

**Course Title:** Physical Education – Ninth Grade

**Board Approval Date:** 10/15/12

**Credit / Hours:** .50 credit

**Course Description:**

This course focuses on mastery of the PA Academic Standards for Health, Safety and Physical Education. Students participate in activities that are designed to help them understand and develop the components of health-related fitness and value physical activity and its contributions to a healthy lifestyle. The program includes a wide variety of group and individual activities with systematic and effective instruction and practice time provided to ensure student achievement. Emphasis is also placed upon strategy/tactics, patterns of play, and the contributions to personal and cultural life, as well as skill development.

**Learning Activities / Modes of Assessment:**

Large group instruction	Tests and Quizzes
Individual Activities/Tasks	Checklists / Teacher Observation
Small group work	Projects with Rubrics
Write-ups	

**Instructional Resources:**

Discovery Ed Streaming  
Various Videos

## Course Pacing Guide

Course: **Physical Education – Grade Nine**

<b>Course Unit (Topic)</b>	<b>Length of Instruction (Days/Periods)</b>
1. Components of Fitness	10 days
2. Fitness Through Team Sports and Aerobic Activity	45 days
3. Core Training, Balance, Flexibility, Agility and Related activities	10 days
4. Strength Training and Related Activities	<u>20 days</u>
<b>DAYS TOTAL</b>	<b>85 Days</b>

## Topic: 1. Components of Fitness

Days: 10

Subject(s): Physical Education

Grade(s): 9th

## Know:

**10.4.12.B – Essential**

Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities.

- social
- physiological
- psychological

**10.4.12.E – Essential**

Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.

**10.4.12.D – Important**

Evaluate factors that affect physical activity and exercise preferences of adults.

- personal challenge
- physical benefits
- finances
- motivation
- access to activity
- self-improvement

**10.4.12.F – Important**

Assess and use strategies for enhancing adult group interaction in physical activities.

- shared responsibility
- open communication
- goal setting

## Understand:

A high level of fitness impacts a person's overall wellbeing including the five components of physical fitness (muscular strength, muscular endurance, body composition, flexibility and cardiovascular endurance) as well as the three areas of health (physical, mental/emotional and social).

## Do:

**10.4.12.A – Essential**

Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.

**10.4.12.D – Important**

Evaluate factors that affect physical activity and exercise preferences of adults.

- personal challenge
- physical benefits
- finances
- motivation
- access to activity
- self-improvement

**10.4.12.F – Important**

Assess and use strategies for enhancing adult group interaction in physical activities.

- shared responsibility
- open communication
- goal setting

**10.5.12.D – Essential**

Incorporate and synthesize knowledge of exercise principles, training principles and health and skill-related fitness components to create a fitness program for personal use.

**10.5.12.E – Important**

Evaluate movement forms for appropriate application of scientific and biomechanical principles.

- efficiency of movement
- mechanical advantage
- kinetic energy
- potential energy
- inertia
- safety

Students will perform a warm up before and a cool down after activity

Students will utilize both static and dynamic

## Topic: 1. Components of Fitness

Days: 10

Subject(s): Physical Education

Grade(s): 9th

## Know:

**10.5.12.D – Essential**

Incorporate and synthesize knowledge of exercise principles, training principles and health and skill-related fitness components to create a fitness program for personal use.

**10.5.12.E – Important**

Evaluate movement forms for appropriate application of scientific and biomechanical principles.

- efficiency of movement
- mechanical advantage
- kinetic energy
- potential energy
- inertia
- safety

Warm up- the series of activities usually consisting of a heart warm up and stretch, that prepares the body for for more vigorous activity and helps prevent injury

Cool down- A series of activities to help the body recover after a work out usually consisting of a heart cool down, muscle cool down and stretch

Static stretches are completed in a stationary position

Dynamic stretches are

## Understand:

## Do:

stretches to prepare themselves for activity

Students will demonstrate the FITT principle while showing how long, how often, and how hard the activity should be performed to achieve their desired results

10.4.12.A - Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.

