

**Southern Regional High School
Manahawkin, New Jersey**

Course of Study

For

**Physical Education
Grade 9**

Submitted By:
Malcolm Smith

Date: June 25, 2008

Date Board Approved: July 9, 2008

Southern Regional High School District Course of Study

Department Physical Education

**Course Title: Physical Education Grade 9
Examining how my actions affect others.**

Essential Questions of the Course:

- 1. How can I apply team skills to my life?**
- 2. How do I define physical fitness?**
- 3. How do movement concepts impact skill performance?**

Assessments:

**Motor Skills testing
Written testing
Structured Observations
Student Logs
Student Journals
Self-evaluation
Student Portfolios
Participation**

Unit of Study

Unit Title: Grade 9 Unit #1
Motor Skill Development- Team Activity

Essential Questions of the Unit:

- 1. What are the skills, rules, and basic strategies necessary for successful participation in this activity?**
- 2. How is this activity like or not like other activities?**
- 3. What does good sportsmanship, effort and teamwork look like in this activity?**
- 4. How does balance, counter balance, and position of center of gravity impact skill performance?**

Assessments:

Skill testing

Written testing

Self/Partner/Teacher evaluation of participation based upon a rubric in teamwork, sportsmanship and effort.

Content:

- 1. (Review) Skills**
 - A. Performance points**
 - B. Error detection and correction**
 - C. Compare and contrast to other activities**

- 2. (Review) Rules**
 - A. Game rules**
 - B. Scoring**
 - C. Penalties**
 - D. How the rules impact safety**

- 3. (Review) History/Cultural Influences on Activity**

- 4. Center of Gravity and Stability**
 - A. Define**
 - 1. Center of Gravity**
 - 2. Base of Support**
 - 3. Stability**
 - B. Principals of stability**
 - 1. weight transfer**
 - 2. moving center of gravity**
 - 3. changing base of support**
 - 4. increasing friction**

- 5. Strategies**
 - A. Offensive**
 - B. Defensive**

- 6. Participation**
 - A. Indicators of Positive Participation**
 - B. How Does Your Personal Participation Impact Others**

Skills:

- 1. Explain, execute game skills.**
- 2. Explain, identify game rules and penalties.**
- 3. Compare and contrast this activity with other activities.**
- 4. Recognize, analyze and explain the impact of ball spin on rebound.**
- 5. Evaluate participation.**
- 6. Working collaborative in groups to reach goals.**

Purpose / Rational of the unit:

This unit will further enhance and strengthen the student's skills and understanding of this game. They will also be able to explain the relationship between center of gravity and stability. The students will recognize effective game strategies to improve game play and will also be able to demonstrate what good participation looks like as well as self-assess their own participation.

New Jersey Core Curriculum Content Standards:

- 2.1 E.1 Evaluate work and leisure situations for perceived and actual risk of intentional and unintentional injuries.**
- 2.1 E.2 Develop personal protection strategies to reduce the incidence of injuries and evaluate their effectiveness.**
- 2.2 E.1 Assess personal and group contributions and strengths that lead to the achievement of goals and tasks.**
- 2.2 E.2 Evaluate personal participation as both leader and follower.**
- 2.2 E.3 Discuss factors that influence intrinsic and extrinsic motivation and employ motivational techniques to enhance group productivity.**
- 2.2 E.4 Evaluate the group's ability to be respectful, supportive and adherent to codes of conduct.**
- 2.2 E.5 Develop and articulate the group's goals, shared values, vision and work plan.**
- 2.5 A.1 Demonstrate mature, mechanically correct form and control when combining and modifying skills in applied settings.**
- 2.5 A.2 Use information from internal and external sources to detect, analyze and correct errors in movement skills and patterns used in applied settings.**
- 2.5 A.3 Apply and analyze the use of momentum, force, and torque to enhance or change the performance of movement skills during physical activity.**
- 2.5 A.4 Transfer specialized movement skills that use similar patterns from one movement activity to another.**
- 2.5 A.5 Design and perform smooth flowing sequences with intentional changes in direction, flow and speed.**
- 2.5 B.1 Analyze a movement performance and discuss how each part can be made more interesting, creative, efficient and/or more effective.**
- 2.5 B.2 Predict changes in movement performance based on the application of balance, counter balance, weight transfer and agility.**
- 2.5 B.4 Analyze how movement activities reflect culture, era, geography or historical content.**
- 2.5 C.1 Demonstrate and assess tactual understanding by using appropriate and effective offensive, defensive and cooperative strategies in applied settings.**
- 2.5 D.2 Investigate the impact of rules and regulations on the health and safety of participants.**

