

Physical Education I  
9<sup>th</sup> Grade

April 2012

# PHYSICAL EDUCATION I

## I. COURSE DESCRIPTION

Physical Education I is a course that will provide information to students regarding fundamental concepts of physical fitness. Students will acquire knowledge about the value and benefits of health-related physical activity in reducing risks for various disease and physical conditions. Required components of this course are DDR / Kinect-Dance (3 weeks), Fitness testing (3 weeks), Project Adventure (6 weeks) and Swimming (3 weeks). Students will also learn rules and regulations of various team and individual sports.

## II. COURSE OBJECTIVES/OUTLINE

### A. Project Adventure

The students will be able to:

1. To provide group initiatives and problem solving tasks in order to improve communication and listening skills and discuss their effectiveness (2.2.12.A4).
2. The ability to work cooperatively toward the attainment of group and individual goals through the use of decision making-skills (2.2.12.B1).
3. Discuss how ethics and personal values effect decisions being made by the group (2.2.12.B4, D1, D2, D3).
4. Evaluate a group's ability to be respectful, supportive, and adherent to the codes of conduct during the debriefing session at the end of the class (2.2.12.E3, E4).
5. During the debriefing session the class will assess and evaluate personal group contributions and strengths that lead to the achievement of goals and tasks (2.2.12 E1, E2).
6. To observe and evaluate belaying techniques of a group member in order to detect, analyze, and correct any errors in the belaying process (2.5.12.A2, C1, D1).
7. Improve self confidence in individual and group challenges (2.1.12.F1).
8. To develop trust amongst their peers through different activities in order to reduce the incidence of injuries and evaluate their effectiveness (2.1.12E2).

### B. Kinect

The students will be able to:

1. Increase body awareness through rhythm and movement (2.5.12.A2).
2. Improve coordination, balance, precision, timing, and concentration (2.5.12.A3, B2, B3).
3. Increase Cardiac Fitness level (2.6.12.A2, B2, C1, C2, C3, C4 ).
4. Feel comfortable while moving to music (2.5.12.A1, B1).
5. Increase range of motion (2.6.12.A1).
6. Use feedback from **Kinect** console to detect, analyze, and correct errors in Movement skills and patterns used in applied settings (2.5.12.A2).

## **C. Fitness**

The students will be able to:

1. Demonstrate the ability to assess their current fitness levels in aerobic capacity, muscular strength, muscular endurance, body composition, and flexibility (2.6.12.A1, A4, C3, C6).
2. Based on their assessment of current fitness levels be able to set appropriate individual goals for each of the five fitness components (aerobic capacity, muscular strength, muscular endurance, body composition, and flexibility) (2.6.12.B1, B2, C1, C3, C5).
3. Demonstrate the ability to design a personal fitness plan in order to reach their goals using frequency, intensity, time, and type of exercise (2.6.12.B1, B2, C1, C3, C5).
4. Evaluate the effectiveness of their own personal fitness after reassessing fitness levels at the end of the semester (2.6.12.B1, B2, C1, C3, C5).
5. Demonstrate an appropriate knowledge of level of fitness components, fitness assessment, training principles, fads vs. truths in fitness training, anatomy and physiology, exercises, and heart rate (2.6.12.A2, A4, B3, C3, C4).
6. Demonstrate proper technique when performing weight training exercises (2.5.12.A1, A2, A4).
7. Demonstrate the ability to exercise within their individual aerobic training zone (2.6.12.B1, B2, C1, C2 ).

## **E. SOCCER**

The student will be able to:

1. Develop knowledge of the history, rules, and equipment used in Soccer (2.5.9).
2. Techniques and skills necessary for effective individual and team play (2.5.1-2.5.6, 10, 11).
3. Develop an appreciation of Soccer as a team sport and the degree to which it is played throughout the country and the world.
4. Develop knowledge of the various movement skills involved in Soccer (2.5.4, 6, 10, 11).
5. An appreciation of the career implications of Soccer and its implication for leisure preferences (2.5.4-2.5.6).
6. Apply safety rules of Soccer (2.5.12.D2).
7. Discuss the physical and psychological benefits derived from Soccer in preventing sports related injuries (2.6.10, 11).
8. Team skills using team work and cooperation in defense and defensive strategy and offense and offensive strategy (2.5.9).

