</p> <p>h) Create a message about the importance of avoiding gang involvement.</p>
<p>Topic 4</p>	<p>Peer Pressure and Body Image</p>	<p>Health:</p> <p>9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.</p> <p>o) Explain the relationship between body image and eating disorders.</p> <p>9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.</p> <p>j) Develop a set of personal standards to resist the use of alcohol, tobacco, and other harmful substances, and other harmful behaviors.</p> <p>u) Discuss the causes, symptoms, harmful effects, and treatment of eating disorders.</p> <p>9.3 The student will demonstrate skills to advocate for personal and community health.</p> <p>l) Determine how to help a friend exhibiting signs of depression, anxiety, disordered eating, or other self-harming behavior.</p>
<p>Topic 5</p>	<p>Aerobic Exercise and Types of Aerobics</p>	<p>Physical Education:</p> <p>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)).</p> <p>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 spots [net/wall, striking/fielding, and goal/target]).</p> <p>c) Apply the concepts and principles of the body's metabolic response to short- and long-term physical activity.</p> <p>d) Apply physiological principles of levers, force, motion, and rotation in a variety of activities.</p> <p>9.2 The student will explain the structures and functions of the body and how they relate to and are affected by human movement.</p>

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		<p>c) Apply the concepts and principles of the body's metabolic response to short- and long-term physical activity.</p> <p>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.</p> <p>f) Calculate resting heart rate, target heart rate, and blood pressure.</p> <p>9.4 The student will explain and demonstrate the skills needed to be safe, responsible, and respectful in all physical activity settings.</p> <p>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).</p> <p>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.)</p>
<p>Topic 6</p>	<p>Dancing</p>	<p>Physical Education:</p> <p>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)).</p> <p>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 spots [net/wall, striking/fielding, and goal/target]).</p> <p>c) Apply the concepts and principles of the body's metabolic response to short- and long-term physical activity.</p> <p>d) Apply physiological principles of levers, force, motion, and rotation in a variety of activities.</p> <p>9.2 The student will explain the structures and functions of the body and how they relate to and are affected by human movement.</p> <p>c) Apply the concepts and principles of the body's metabolic response to short- and long-term physical activity.</p> <p>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-</p>

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		<p>assessing, and modifying a personal fitness program.</p> <p>f) Calculate resting heart rate, target heart rate, and blood pressure.</p> <p>9.4 The student will explain and demonstrate the skills needed to be safe, responsible, and respectful in all physical activity settings.</p> <p>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).</p> <p>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.)</p>
Module Assessment	CPR Demonstration	<p>Health:</p> <p>9.3 The student will demonstrate skills to advocate for personal and community health.</p> <p>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.</p>
Module 6: Community Health		
Topic 1	Community Health Projects	<p>Health:</p> <p>9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.</p> <p>p) Evaluate how social environments affect health and well-being.</p> <p>r) Examine the impact of global health issues on local communities.</p> <p>9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.</p> <p>t) Explain the importance of community mental health services.</p> <p>v) Evaluate strategies for improving the societal and environmental conditions that contribute to health.</p> <p>w) Identify global and local health-related environmental issues, including ways to prevent and manage asthma and allergies.</p> <p>9.3 The student will demonstrate skills to advocate for personal and community health.</p> <p>e) Promote community health promotion and/or disease prevention projects.</p> <p>k) Identify school and community mental health resources.</p>

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Topic 2	Health In School	<p>Health:</p> <p>9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.</p> <p style="padding-left: 20px;">p) Evaluate how social environments affect health and well-being.</p> <p>9.3 The student will demonstrate skills to advocate for personal and community health.</p> <p style="padding-left: 20px;">e) Promote community health promotion and/or disease prevention projects.</p>
Topic 3	Social Issues	<p>Health:</p> <p>9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.</p> <p style="padding-left: 20px;">l) Identify signs and symptoms of depression, risk factors.</p> <p style="padding-left: 20px;">n) Identify signs and symptoms of depression, risk factors for suicide, and risk factors for other self-destructive behaviors.</p> <p>9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.</p> <p style="padding-left: 20px;">l) Describe the benefits of organ donation.</p> <p style="padding-left: 20px;">r) Identify appropriate coping and resiliency strategies to manage symptoms of stress, anxiety, loss, and depression.</p> <p style="padding-left: 20px;">x) Identify health-related social issues such as homelessness, underage drinking, and substance abuse.</p> <p>9.3 The student will demonstrate skills to advocate for personal and community health.</p> <p style="padding-left: 20px;">e) Promote community health promotion and/or disease prevention projects.</p> <p style="padding-left: 20px;">k) Identify school and community mental health resources.</p> <p style="padding-left: 20px;">l) Determine how to help a friend exhibiting signs of depression, anxiety, disordered eating, or other self-harming behavior.</p>
Topic 4	Individual Sports	<p>Physical Education:</p> <p>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)).</p> <p style="padding-left: 20px;">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]).</p> <p style="padding-left: 20px;">b) Design, implement, evaluate, and modify a practice plan for a self-selected skill, to</p>

