

Elizabethtown Area School District

9th Grade Physical Education

Course Number: 001

Length of Course: One semester

Grade Level: 9th Grade

Total Clock Hours: 60 hours

Length of Period: 80 minutes

Date Written: June 2006

Periods per Week/Cycle: 2/3

Written By: Secondary H/PE Dept.

Credits (if app): .5

Weighting: 1.0

Course Description:

This course is designed to develop and enhance a student's lifelong appreciation of physical activity. It addresses all of the components of physical fitness, which include cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition. These components will be utilized while participating in, but not limited to, the following activities: fitness activities, pickle-ball, soccer, adventure-based activities, roller-blading, basketball, recreational activities, and weight training.

I. Overall Course/Grade Level Standards

Students will KNOW and be able TO DO the following as a result of taking this course.

- A) Analyze the effects of physical activity on the body.
- B) Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness.
- C) Develop and use strategies for enhancing group interaction.
- D) Demonstrate practice strategies that impact skill development and improvement.
- E) Apply sport and game strategies to games and physical activities.
- F) Practice the role of individual responsibility for safe practices and injury prevention in the home, school and community.
- G) Illustrate and apply practice strategies for skill improvement.
- H) Describe an individualized physical activity plan that supports personal fitness and life-long participation.
- I) Explain how one's health status is affected by regular participation in moderate to vigorous physical activity.
- J) Describe and display basic strategies used in various individual and group activities.
- K) Recall knowledge of exercise and training principles, and health-related fitness components.
- L) Memorize and apply strategies to avoid or manage conflict and violence during physical activity.
- M) Recall the role of individual and partner responsibilities for safe practices and injury prevention in the home, school, and community.

II. Content

Major Areas of Study

List all units of study below:

Unit	Estimated Time	Materials
1. Fitness Introduction	7 lessons	Weight room equipment, heart rate monitors, fitness testing equipment, track facility, handouts
2. Pickleball	7 lessons	Pickleballs, paddles, nets, standards, cones
3. Soccer	7 lessons	Ball, nets, cones, pinnies
4. Adventure Based Activities	7 lessons	Ropes, rings, mats, hoops, blindfolds, tires, boards, spiderweb, scooters, planks
5. Basketball	7 lessons	Hoops, basketballs
6. Recreational Games/Rollerblading	7 lessons	Ping pong tables, foosball tables, basketball, shuffleboard equipment, ping pong balls, four square ball
7. Fitness Testing	2 lessons	Sit and reach box, Tanita scales, mats, stopwatches, cones

III. Course Assessments

Check types of assessments to be used in the teaching of the course and provide examples of each type.

- | | |
|---|---|
| <input checked="" type="checkbox"/> Objective Tests/Quizzes | <input checked="" type="checkbox"/> Response Journals |
| <input checked="" type="checkbox"/> Constructed Responses | <input checked="" type="checkbox"/> Logs |
| <input checked="" type="checkbox"/> Essays | <input type="checkbox"/> Computer Simulations |
| <input type="checkbox"/> Reports | <input type="checkbox"/> Research Papers |
| <input type="checkbox"/> Projects | <input checked="" type="checkbox"/> Class Participation |
| <input checked="" type="checkbox"/> Portfolios | <input checked="" type="checkbox"/> Note Taking |
| <input type="checkbox"/> Presentations | <input type="checkbox"/> Daily Assignments |
| <input checked="" type="checkbox"/> Performance Tasks | <input checked="" type="checkbox"/> Writing Samples |

Provide copies of common assessments that will be utilized for all students taking this course. Overall course/grade level standards will be measured by a common course assessment. Unit objectives will be measured on an ongoing basis as needed by the classroom teacher to assess learning and plan for instruction. List common assessments below and recommend date/time frame for administration (at least quarterly).

Name of Common Assessment	When given?
1. Fitness Testing	First and last lesson
2. Unit Exams	Unit Conclusion
3. Participation Assessment	Daily
4. Adventure Reflection Log	Throughout the unit
5. Goal Sheet	Beginning of the year
6. Game Observation	Beginning of the unit
7. Heart Rate Assessment	Conclusion of heart rate lesson

IV. Expected levels of achievement

Current grading scale

92-100 = A
83-91 = B
74-82 = C
65-73 = D
0-64 = F

PA Proficiency Levels
Advanced Proficient
Basic Below Basic

The following scoring documents have been developed for this course:

Name of Course: Physical Education – Grade 9

Name of Unit: Fitness Introduction

Essential Question: How does fitness information affect lifestyle choices?

Unit Objectives/Key Question	Priority	Aligned to Course Standard	Aligned to PA Standard
1. What is target heart rate? What is maximum heart rate? How do I monitor my heart rate during exercise?	E	A, B, F, H	10.3.9.C 10.4.9.A 10.4.9.C
2. What is proper lifting technique? What are the major muscle groups in the body? How do you complete a weight training program?	E	A, B, F, H	10.3.9.C 10.4.9.A 10.4.9.C
3. What are heart rate monitors? How do we use heart rate monitors?	E	A, F, H, K	10.3.9.C 10.4.9.A 10.5.9.D
4. What is body mass index? What is body composition and how is it measured? How does exercise affect my body composition?	E	A, F, H, K	10.3.9.C 10.4.9.A 10.4.9.C
5. What is the importance of flexibility? How do I improve my flexibility?	E	A, B, F, H	10.3.9.C 10.4.9.A 10.4.9.C
6. What are the five components of health-related fitness?	E	A, B, F, H	10.3.9.C 10.4.9.A 10.5.9.D

Name of Course: Physical Education – Grade 9

Name of Unit: Pickleball

Essential Question: How can learning the skills necessary to play the game of pickleball help you enhance your communication and social skills?