10.4.12.D - Evaluate factors that affect physical activity and exercise preferences of adults.

- personal challenge
- physical benefits
- motivation
- access to activity
- self-improvement
- Present level of ability
- expectations

10.4.12.F - Assess and use strategies for enhancing adult group interaction in physical activities.

- shared responsibility
- open communication
- goal setting

10.5.12.D - Incorporate and synthesize knowledge of exercise principles, training principles and health and skill-related fitness components to create a fitness program for personal use.

10.5.12.E - Evaluate movement forms for appropriate application of scientific and biomechanical principles.

- efficiency of movement
- mechanical advantage
- kinetic energy
- potential energy
- inertia
- safety

Topic: 1. Components of Fitness

Days: 10

Subject(s): Physical Education

Grade(s): 9th

Know:	Understand:	Do:
<p>completed during movement</p> <p>FITT- Frequency, Intensity, Time, and Type of activity</p> <p>10.4.12.B - Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities.</p> <p>10.4.12.E - Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.</p> <p>10.4.12.B - Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities.</p> <p>10.4.12.E - Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.</p> <p>10.5.12.E - Evaluate movement forms for appropriate application of scientific and biomechanical principles.</p> <p>10.4.12.D - Evaluate factors that affect physical activity and exercise preferences of</p>		<p>10.4.12.A - Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.</p> <p>10.4.12.D - Evaluate factors that affect physical activity and exercise preferences of adults.</p> <ul style="list-style-type: none"> <li>• personal challenge</li> <li>• physical benefits</li> <li>• finances</li> <li>• motivation</li> <li>• access to activity</li> <li>• self-improvement</li> </ul> <p>10.5.12.D - Incorporate and synthesize knowledge of exercise principles, training principles and health and skill-related fitness components to create a fitness program for personal use.</p> <p>10.4.12.F - Assess and use strategies for enhancing adult group interaction in physical activities.</p> <ul style="list-style-type: none"> <li>• shared responsibility</li> <li>• open communication</li> <li>• goal setting</li> </ul>

## Topic: 1. Components of Fitness

Days: 10

Subject(s): Physical Education

Grade(s): 9th

Know:

Understand:

Do:

adults.  
 10.4.12.F - Assess and use strategies for enhancing adult group interaction in physical activities.  
 10.5.12.D - Incorporate and synthesize knowledge of exercise principles, training principles and health and skill-related fitness components to create a fitness program for personal use.

- social
- physiological
- psychological
  
- social
- physiological
- psychological
  
- efficiency of movement
- mechanical advantage
- kinetic energy
- potential energy
- inertia
- safety
  
- personal challenge
- physical benefits
- finances
- motivation
- access to activity
- self-improvement
  
- shared responsibility
- open communication
- goal setting

## Topic: 1. Components of Fitness

Subject(s): Physical Education

Days: 10

Grade(s): 9th

Which standards are students learning in this unit?

**10.4.12.A – Essential**

Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.

**10.4.12.B – Essential**

Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities.

- social
- physiological
- psychological

**10.4.12.E – Essential**

Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.

**10.4.12.D – Important**

Evaluate factors that affect physical activity and exercise preferences of adults.

- personal challenge
- physical benefits
- finances
- motivation
- access to activity
- self-improvement

**10.4.12.F – Important**

Assess and use strategies for enhancing adult group interaction in physical activities.

- shared responsibility
- open communication
- goal setting

**10.5.12.D – Essential**

Incorporate and synthesize knowledge of exercise principles, training principles and health and skill-related fitness components to create a fitness program for personal use.

**10.5.12.E – Important**

Evaluate movement forms for appropriate application of scientific and biomechanical principles.

- efficiency of movement
- mechanical advantage
- kinetic energy
- potential energy
- inertia
- safety

## Topic: 2. Fitness through Team Sports and Aerobic Activities

Days: 45

Subject(s): Physical Education

Grade(s): 9th

## Know:

**10.4.12.F – Important**

Assess and use strategies for enhancing adult group interaction in physical activities.