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		<p>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.</p> <ul style="list-style-type: none"> c) Apply the concepts and principles of levers, force, motion, and rotation in a variety of activities. d) Apply physiological principles of warm-up, cool down, overload, specificity, and progression. f) Demonstrate competency in one or more specialized skills in health-related fitness activities. <p>9.2 The student will explain the structures and functions of the body and how they relate to and are affected by human movement.</p> <ul style="list-style-type: none"> c) Apply the concepts and principles of the body's metabolic response to short- and long-term physical activity. f) Analyze movement performance, and utilize feedback to learn or to improve the movement skills of self and others. <p>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.</p> <ul style="list-style-type: none"> f) Calculate resting heart rate, target heart rate, and blood pressure. <p>9.4 The student will explain and demonstrate the skills needed to be safe, responsible, and respectful in all physical activity settings.</p> <ul style="list-style-type: none"> 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).
<p>Module Assessment</p>	<p>Community Service Project</p>	<p>Health:</p> <p>9.3 The student will demonstrate skills to advocate for personal and community health.</p> <ul style="list-style-type: none"> o) Develop a long-term plan for self and/or family to positively impact the environment.

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Module 7: Public Health		
Topic 1	Health Departments	<p>Health:</p> <p>9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.</p> <p>y) Evaluate how public health policies influence health and disease prevention.</p>
Topic 2	Preparing for Disasters and Disaster Relief	<p>Health:</p> <p>9.3 The student will demonstrate skills to advocate for personal and community health.</p> <p>n) Create an action plan to prepare for a natural disaster.</p>
Topic 3	Sportsmanship and Respect	<p>Physical Education:</p> <p>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)).</p> <p>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]).</p> <p>c) Apply the concepts and principles of levers, force, motion, and rotation in a variety of activities.</p> <p>9.2 The student will explain the structures and functions of the body and how they relate to and are affected by human movement.</p> <p>c) Apply the concepts and principles of the body's metabolic response to short- and long-term physical activity.</p> <p>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.</p> <p>f) Calculate resting heart rate, target heart rate, and blood pressure.</p> <p>9.4 The student will explain and demonstrate the skills needed to be safe, responsible, and respectful in all physical activity settings.</p> <p>a) Identify and demonstrate proper etiquette, respect for others, integrity, and teamwork while engaging in a variety of activities.</p> <p>b) Explain the impact of sports and activities in developing respect for the unique characteristics, differences and abilities of peers.</p>

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		<ul style="list-style-type: none"> 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).
Module Assessment	Conflict in Sport Collaborative Presentation	<p>Physical Education:</p> <p>9.4 The student will explain and demonstrate the skills needed to be safe, responsible, and respectful in all physical activity settings.</p> <ul style="list-style-type: none"> a) Identify and demonstrate proper etiquette, respect for others, integrity, and teamwork while engaging in a variety of activities. b) Explain the impact 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. 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.
Module 8: Lifelong Health and Wellness		
Topic 1	Daily Diet and Nutrition	<p>Health:</p> <p>9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.</p> <ul style="list-style-type: none"> 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. d) Explain the relationship between body composition and healthy body weight. <p>9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.</p> <ul style="list-style-type: none"> c) Analyze current research and scientific studies to interpret nutritional principles, research the accuracy of health claims for a

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		<p>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.</p> <p>h) Apply a decision-making process for selecting health and wellness products.</p>
Topic 2	Protecting Your Long-Term Health	<p>Health:</p> <p>9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.</p> <p>d) Identify common types of cancer, risk factors, and prevention strategies.</p> <p>k) Determine strategies to protect vision, hearing, and dental health.</p>
Topic 3	Energy Balance and Optimal Health	<p>Physical Education:</p> <p>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.</p> <p>f) Calculate resting heart rate, target heart rate, and blood pressure.</p> <p>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.</p> <p>a) Explain the body's physiological response to sugar, sodium, and fat.</p> <p>b) Assess and analyze current energy balance, to include intake and expenditure, activity levels, food choices, and amount of sleep.</p> <p>c) Explain body composition, using body mass index (BMI) and other measures, the variety of body types, and healthy body weight.</p> <p>d) Design and implement a plan to maintain appropriate energy balance for a healthy, active lifestyle, to include intake, expenditure (levels of intensity), and sleep.</p>
Module Assessment	Making Smart Choices as an Informed Consumer	<p>Health:</p> <p>9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.</p> <p>h) Apply a decision-making process for selecting health and wellness products.</p> <p>Physical Education:</p> <p>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.</p> <p>d) Design and implement a plan to maintain appropriate energy balance for a healthy, active lifestyle, to include intake, expenditure (levels of intensity), and sleep.</p>