

Wellness and Fitness

COURSE: PE I

LENGTH OF TIME: 1 Semester (Every Other Day)

GRADE LEVEL: 9th

DESCRIPTION OF COURSE:

This is a 9th grade level Physical Education course. This is an introductory course for the students to experience a wide variety of activities, such as personal conditioning, team sports, lifetime fitness, and aerobics.

COURSE STANDARDS:

Students will:

1. Demonstrate individual development in motor development and physical fitness. (PA Standard 10.4.12 a, b, e, f; 10.5.12 a, b, c, d, e, f, CC.3.6.9-10.B, CC.3.6.9-10.D, CC.3.6.9-10.E) (NPES: 1,3)
2. Demonstrate skills in lifetime sports and outdoor activities to promote lifelong physical activities. (PA Standard 10.4.12 a, b, e, f; 10.5.12 a, b, c, d, e, f, CC.3.6.9-10.B, CC.3.6.9-10.D, CC.3.6.9-10.E) (NPES: 2,3,4,5)
3. Develop leadership skills and the ability to work cooperatively in team sports or other developmentally appropriate group activities. (PA Standard 10.5.12 f; 10.4.12 f) (NPES:4,5)

NATIONAL PHYSICAL EDUCATION STANDARDS:

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

PENNSYLVANIA STANDARDS FOR HEALTH, SAFETY AND PHYSICAL EDUCATION:

Standard Area- 10.2 Healthful Living

10.2.9 D - Analyze and apply a decision-making process to adolescent health and safety issues.

Standard Area- 10.3 Safety and Injury Prevention

- 10.3.9 C - Strategies to Avoid/Manage Conflict
- 10.3.9.D - Analyze the role of individual responsibility for safety during organized group activities

Standard Area-10.4 Physical Activity

- 10.4.9.A - Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.
- 10.4.9.B - Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.
- 10.4.9.C - Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.
- Healthy Fitness Zone
 - individual fitness status (e.g. Cardiorespiratory fitness, muscular endurance, muscular strength, flexibility)
- 10.4.9.E - Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement.

Standard Area-10.5 Concepts, Principles and Strategies of Movement

- 10.5.9.A - Describe and apply the components of skill-related fitness to movement performance.
- agility, balance, coordination, power, reaction time, speed
- 10.5.9.B - Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement.
- stages of learning a motor skill, types of skill
- 10.5.9.C - Identify and apply practice strategies for skill improvement.
- 10.5.9.D - Identify and describe the principles of training using appropriate vocabulary.
- specificity, progression, aerobic/anaerobic, circuit/interval, repetition/set
- 10.5.9.F - Describe and apply game strategies to complex games and physical activities.
- offensive strategies, defensive strategies, time management

PERFORMANCE ASSESSMENTS:

Students will demonstrate achievement of the standards by:

1. Students will demonstrate the components of a physical fitness routine that will include a formal warm-up and conditioning program with an emphasis on flexibility, cardiovascular fitness and strength training. The physical education staff will monitor and adjust this program to enhance each individual's level of fitness. (Course Standard 1)
2. Students will assess their own fitness levels at the beginning and end of the semester by participating in the FitnessGram Test. The PE staff will record their scores and determine whether or not each student is in the healthy fitness zone for each particular test. (Course Standard 1)
3. Students will demonstrate a basic level of competence in the course units. (Course Standard 1, 2)
4. Students will develop cooperative learning strategies by assuming the different roles of leader, facilitator, recorder, and reporter. Students will learn leadership skills and how to be a contributing member of a group. (Course Standard 2)

5. Students will recognize and encourage the unique abilities and potential of others by participating in team sports and group activities. (Course Standard 2)

TITLES OF UNITS:

1. Soccer
2. Lacrosse
3. Football
4. Volleyball
5. Fitness
6. Badminton
7. Gym Games
8. Frisbee

SAMPLE INSTRUCTIONAL STRATEGIES:

1. Command and task
2. Cooperative learning
3. Task sheets
4. Problem solving
5. Projects
6. Demonstration/role play
7. Game situation
8. Critical thinking scenarios

MATERIALS:

1. Athletic equipment particular to the sport
2. Fitness Center

METHODS OF ASSISTANCE AND ENRICHMENT:

1. Differentiated instruction
2. Additional make-up opportunities/tutoring by teacher
3. Varsity or more gifted athletic students serve as team leaders and group facilitators
4. Small group instruction for remedial work (peer-tutoring)

METHODS OF EVALUATION:

1. Written tests/quizzes
2. Five basic benchmarks which are ongoing:
 - a. A quality level of effort and participation should be displayed at all times
 - b. A mature attitude should be displayed at all times
 - c. Demonstration of an acceptable level of skill and/or an improvement in skill level
 - d. Showing respect for others (staff, class members) while in group, teams, or class activities.
 - e. Student demonstrates safety during activity and when using equipment
3. Skill testing system instituted- Pre/Post Assessments

4. Projects
5. Class Participation
6. Weight Room Program Design, Participation, and Evaluation

INTEGRATED ACTIVITIES:

Reading/Writing

- Students are assigned to read articles designed to enhance their knowledge on topics pertinent to the class.
- Students will be required to write a written reflection and evaluation that focuses on their progress in the weight room.

Math

- Students will be able to calculate their target heart rate zone.
- Students will calculate their VO₂ Max.
- Routine fitness calculations (Weight totals, reps, rest period)

revised 9/4/18