- shared responsibility
- open communication
- goal setting

**10.5.12.F – Important**

Analyze the application of game strategies for different categories of physical activities.

- individual
- team
- lifetime
- outdoor

**10.5.12.C – Important**

Evaluate the impact of practice strategies on skill development and improvement.

**10.4.12.D – Important**

Evaluate factors that affect physical activity and exercise preferences of adults.

- personal challenge
- physical benefits
- finances
- motivation
- access to activity
- self-improvement

## Understand:

Goal setting and positive group interaction are important for success in participation in any team sport or individual fitness plan.

## Do:

**10.4.12.F – Important**

Assess and use strategies for enhancing adult group interaction in physical activities.

- shared responsibility
- open communication
- goal setting

**10.5.12.F – Important**

Analyze the application of game strategies for different categories of physical activities.

- individual
- team
- lifetime
- outdoor

**10.5.12.C – Important**

Evaluate the impact of practice strategies on skill development and improvement.

**10.4.12.A – Essential**

Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.

**10.4.12.D – Important**

Evaluate factors that affect physical activity and exercise preferences of adults.

- personal challenge
- physical benefits
- finances
- motivation
- access to activity
- self-improvement

**10.4.12.C – Important**

Evaluate how changes in adult health status may affect the responses of the body systems during moderate to vigorous physical activity.

- aging
- injury
- disease



## Topic: 2. Fitness through Team Sports and Aerobic Activities

Days: 45

Subject(s): Physical Education

Grade(s): 9th

## Know:

**10.4.12.C – Important**

Evaluate how changes in adult health status may affect the responses of the body systems during moderate to vigorous physical activity.

- aging
- injury
- disease

**10.4.12.E – Essential**

Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.

Rules of various team sports

10.5.12.F - Analyze the application of game strategies for different categories of physical activities.

10.4.12.F - Assess and use strategies for enhancing adult group interaction in physical activities.

10.5.12.C - Evaluate the impact of practice strategies on skill development and improvement.

10.4.12.D - Evaluate factors that affect physical activity and exercise preferences of adults.

10.4.12.C - Evaluate how changes in adult

## Understand:

## Do:

**10.4.12.E – Essential**

Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.

**10.5.12.B – Important**

Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills.

- open and closed skills
- short-term and long-term memory
- aspects of good performance

10.4.12.F - Assess and use strategies for enhancing adult group interaction in physical activities.

10.5.12.F - Analyze the application of game strategies for different categories of physical activities.

10.5.12.C - Evaluate the impact of practice strategies on skill development and improvement.

10.5.12.F - Analyze the application of game strategies for different categories of physical activities.

10.5.12.C - Evaluate the impact of practice strategies on skill development and improvement.

10.4.12.F - Assess and use strategies for enhancing adult group interaction in physical activities.

10.4.12.A - Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.

10.5.12.B - Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills.

- shared responsibility
- open communication
- goal setting

- individual
- team
- lifetime

## Topic: 2. Fitness through Team Sports and Aerobic Activities

Days: 45

Subject(s): Physical Education

Grade(s): 9th

## Know:

health status may affect the responses of the body systems during moderate to vigorous physical activity.  
10.4.12.E - Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.

- individual
- team
- lifetime
- outdoor
- shared responsibility
- open communication
- goal setting
- personal challenge
- physical benefits
- finances
- motivation
- access to activity
- self-improvement
- aging
- injury
- disease

## Understand:

## Do:

- outdoor
- individual
- team
- lifetime
- outdoor
- shared responsibility
- open communication
- goal setting
- open and closed skills
- short-term and long-term memory
- aspects of good performance

## Topic: 2. Fitness through Team Sports and Aerobic Activities

Subject(s): Physical Education

Days: 45

Grade(s): 9th

Which standards are students learning in this unit?

**10.4.12.F – Important**

Assess and use strategies for enhancing adult group interaction in physical activities.

- shared responsibility
- open communication
- goal setting

**10.5.12.F – Important**

Analyze the application of game strategies for different categories of physical activities.