## **E. Swimming**

The students will be able to:

1. Identify rules and regulations pertaining to the pool and areas surrounding it (2.5.12.D2).
2. Demonstrate basic swim strokes and floating techniques on applied settings (2.5.12.A2, B3).
3. Design and perform smooth flowing sequences with intentional changes in direction, flow, and speed (2.5.12.A5).
4. Analyze a movement performance and discuss how each part can be made more interesting, creative, efficient, and/or more effective (2.5.12.B1).
5. Apply and analyze the use of momentum, force, and torque to enhance or change the performance of movement skills during physical activity (2.5.12.A3).
6. Engage in a variety of sustained, vigorous physical activities to enhance each component of fitness (2.6.12.C1).

## **F. Lacrosse**

The students will be able to:

1. Demonstrate knowledge of Lacrosse terminology (2.5.2.B1, 2.5.2.B2)
2. Identify equipment used in Lacrosse (2.5.8.C2)
3. Demonstrate knowledge of the rules of play (2.5.6.C2)
4. Sportsmanship and safety practices will be implemented (2.5.2.C2)
5. Demonstrate ability to perform Lacrosse skills of cradling, catching, throwing, passing, shooting, and goal tending. (2.5.P.A3)
6. Learn how to effectively use strategy to score (2.5.2.B1)
7. Use appropriate and effective offensive, defensive, and cooperative strategies in playing the game of Lacrosse (2.5.2.B2)

## **G. Floor Hockey**

The students will be able to:

1. Demonstrate knowledge of the parts of a hockey stick (2.5.12.A1)
2. Demonstrate the proper technique in holding and traveling with a hockey stick (2.5.12.A1)
3. Demonstrate proper technique when passing and shooting a hockey puck (2.5.12.A2)
4. Utilize effective offensive and defensive strategies in team situations regarding hockey (2.5.12.B1)
5. Demonstrate good sportsmanship and fair play to promote safety while playing hockey (2.5.12.C2)

### III. Methods of Student Evaluation

Students are evaluated using the following criteria:

1. Class participation 75%
2. Skills/Written test 25%

### IV. List of Textbooks, Instructional Materials & Software

### V. Instructional Strategies

Various teaching methods will be used in these courses. Instruction will be given using handouts, participation in activities, performance of dance steps, evaluation of specific skills related to group initiatives, trust activities, and high rope course performance, swim strokes and floating techniques, and modeling movement of the instructor. Group activities and cooperating learning may be used. Classroom demonstrations will be included. Board approved videos may be used.

### VI. Scope and Sequence

KEY I= INTRODUCED  
D= DEVELOPED IN DEPTH  
R= REINFORCED

<b>SKILL TO BE LEARNED</b>	<b>9</b>	<b>10</b>
Demonstrate correct form & control when combining & modifying movement skills in applied settings	I	DR
Use feedback from internal & external sources to detect, analyze, and correct errors in movement skills and patterns used in applied settings.	ID	R
Apply & analyze the use of momentum, force, and torque to enhance or change the performance of movement skills during physical activity	ID	R
Transfer specialized movement skills that use similar patterns from one movement activity to another.	ID	R
Design & perform smooth flowing sequences with intentional changes in direction, flow, and speed	I	DR
Analyze a movement performance and discuss how each part can be made more interesting, creative, efficient, and/or effective	ID	R
Predict changes in movement performance based on the application of balance, counter balance, weight transfer, and agility	I	DR
Analyze the impact of kinesthetic awareness, "perfect" practice, motivation, & appropriate challenges in facilitating the learning and refinement of a movement skill	ID	R
Analyze how movement activities reflect culture, era, geography, or historical context	I	DR
Demonstrate & assess tactile understanding by using appropriate & effective offensive, defensive, and cooperative strategies	I	DR
Analyze the role, responsibilities, & preparation of players, officials, trainers, & other participants & recommend strategies to improve their behavior	ID	R
Investigate the impact of rules & regulations on the health and safety of participants	I	DR
Compare, contrast, and apply sport psychology techniques to mentally prepare for physical activity	I	DR
Predict the short & long-term physical, social, & emotional benefits & potential problems associated with regular physical activity	ID	DR