Time Frame of Unit: 4-5 weeks/Activity

Instructional Activities:

- 1. Drills**
- 2. Small Games**
- 3. Lead up Games**
- 4. Skill Testing**
- 5. Tournament play**
- 6. Dances- Country Line**

Materials and Resources:

**Journals- JOPERD
Strategies**

**Teaching Cues for Sport Skills for Secondary School Students
Hilda Fronske, 4th edition**

Unit of Study

Unit Title: Grade 9 Unit #2
Fitness Content, Training Principles and Methods

Essential Questions of the Unit:

- 1. How does exercise enhance overall fitness?**
- 2. How does one exercise correctly in order to benefit from exercise?**
- 3. What are some of the ways I can exercise in order to improve personal fitness?**

Assessments:

Self, peer, teacher evaluation of personal fitness recognizing strengths and weaknesses.

Rating scales/checklists

Task cards

Participation

Content:

- I. Basic Principles of Exercise**
 - A. Principle of overload**
 - 1. define
 - 2. apply
 - B. Principle of Progression**
 - 1. define
 - 2. apply
 - 3. threshold of training
 - 4. target fitness zone
 - C. Principle of Specificity**
 - 1. define
 - 2. apply

- II. Fit Formula**
 - A. Frequency**
 - B. Intensity**
 - 1. Target heart rate
 - C. Time**

- III. Training Methods**
 - A. Interval Training**
 - B. Circuit Training**
 - C. Weight Training**

- IV. Weight Room Basics**
 - A. Safety/Etiquette**
 - B. Form and Technique**

Skills:

- 1. Assess, evaluate, compare and contrast fitness programs**
- 2. Monitor heart rate**
- 3. Identify and evaluate personal strengths and weaknesses**
- 4. Explain and apply training methods**
- 5. Categorize activities which address different principles**

Purpose / Rational of the unit:

This unit will address how to exercise correctly in order to benefit from exercise. Students will learn the principles of training as well as a variety of training methods in order to enhance personal fitness.

New Jersey Core Curriculum Content Standards:

- 2.1 E.1** Evaluate work and leisure situations for perceived and actual risk of intentional and unintentional injuries.
- 2.1 E.2** Develop personal protection strategies to reduce the incidence of injuries and evaluate their effectiveness.
- 2.2 C.1** Appraise individual and family needs in order to achieve and maintain wellness and design a plan for lifelong wellness.
- 2.2 C.2** Evaluate how family, peers, healthcare providers and the community support or hinder the achievement of a wellness plan.
- 2.2 E.1** Assess personal and group contributions and strengths that lead to the achievement of goals and tasks.
- 2.2 E.2** Evaluate personal participation as both a leader and a follower.
- 2.2 E.3** Discuss factors that influence intrinsic and extrinsic motivation and employ motivational techniques to enhance group productivity.
- 2.2 E.4** Evaluate a group's ability to be respectful, supportive and adherent to codes of conduct.
- 2.6 A.1** Predict the short and long-term physical, social and emotional benefits and potential problems associated with regular physical activity.
- 2.6 A.2** Summarize the causes, influences and responses of body systems during exercise.
- 2.6 A.3** Describe how preventative healthcare, physiological monitoring hydration, a safe environment and exercising with a partner contribute to safe fitness activities.
- 2.6 B.1** Develop and implement a training program to maximize health benefits and prevent exercise related injuries and illnesses.
- 2.6 B.2** Apply training principles to establish a progression of activity that will improve each component of fitness and justify the use of each principle.
- 2.6 C.1** Engage in a variety of sustained, vigorous physical activities to enhance each component of fitness.
- 2.6 C.2** Perform at the intensity level needed to enhance cardiovascular fitness, monitor physiological responses before, during and after exercise and modify exercises appropriately in response.
- 2.6 C.3** Assess personal level of fitness, design a personal fitness plan considering current health and fitness status, goals and interests, skill level, accessibility and costs and use technology to implement, monitor and evaluate the plan.
- 2.6 C.4** Demonstrate age and gender specific progress towards the achievement of fitness goals for each component of health related and skill related fitness.
- 2.6 C.6** Discuss the use of body mass index, body fat percentage, and fat deposition as measures of fitness.