- individual
- team
- lifetime
- outdoor

**10.5.12.C – Important**

Evaluate the impact of practice strategies on skill development and improvement.

**10.4.12.A – Essential**

Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.

**10.4.12.D – Important**

Evaluate factors that affect physical activity and exercise preferences of adults.

- personal challenge
- physical benefits
- finances
- motivation
- access to activity
- self-improvement

**10.4.12.C – Important**

Evaluate how changes in adult health status may affect the responses of the body systems during moderate to vigorous physical activity.

- aging
- injury
- disease

**10.4.12.E – Essential**

Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.

Topic: 2. Fitness through Team Sports and Aerobic Activities

Days: 45

Subject(s): Physical Education

Grade(s): 9th

**10.5.12.B – Important**

Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills.

- open and closed skills
- short-term and long-term memory
- aspects of good performance

Topic: 3. Core Training, Balance, Flexibility, Agility and Related Activities

Days: 10

Subject(s): Physical Education

Grade(s): 9th

Know:

Understand:

Do:

**10.4.12.B – Essential**

Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities.

- social
- physiological
- psychological

**10.4.12.C – Important**

Evaluate how changes in adult health status may affect the responses of the body systems during moderate to vigorous physical activity.

- aging
- injury
- disease

**10.4.12.D – Essential**

Evaluate factors that affect physical activity and exercise preferences of adults.

- personal challenge
- physical benefits
- finances
- motivation
- access to activity
- self-improvement

**10.4.12.E – Essential**

Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.

**10.5.12.C – Compact**

Evaluate the impact of practice strategies on skill development and improvement.

Topic: 3. Core Training, Balance, Flexibility, Agility and Related Activities

Days: 10

Subject(s): Physical Education

Grade(s): 9th

Know:

Understand:

Do:

**10.5.12.E – Important**

Evaluate movement forms for appropriate application of scientific and biomechanical principles.

- efficiency of movement
- mechanical advantage
- kinetic energy
- potential energy
- inertia
- safety

## Topic: 3. Core Training, Balance, Flexibility, Agility and Related Activities

Days: 10

Subject(s): Physical Education

Grade(s): 9th

Know:

Understand:

Do:

**9.1.12.A – Essential**

Know and use the elements and principles of each art form to create works in the arts and humanities.

- Elements
  - Dance: energy/force, space, time
  - Music: duration, intensity, pitch, timbre
  - Theatre: scenario, script/text, set design
  - Visual Arts: color, form/shape, line, space, texture, value
- Principles
  - Dance: choreography, form, genre, improvisation, style, technique
  - Music: composition, form, genre, harmony, rhythm, texture
  - Theatre: balance, collaboration, discipline, emphasis, focus, intention, movement, rhythm, style, voice
  - Visual Arts: balance, contrast, emphasis/focal point, movement/rhythm, proportion/scale, repetition, unity/harmony

-Know the benefits of total body training

-Know the effects of total body training on the body systems

-Know the variety of total body training exercises

10.4.12.B - Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities.

social  
physiological  
psychological

10.4.12.C - Evaluate how changes in adult health status may affect the responses of the body systems during moderate to vigorous physical activity.  
aging

Topic: 3. Core Training, Balance, Flexibility, Agility and Related Activities

Days: 10

Subject(s): Physical Education

Grade(s): 9th

Know:

Understand:

Do:

<p>injury</p> <p>10.4.12.D - Evaluate factors that affect physical activity and exercise preferences of adults.</p> <ul style="list-style-type: none"> <li>personal challenge</li> <li>physical benefits</li> <li>motivation</li> <li>access to activity</li> <li>self-improvement</li> </ul> <p>10.4.12.E - Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.</p> <p>10.5.12.C - Evaluate the impact of practice strategies on skill development and improvement.</p> <p>10.5.12.E - Evaluate movement forms for appropriate application of scientific and biomechanical principles.</p> <ul style="list-style-type: none"> <li>efficiency of movement</li> <li>mechanical advantage</li> <li>kinetic energy</li> <li>potential energy</li> <li>inertia</li> <li>safety</li> </ul>	
<p>Gain knowledge and skills to be able to develop a personal fitness program through core training, balance, flexibility, agility and related exercises.</p>	<p><b>10.4.12.A – Essential</b> Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.</p> <p><b>10.4.12.F – Essential</b> Assess and use strategies for enhancing adult group interaction in physical activities.</p> <ul style="list-style-type: none"> <li>• shared responsibility</li> <li>• open communication</li> <li>• goal setting</li> </ul>



