
Standard #12 Physical Education/Health

Each student will have demonstrated competent skills in a variety of physical activities and sports; physical fitness; knowledge of factors important to participation in physical activity; and concepts related to health.

Grade 9 Physical Education/Health Program

Description

The course of study in physical education at the secondary level is designed to promote desirable practices and attitudes towards optimal wellness. The goal of this standards based program is to give the students the tools they need to maintain lifetime fitness. The course will also emphasize team activities and individual activities. The health section of the curriculum will be geared towards current physical, mental, and emotional health issues.

Time Allocation

Ninety minutes per day for one smear (three days—physical education; two days—health)

Themes/Topics

Physical Education

Indoor Team Sports
Outdoor Team Sports
Individual Sports

Health

The aging process—adolescence to late adulthood
Alcohol, tobacco and other drugs
Coping with loss
Decision making skills
Nutrition and fitness
Personal relationships
Sexuality

During the “Sexuality” unit in ninth grade, sexual intercourse and abstinence will be defined. The pros and cons of contraceptives will be discussed. Students will understand the refusal skills process and identify the consequences of teen pregnancy. Sexually transmitted diseases and infections will be discussed as well as the issues that arise relating to relationships (for example, date rape, acquaintance rape, and communication skills). Parents may exclude their student from participation in discussion and/or assignments related to these topics by signing a form sent home by the teacher. It will be the responsibility of the teacher to provide alternative assignments.

Texts/References

Periodicals relating to physical fitness
Guest speakers (doctors, chiropractors, clinic workers)
Glencoe Health, Glencoe, 2004

Assessments

Performance skills tests
Presidential fitness assessments
Short constructed response items with rubric
Standards based projects with rubrics
Teacher constructed tests & quizzes

Grades and Performance Levels

Grades are based on participation, tests/quizzes, completion of assignments, and quality of work. Performance level ratings are based on standards assessments.

Grade 9 Physical Education Expectations**Skills**

- A. Demonstrated competency in one team-related activity or sport, through the execution of defensive and offensive strategies (for example, soccer, softball, basketball, floor hockey, volleyball)
- B. Demonstrated competency in one individual activity (for example, swimming, archery, badminton, and table tennis)
- C. Demonstrated competency in one dual sport or game displaying an understanding of how it is played (for example, table tennis, badminton)
- D. Demonstrated a variety of proficient swimming strokes
- E. Kept a ball going with an opponent several times over the net in a dual sport using all of the basic skills, rules and strategies with consistency
- F. Played a game of volleyball using all the basic skills and strategies of the sport
- G. Demonstrated accurate archery skills from 40 feet
- H. Used internal and external information to modify movement during performance

Physical Fitness

- A. Sustained and maintained a moderate aerobic activity to achieve cardiovascular benefits, and demonstrated principles of fitness development in all areas of health-related fitness
- B. Participated in health-enhancing activities that can be pursued in the community
- C. Assessed personal fitness status in terms of cardiovascular endurance, muscular strength and endurance, flexibility, and body composition
- D. Met personal fitness goals after a period of planning
- E. Willingly participated in games, sports, outdoor pursuits and physical activities that contribute to the attainment of personal goals and the maintenance of wellness
- F. Maintained appropriate levels of cardiovascular and respiratory efficiency, muscular strength and endurance, flexibility, and body composition necessary for a healthy lifestyle

Understanding/Knowledge of the Importance of Physical Activity

- A. Demonstrated cooperative participation when engaged in competitive physical activities by following the rules and regulations specific to that activity
- B. Identified performance-related factors that contribute to participation in physical activity
- C. Compared and contrasted the strategies of defense and offense in various sports

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- D. Identified and explained the cultural, ethnic and historical roles of games, sports and dance
 - E. Investigated the time, cost, available technology and participation requirements involved in a choice of physical activities
 - F. Evaluated risks and safety factors that may affect physical activity throughout life
 - G. Analyzed biomechanical principles involved in sport to improve performance and reduce injury
 - H. Identified the effects of age, gender, race, ethnicity, socioeconomic status and culture upon physical activity preferences and participation
 - I. Understood the ways in which personal characteristics, performance styles, and activity preferences will change over the life span
 - J. Felt empowered to maintain and improve physical fitness, motor skills, and knowledge about physical activity
 - K. Used the results of fitness assessments to guide changes in his or her personal program of physical activity

Health

- A. Evaluated the validity of health information, products, and services
- B. Demonstrated the ability to evaluate resources from home, school, and community that provide valid health information
- C. Evaluated factors that influence personal selection of health products and services
- D. Demonstrated the ability to access school and community health services for self and others as well as analyzed situations that require professional health services
- E. Analyzed the role of individual responsibility for enhancing health from adolescence to late adulthood
- F. Described the major developmental tasks and transitions of early, middle, and late adulthood
- G. Summarized the social changes of late adulthood
- H. Evaluated the grief cycle
- I. Evaluated a personal health assessment to determine strategies for health enhancement and risk reduction
- J. Analyzed the short-term and long-term consequences of safe, and risky or harmful behaviors
- K. Evaluated the physical, emotional, and social effects of tobacco, drugs, and alcohol
- L. Evaluated strategies to manage stress from adolescence to late adulthood

- M. Analyzed how cultural diversity enriches and challenges health behaviors
- N. Evaluated the effect of media and other factors on personal, family, and community health
- O. Evaluated the impact of technology on personal, family and community health
- P. Demonstrated skills for communicating effectively with family, peers and others
- Q. Analyzed how interpersonal communication affects relationships
- R. Defined, described, and recognized how to prevent sexually transmitted diseases and infections
- S. Defined sexual intercourse and abstinence
- T. Identified the refusal skills process
- U. Demonstrated healthy ways to express needs, wants, and feelings
- V. Demonstrated ways to communicate care, consideration, and respect for self and others
- W. Demonstrated strategies for solving interpersonal conflicts without harming self or others
- X. Demonstrated refusal, negotiation, and collaboration skills to avoid potentially harmful situations
- Y. Analyzed the possible causes of conflict in schools, families, and communities
- Z. Demonstrated strategies to prevent conflict
- AA. Demonstrated the ability to utilize various strategies when making decisions related to health needs and risks of young adults
- BB. Predicted immediate and long-term impact of health decisions on the individual, family, and community
- CC. Implemented a plan for attaining a personal health goal and evaluated progress toward achieving personal health goals
- DD. Expressed information and opinions about health issues