Summarize the causes, influences, and responses of body systems during exercise	I	DR
Describe how preventive healthcare, physiological monitoring, hydration, a safe environment, & exercising with a partner contribute to safe fitness activities	ID	R
Evaluate the role of genetics, gender, age, nutrition, activity level, & exercise type on body composition	ID	R
Develop & implement a training program to maximize health benefits & prevent exercise-related injuries & illnesses	I	DR
Apply training principles to establish a progression of activity that will improve each component of fitness & justify the use of each principle	I	DR
Compare & contrast the use of drugs, fitness products, and fads to achieve fitness	I	DR
Engage in a variety of sustained, vigorous physical activities to enhance each component of fitness	ID	R
Perform at the intensity level needed to enhance cardiovascular fitness, monitor physiological responses before, during, and after exercise, & modify exercise appropriately in response	ID	R
Assess personal level fitness, design a personal fitness plan considering current health & fitness status, goals & interests, skill level, accessibility & costs, & use technology to implement, monitor, & evaluate the plan	ID	R
Demonstrate age & gender-specific progress towards the achievement of fitness goals for each component of health-related & skill-related fitness	I	DR
Modify a fitness plan to accommodate for injury, illness, pregnancy, aging, & disability	I	DR
Discuss the use of body mass index, body fat percentage, & fat deposition as measures of fitness	ID	R

## **VII. Pacing Chart**

### **A. Project Adventure**

Together, the lessons and activities in this unit will likely require thirty class sessions to complete.

#### 1. Project Adventure.

The lessons and activities in this unit will require thirty class sessions to complete.

Unit 1: Lesson 1: Games of Project Adventure weeks 1 and 2

Lesson 1: Introductory games/ group activities

Students will be able to improve self confidence in individual and group challenges.

Students will be able to work cooperatively toward the attainment of group goals.

Increase the participant's sense of personal confidence

Increase self-confidence in a physical sense and in being with others

This lesson will likely require ten of the thirty class sessions planned for this unit.

Unit 1: Lesson 2: Trust activities Week 3

Lesson 2: Trust activities

Basic trust in classmates in matters pertaining to personal and emotional safety at all times

Increase the participant's sense of personal confidence

This lesson will likely require five of the thirty class sessions for this unit

## Unit 1: Lesson 3: Knots and Studebaker seats Week 4

### Lesson 3: Knots and Studebaker Seats

The students will be able to have a working knowledge of the basic knots and equipment necessary to participate safely on the high rope challenge course.

Improve self confidence in individual and group challenges.

Increase the participant's sense of personal confidence.

This lesson will likely require five of the thirty class sessions for this unit.

## Unit 1: Lesson 4: Climbing Week 5 and 6

### Lesson 4: Climbing High elements.

Students will be able to increase one's awareness in movement performance based upon the application of balance, counter-balance, weight transfer, and agility.

To analyze the impact of kinesthetic awareness, "perfect" practice, motivation, and appropriate challenges facilitating the learning and refinement of a movement skill.

Demonstrate and assess tactile understanding by using appropriate and effective strategies in applied settings.

This lesson will likely require ten of thirty class sessions for this unit.

## **B. Kinect**

Together, the lessons and activities in this unit will likely take fifteen class sessions to complete.

## Unit 2: Lesson 1: Introduction of Kinect equipment and games

### Lesson 1: Introduction of games and Kinect equipment Week 1

Students will be able to increase body awareness through rhythm and movement

Feel comfortable while moving to music.

This lesson will likely require five of the fifteen class sessions for this unit.

## Unit 2: Lesson 2: Develop a positive self esteem through participation in an exercise program

### Lesson 2: Develop a positive self esteem through participation in an exercise program Week 2

Increase body awareness through rhythm and movement

Improve coordination, balance, precision, timing, and concentration

Increase Cardiac Fitness level

Increase range of motion

Feel comfortable while moving to music.

This lesson will likely require five of the fifteen class sessions for this unit.

## Unit 2: Lesson 3: Develop body awareness through the element of rhythm

### Lesson 3: Develop body awareness through the element of rhythm Week 3

Increase body awareness through rhythm and movement

Improve coordination, balance, precision, timing, and concentration

Increase Cardiac Fitness level

Increase range of motion

Feel comfortable while moving to music.

Use feedback from Kinect console to detect, analyze, and correct errors in

Movement skills and patterns used in applied settings

This lesson will likely require five of the fifteen class sessions for this unit.