Topic: 3. Core Training, Balance, Flexibility, Agility and Related Activities

Days: 10

Subject(s): Physical Education

Grade(s): 9th

Know:

Understand:

Do:

	<p><b>10.5.12.D – Essential</b>          Incorporate and synthesize knowledge of exercise principles, training principles and health and skill-related fitness components to create a fitness program for personal use.</p> <p><b>9.1.12.A – Essential</b>          Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p style="padding-left: 40px;">Theatre:balance, collaboration, discipline, emphasis, focus, intention, movement, rhythm, style, voice          Visual Arts:balance, contrast, emphasis/ focal point, movement/ rhythm, proportion/ scale, repetition, unity/ harmony</p> <p>- Perform the different medicine ball exercises.</p> <p>-Identify, perform and create different agility ladder patterns and dot drill patterns.</p> <p>- Perform exercises that incorporate all aspects of total body training.</p>
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Topic: 3. Core Training, Balance, Flexibility, Agility and Related Activities

Days: 10

Subject(s): Physical Education

Grade(s): 9th

Know:

Understand:

Do:

	<p>10.4.12.A - Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.</p> <p>10.4.12.F - Assess and use strategies for enhancing adult group interaction in physical activities.</p> <ul style="list-style-type: none"> <li>• shared responsibility</li> <li>• open communication</li> <li>• goal setting</li> </ul> <p>10.5.12.A - Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.</p> <p>10.5.12.D - Incorporate and synthesize knowledge of exercise principles, training principles and health and skill-related fitness components to create a fitness program for personal use.</p> <p>10.4.12.F - Assess and use strategies for enhancing adult group interaction in physical activities.</p> <ul style="list-style-type: none"> <li>• shared responsibility</li> <li>• open communication</li> <li>• goal setting</li> </ul> <p>9.1.12.A - Know and use the elements and principles of each art form to create works in the arts and humanities.</p>
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Topic: 3. Core Training, Balance, Flexibility, Agility and Related Activities

Days: 10

Subject(s): Physical Education

Grade(s): 9th

Know:

Understand:

Do:

	Theatre:balance, collaboration, discipline, emphasis, focus, intention, movement, rhythm, style, voice Visual Arts:balance, contrast, emphasis/focal point, movement/ rhythm, proportion/scale, repetition, unity/ harmony
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## Topic: 3. Core Training, Balance, Flexibility, Agility and Related Activities

Days: 10

Subject(s): Physical Education

Grade(s): 9th

Which standards are students learning in this unit?

**10.4.12.A – Essential**

Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.

**10.4.12.B – Essential**

Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities.

- social
- physiological
- psychological

**10.4.12.C – Important**

Evaluate how changes in adult health status may affect the responses of the body systems during moderate to vigorous physical activity.

- aging
- injury
- disease

**10.4.12.D – Essential**

Evaluate factors that affect physical activity and exercise preferences of adults.

- personal challenge
- physical benefits
- finances
- motivation
- access to activity
- self-improvement

**10.4.12.E – Essential**

Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.

**10.4.12.F – Essential**

Assess and use strategies for enhancing adult group interaction in physical activities.

- shared responsibility
- open communication
- goal setting

**10.5.12.A – Essential**

Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.

**10.5.12.C – Compact**

Evaluate the impact of practice strategies on skill development and improvement.

## Topic: 3. Core Training, Balance, Flexibility, Agility and Related Activities

Days: 10

Subject(s): Physical Education

Grade(s): 9th

**10.5.12.D – Essential**

Incorporate and synthesize knowledge of exercise principles, training principles and health and skill-related fitness components to create a fitness program for personal use.