Time Frame of Unit 4-5 weeks

Instructional Activities:

Circuit Training
Interval Training
Station Work
Monitor Heart Rate
Weight Training
Fitness Tests
Southern Fitness 500

Materials and Resources:

Southern Fitness 500
Personal Fitness Looking Good-Feeling Good, Williams,
Harageones, Johnson, Smith, 4th edition
Foundations of Personal Fitness: Glencoe

Unit of Study

Unit Title: Grade 9 Unit #3
Fitness Activities

Essential Questions of the Unit:

- 1. How is heart rate affected by exercise?**
- 2. What are the cardiovascular benefits of aerobic activity?**

Assessments:

Self, peer, teacher evaluation of fitness (cardiovascular)

**Self, peer, teacher evaluation of effort, teamwork and
sportsmanship (rubric)**

Quizzes

Worksheets

Successful Participation

Content:

- I. Aerobic vs. Anaerobic**
 - a. differences**

- II. Fit formula**
 - a. Frequency**
 - b. Intensity**
 - c. Time**

- III. Benefits of aerobic exercise**
 - a. Heart**
 - b. Lungs**
 - c. Blood vessels**

- IV Heart rates and Cardiovascular Fitness**
 - a. Resting**
 - b. Target**
 - c. Recovery**

Skills:

- 1. Comparing and contrasting activities-aerobic vs anaerobic**
- 2. Assessing Cardiovascular fitness**
- 3. Monitor heart rate before, during, and after activities.**
- 4. Determine if an exercise contributes to cardiovascular fitness using the fit formula.**

Purpose / Rational of the unit:

This unit will enhance and strengthen the students understanding of personal fitness. They will be able to develop a program to improve their personal fitness. The student will also be able to explain the benefits of cardiovascular fitness and identify the parts of the body that cardiovascular fitness effects.

New Jersey Core Curriculum Content Standards:

- 2.1 E.1 Evaluate work and leisure situations for perceived and actual risk of intentional and unintentional injuries.**
- 2.1 E.2 Develop personal protection strategies to reduce the incidence of injuries and evaluate their effectiveness.**
- 2.2 C.2 Evaluate how family, peers, healthcare providers and the community support or hinder the achievement of a wellness plan.**
- 2.2 D.6 Plan, implement and evaluate activities to benefit a health organization, cause or issue.**
- 2.2 E.1 Assess personal and group contributions and strengths that lead to the achievement of goals and tasks.**
- 2.2 E.2 Evaluate personal participation as both leader and follower.**
- 2.2 E.3 Discuss factors that influence intrinsic and extrinsic motivation and employ motivational techniques to enhance group productivity.**
- 2.2 E.4 Evaluate a group's ability to be respectful, supportive and adherent to codes of conduct.**
- 2.2 E.5 Develop and articulate the group's goals, shared values, vision and work plan.**
- 2.6 A.1 Predict the short and long term physical, social, and emotional benefits and potential problems associated with regular physical activity.**
- 2.6 A.2 Summarize the causes, influences, and responses of body systems during exercise.**
- 2.6 B.1 Develop and implement a training program to maximize health benefits and prevent exercise related injuries and illnesses.**
- 2.6 C.1 Engage in a variety of sustained, vigorous physical activities to enhance each component of fitness.**
- 2.6 C.2 Perform at the intensity level needed to enhance cardiovascular fitness, monitor physiological responses before, during and after exercise, and modify exercise appropriately in response.**