### **C. Fitness**

Together, the lessons and activities in this unit will likely take fifteen class sessions to complete.

#### Unit3: Lesson 1: Introduction to Fitness Components Week 1

##### Lesson 1: Introduction to Fitness Components

Demonstrate the ability to assess their current fitness levels in aerobic capacity, muscular strength, muscular endurance, body composition, and flexibility.

Gain an appropriate knowledge of level of fitness components, fitness assessment, training principles, fads vs. truths in fitness training, anatomy and physiology, exercises, and heart rate.

This lesson will likely take five of the fifteen class sessions for this unit.

#### Unit 3: Lesson 2: Demonstrate exercises to improve and maintain fitness

##### Lesson 2: Demonstrate exercises to improve and maintain fitness Week 2

Based on their assessment of current fitness levels be able to set appropriate individual goals for each of the five fitness components (aerobic capacity, muscular strength, muscular endurance, body composition, and flexibility).

Demonstrate an appropriate knowledge of level of fitness components, fitness assessment, training principles, fads vs. truths in fitness training, anatomy and physiology, exercises, and heart rate.

Demonstrate the ability to exercise within their individual aerobic training zone.

This lesson will likely take five of the fifteen class sessions for this unit.

#### Unit 3: Lesson 3: Develop and explain proper fitness procedures

##### Lesson 3: Develop and explain proper fitness procedures Week 3

Demonstrate the ability to design a personal fitness plan in order to reach their goals using frequency, intensity, time, and type of exercise.

Evaluate the effectiveness of their own personal fitness after reassessing fitness levels.

Demonstrate an appropriate knowledge of level of fitness components, fitness assessment, training principles, fads vs. truths in fitness training, anatomy and physiology, exercises, and heart rate.

This lesson will likely take five of the fifteen class sessions for this unit.

## **D. Soccer**

The lessons and activities in this unit will likely take fifteen class sessions to complete.

Unit 4: Lesson 1: Introduction of Soccer and basic skills

Lesson 1: Introduction of Soccer and basic skills Week 1

Develop knowledge of the history, rules, and equipment used in Soccer.  
Develop Techniques and skills necessary for effective individual and team play.  
Develop knowledge of the various movement skills involved in Soccer.  
Apply safety rules of Soccer.  
This lesson will likely take five of the fifteen class sessions for this unit.

Unit 4: Lesson 2: Introduction of team strategies.

Lesson 2: Introduction of team strategies Week 2

Team skills using team work and cooperation in defense and defensive strategy and offense and offensive strategy.  
Develop techniques and skills necessary for effective individual and team play.  
This lesson will likely take five of the fifteen class sessions for this unit.

Unit 4: Lesson 3: Game play and strategies.

Lesson 3: Game play and strategies Week 3

Develop techniques and skills necessary for effective individual and team play.  
Develop an appreciation of Soccer as a team sport and the degree to which it is played throughout the country and the world.  
Team skills using team work and cooperation in defense and defensive strategy and offense and offensive strategy.  
This lesson will likely take five of the fifteen class sessions for this unit.

## **E. Swimming**

Together, the lessons and activities in this unit will likely require fifteen class sessions to complete.

Unit 5: Lesson 1: Introduction of Swimming and basic skills

Lesson 1: Introduction of Swimming and basic skills Week 1

Develop basic skills and swimming strokes.  
Develop an understanding of the difference between Deep and Shallow water.  
Develop an appreciation for the fitness needed to become an improved swimmer.  
Develop a positive attitude towards the benefits of learning to swim.  
This lesson will likely take five of the fifteen class sessions for this unit.

Unit 5: Lesson 2: Introduction to basic water safety Week 2

Lesson 2: Introduction to basic water safety Week 2

Develop an improved ability to save one's self from the water.  
Develop an understanding of various methods to save someone from the water.  
Develop swim techniques that will allow a tired swimmer to conserve energy.  
This lesson will likely take five of the fifteen class sessions for this unit.

Unit 5: Lesson 3: Development of more advanced Swimming skills and strokes

Lesson 3: Development of Swimming skills and strokes Week 3

Develop improved swimming skills and strokes.  
Develop the knowledge of more advanced swimming strokes.  
Develop an understanding of how form and technique improves performance.  
This lesson will likely take five of the fifteen class sessions for this unit.