**10.5.12.E – Important**

Evaluate movement forms for appropriate application of scientific and biomechanical principles.

- efficiency of movement
- mechanical advantage
- kinetic energy
- potential energy
- inertia
- safety

**9.1.12.A – Essential**

Know and use the elements and principles of each art form to create works in the arts and humanities.

- Elements
  - Dance: energy/force, space, time
  - Music: duration, intensity, pitch, timbre
  - Theatre: scenario, script/text, set design
  - Visual Arts: color, form/shape, line, space, texture, value
- Principles
  - Dance: choreography, form, genre, improvisation, style, technique
  - Music: composition, form, genre, harmony, rhythm, texture
  - Theatre: balance, collaboration, discipline, emphasis, focus, intention, movement, rhythm, style, voice
  - Visual Arts: balance, contrast, emphasis/focal point, movement/rhythm, proportion/scale, repetition, unity/harmony

## Topic: 4. Strength Training and Related Activities

Days: 20

Subject(s): Physical Education

Grade(s): 9th

## Know:

## Understand:

## Do:

**10.4.9.E – Essential**

Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement.

- personal choice
- developmental differences
- amount of physical activity
- authentic practice

**10.4.12.B – Important**

Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities.

- social
- physiological
- psychological

**10.4.12.E – Essential**

Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.

**10.4.12.F – Important**

Assess and use strategies for enhancing adult group interaction in physical activities.

- shared responsibility
- open communication
- goal setting

The principles of strength training and how they are used in choosing, planning and following a personal exercise program.

**10.5.9.A – Essential**

Describe and apply the components of skill-related fitness to movement performance.

- agility
- balance
- coordination
- power
- reaction time
- speed

**10.5.9.C – Essential**

Identify and apply practice strategies for skill improvement.

**10.5.9.D – Essential**

Identify and describe the principles of training using appropriate vocabulary.

- specificity
- overload
- progression
- aerobic/anaerobic
- circuit/interval
- repetition/set

**10.4.9.A – Essential**

Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.

**10.4.12.A – Essential**

Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.

**10.4.12.E – Essential**

Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.

## Topic: 4. Strength Training and Related Activities

Days: 20

Subject(s): Physical Education

Grade(s): 9th

## Know:

10.4.12.B - Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities.

10.4.12.E - Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.

10.4.12.F - Assess and use strategies for enhancing adult group interaction in physical activities.

- social
- physiological
- psychological
  
- shared responsibility
- open communication
- goal setting

## Understand:

## Do:

**10.4.12.F – Important**

Assess and use strategies for enhancing adult group interaction in physical activities.

- shared responsibility
- open communication
- goal setting

10.4.12.A - Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.

10.4.12.F - Assess and use strategies for enhancing adult group interaction in physical activities.

- shared responsibility
- open communication
- goal setting

## Topic: 4. Strength Training and Related Activities

Subject(s): Physical Education

Days: 20

Grade(s): 9th

Which standards are students learning in this unit?

**10.5.9.A – Essential**

Describe and apply the components of skill-related fitness to movement performance.

- agility
- balance
- coordination
- power
- reaction time
- speed

**10.5.9.C – Essential**

Identify and apply practice strategies for skill improvement.

**10.5.9.D – Essential**

Identify and describe the principles of training using appropriate vocabulary.

- specificity
- overload
- progression
- aerobic/anaerobic
- circuit/interval
- repetition/set

**10.4.9.A – Essential**

Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.

**10.4.9.E – Essential**

Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement.

- personal choice
- developmental differences
- amount of physical activity
- authentic practice

**10.4.12.A – Essential**

Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.

**10.4.12.B – Important**

Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities.

- social
- physiological
- psychological



Topic: 4. Strength Training and Related Activities

Days: 20

Subject(s): Physical Education

Grade(s): 9th

**10.4.12.E – Essential**

Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.

**10.4.12.F – Important**

Assess and use strategies for enhancing adult group interaction in physical activities.

- shared responsibility
- open communication
- goal setting