Time Frame of Unit 4-5 weeks

Instructional Activities:

Station work

Circuit training

Use of pedometers and heart rate monitors.

Fitness Walk-A-Thon (to benefit Relay for Life)

Materials and Resources:

Health and Fitness Through Physical Education Pate, Hohn

Physical Education for Lifelong Fitness AAHPERD

**Physical Activity for Health and Fitness Jackson, Morrow, Hill,
Dishman**

Content:

- I. Introduction to ropes course.**
 - a. physical location**
 - b. philosophy**

- II. Introduction Games**
 - a. large group**

- III Contract**
 - a. group**
 - b. full value**

- IV Low Elements**
 - a. small group activities**

- V Trust activities**

- VI High elements**
 - a. introduction to equipment**
 - b. safety**

Skills:

- 1. Communication and listening skills**
- 2. Problem solving**
- 3. Decision making**
- 4. Working collaboratively in groups**
- 5. Developing trust**
- 6. Thinking skills – examining multiple points of view, perseverance**
- 7. Setting goals – S.M.A.R.T**
- 8. Accepting challenges**

Purpose / Rational of the unit:

This unit will develop and enhance the students ability to be a productive group member. They will be able to problem solve, come to consensus, and develop trust among members. The students will be able to set and achieve personal and group goals, accepting challenges outside their comfort zone.

New Jersey Core Curriculum Content Standards:

- 2.1 E.1 Evaluate work and leisure situations for perceived and actual risk of intentional and unintentional injuries.**
- 2.1 E.2 Develop personal protection strategies to reduce the incidence of injuries and evaluate their effectiveness.**
- 2.2 A.3 Teach others how to use communication skills, including refusal, negotiation and assertiveness.**
- 2.2 A.4 Employ strategies to improve communication and listening skills and assess their effectiveness.**
- 2.2 B.1 Demonstrate and evaluate the use of decision making skills.**
- 2.2B.4 Analyze the use of ethics and personal values when making decisions.**
- 2.2 D.1 Demonstrate character based on core ethical values.**
- 2.2 E.1 Assess personal and group contributions and strengths that lead to achievement of goals and tasks.**
- 2.2 E.2 Evaluate personal participation as both leader and follower.**
- 2.2 E.3 Discuss factors that influence intrinsic and extrinsic motivation and employ motivational techniques to enhance group productivity.**
- 2.2 E.4 Evaluate a groups ability to be respectful, supportive and adherent to codes of conduct.**
- 2.2 E.5 Develop and articulate the group's goals, shared values, vision and work plan.**
- 9.1 All students will develop career awareness and planning, employability skills and foundational knowledge necessary for success in the workplace.**

Time Frame of Unit 10 weeks

Instructional Activities:

Large Group Games

Low elements

TP Snuffle Trolleys

Gator Pit

Muese

Mohawk Walk

Nitro crossing

Spider web

Tire swing

Low wall

Cargo net

Electric fence

Sherpa Walk

Trust Fall Activities

2 man

3 man

Willow in the wind

Willow w/levitation

High elements

Cat walk

Multivine

Climbing wall

Horizontal ladder

Pamper pole

Vertical play pen

Flying Squirrel

Zip line

Materials and Resources:

Ropes Course Procedures Manuel