## **F. Lacrosse**

Together, the lessons and activities in this unit will likely require fifteen class sessions to complete.

Unit 6: Lesson 1: Introduction of Lacrosse and basic skills

Lesson 1: Introduction of Lacrosse and basic skills Week 1

Develop knowledge of the history, rules, and equipment used in Lacrosse.  
Develop Techniques and skills necessary for effective individual and team play.  
Develop knowledge of the various movement skills involved in Lacrosse.  
Apply safety rules of Lacrosse.  
This lesson will likely take five of the fifteen class sessions for this unit.

Unit 6: Lesson 2: Introduction of team strategies

Lesson 2: Introduction of team strategies Week 2

Team skills using team work and cooperation in defense and defensive strategy and offense and offensive strategy.  
Develop techniques and skills necessary for effective individual and team play.  
This lesson will likely take five of the fifteen class sessions for this unit.

Unit 6: Lesson 3: Game play and strategies

Lesson 3: Game play and strategies Week 3

Develop techniques and skills necessary for effective individual and team play.  
Develop an appreciation of Lacrosse as a team sport and the degree to which it is played throughout the country and the world.  
Team skills using team work and cooperation in defense and defensive strategy and offense and offensive strategy.  
This lesson will likely take five of the fifteen class sessions for this unit.

## **G. Floor Hockey**

Together, the lessons and activities in this unit will likely require fifteen class sessions to complete.

Unit 7: Lesson 1: Introduction of Floor Hockey and basic skills

Lesson 1: Introduction of Floor Hockey and basic skills Week 1

Develop knowledge of the history, rules, and equipment used in Floor Hockey.

Develop Techniques and skills necessary for effective individual and team play.

Develop knowledge of the various movement skills involved in Floor Hockey.

Apply safety rules of Floor Hockey.

This lesson will likely take five of the fifteen class sessions for this unit.

Unit 7: Lesson 2: Introduction of team strategies

Lesson 2: Introduction of team strategies Week 2

Team skills using team work and cooperation in defense and defensive strategy and offense and offensive strategy.

Develop techniques and skills necessary for effective individual and team play.

This lesson will likely take five of the fifteen class sessions for this unit.

Unit 7: Lesson 3: Game play and strategies

Lesson 3: Game play and strategies Week 3

Develop techniques and skills necessary for effective individual and team play.

Develop an appreciation of Floor Hockey as a team sport and the degree to which it is played throughout the country and the world.

Team skills using team work and cooperation in defense and defensive strategy and offense and offensive strategy.

This lesson will likely take five of the fifteen class sessions for this unit.

## **VIII. Student Handout**

### **PHYSICAL EDUCATION I**

#### **I. COURSE DESCRIPTION**

Physical Education I is a course that will provide information to students regarding fundamental concepts of physical fitness. Students will acquire knowledge about the value and benefits of health-related physical activity in reducing risks for various disease and physical conditions. Required components of this course are DDR / Kinect-Dance (3 weeks), Fitness testing (3 weeks), Project Adventure (6 weeks) and Swimming (3 weeks). Students will also learn rules and regulations of various team and individual sports.

#### **II. PROFICIENCIES**

Upon successful completion of the requirements for this course the students will be able to:

1. Improve coordination, balance, precision, timing, and concentration.
2. Increase Cardiac Fitness level.
3. Demonstrate the ability to assess their current fitness levels in aerobic capacity, muscular strength, muscular endurance, body composition, and flexibility.
4. Based on their assessment of current fitness levels be able to set appropriate individual goals for each of the five fitness components (aerobic capacity, muscular strength, muscular endurance, body composition, and flexibility).
5. Demonstrate the ability to design a personal fitness plan in order to reach their goals using frequency, intensity, time, and type of exercise.
6. Demonstrate the ability to exercise within their individual aerobic training zone.
7. Improve self confidence in individual and group challenges.
8. Ability to work cooperatively toward the attainment of group goals.
9. To observe and evaluate belaying techniques of a group member in order to detect, analyze, and correct any errors in the belaying process.
10. During the debriefing session the class will assess and evaluate personal group contributions and strengths that lead to the achievement of goals and tasks.
11. Apply and analyze the use of momentum, force, and torque to enhance or change the performance of movement skills during physical activity.
12. Engage in a variety of sustained, vigorous physical activities to enhance each component of fitness.