Unit Objectives/Key Question	Priority	Aligned to Course Standard	Aligned to PA Standard
1. How do you execute a forehand stroke? How do you grip the paddle? What are the rules of pickleball?	E	D, E, F, G	10.5.9A 10.5.9C
2. How do you execute a backhand stroke? What are the court markings and boundaries?	E	D, E, F, G	10.5.9A 10.5.9C
3. What is the proper way to serve in pickleball? How do you score a game of pickleball? What is the difference between singles and doubles pickleball?	E	D, E, F, G	10.5.9A 10.5.9C
4. What are some strategies used during doubles play? How can you effectively communicate with your partner?	I	D, E, F, G	10.5.9A 10.5.9C
5. How can you display safe and appropriate behavior during a doubles tournament?	I	D, E, F, G	10.5.9F

Name of Course: Physical Education – Grade 9

Name of Unit: Soccer

Essential Question: How can learning the skills necessary to play the game of soccer help you become a lifelong mover in the future?

Unit Objectives/Key Question	Priority	Aligned to Course Standard	Aligned to PA Standard
1. How do you dribble a soccer ball? How do you incorporate dribbling into a game situation? What are the basic rules of soccer?	E	G, I, J, L	10.5.9A 10.5.9C
2. What are the four types of passes? How can I effectively use passing in the game of soccer?	E	G, I, J, L	10.5.9A 10.5.9C
3. What are the techniques that can be used in shooting? What are the three uses for heading?	E	G, I, J, L	10.5.9A 10.5.9C
4. What are the positions on the field? What are the responsibilities of each position?	E	G, I, J, L	10.5.9A 10.5.9C
5. What are some strategies used in the game of soccer? What are the different types of defenses used in soccer?	I	G, I, J, L	10.5.9F

Name of Course: Physical Education – Grade 9

Name of Unit: Adventure Activities

Essential Question: How will tasks that require us to use cooperation and communication make me a more effective team player?

Unit Objectives/Key Question	Priority	Aligned to Course Standard	Aligned to PA Standard
1. What are three ways used to get across the river? Who were the leaders? What frustrated you during the activity?	E	C, F, J, M	10.4.9F 10.3.9D
2. How can you successfully get each member to a new box? How can you help your classmates get onto a box? What are some challenges that you faced?	E	C, F, J, M	10.4.9F 10.3.9D
3. How did positive and negative communication affect the team? What are some factors that influenced the outcome of the activity? What strengths and weaknesses affected the outcome?	E	C, F, J, M	10.4.9F 10.3.9D
4. How can I communicate with a loss of vision and voice? What are some ways that trust is demonstrated?	E	C, F, J, M	10.4.9F 10.3.9D
5. What is the correct lift procedure? How does positive encouragement affect the outcome? How did you overcome obstacles encountered throughout the activity?	E	C, F, J, M	10.4.9F 10.3.9D
6. How did your prior knowledge apply to this activity? What are important skills to employ to accomplish the task? How did you create an effective strategy for this activity?	E	C, F, J, M	10.4.9F 10.3.9D

Name of Course: Physical Education – Grade 9

Name of Unit: Basketball

Essential Question: How can training principles that are used in the game of basketball enhance your personal fitness?

Unit Objectives/Key Question	Priority	Aligned to Course Standard	Aligned to PA Standard
1. What are the basic rules of basketball? What are three cues associated with dribbling? How does being a good ball handler help you in the game of basketball?	E	G, I, J, L	10.5.9A 10.5.9C
2. What are three types of passes used in basketball? Why is it important to have accurate passes? When should the three types of passes be used?	E	G, I, J, L	10.5.9A 10.5.9C
3. What are some cues of shooting? What does BEEF stand for? Why is it important to follow through?	E	G, I, J, L	10.5.9A 10.5.9C
4. Where should the ball contact the backboard? How does your form differ from side of the basket to the other? How many steps do you get to take on a layup?	E	G, I, J, L	10.5.9A 10.5.9C
5. What's the difference between zone and man-to-man defense? What are some important cues of playing defense? What are some defensive strategies?	I	G, I, J, L	10.5.9A 10.5.9C 10.5.9F
6. How is teamwork demonstrated in a game? What are some ways to communicate during game play? Why is good cardiovascular endurance necessary to playing the game of basketball?	E	G, I, J, L	10.5.9A 10.5.9C 10.5.9F

Name of Course: Physical Education – Grade 9

Name of Unit: Recreational Activities & Rollerblading

Essential Question: What types of alternative physical activities are available for a person who is not involved in organized sports?

Unit Objectives/Key Question	Priority	Aligned to Course Standard	Aligned to PA Standard
1. What are the rules for shuffleboard, ping pong, four-square, fooseball? What muscle groups do you use in the various activities played? How is your heart rate affected by the choice of activity?	E	B, C, F, H	10.4.9A 10.4.9B 10.5.9A
2. How do you use rollerblading equipment? What safety procedures should be followed when rollerblading? What is proper procedure for wearing and removing equipment? What component of health-related fitness is benefited through rollerblading?	E	B, C, F, H	10.4.9A 10.4.9B 10.5.9A
3. What are the four ways to stop/decelerate when rollerblading? What is the correct way to maintain balance? How do you stand up on rollerblades?	E	B, C, F, H	10.4.9A 10.4.9B 10.5.9A
4. What are some advanced techniques in rollerblading that can be used? (crossovers, backwards, swizzles, Mohawks)	I	B, C, F, H	10.4.9A 10.4.9B 10.5.9A 10.5.9E