East Penn School District
Curriculum and Instruction

Curriculum for:

Grade 9 Wellness/Fitness

Course(s): Grade 9 Wellness/Fitness

Grades: 9th

Department: Wellness/Fitness

Length of Period (average minutes):41 minutes

Periods per cycle: 3

Length of Course (yrs.): 0.50

Type of offering: __✓___ required _____elective

Credit(s) awarded: 0.25

Developed by: Eleni Assise, Eric Bednar, Patrick Birns, Todd Breiner, Sue Carraher, Vincent D'Agostino, Natalie Deacon, Joe Ligenza, Jeannine Martini, James Meehl, Laura Moye, Katrina Rainford, Mark Scisly, John Schreiner, Michael Seip, Lori Sheipe-Miller, Maureen Webb, Amy Wikert, Lisa Wells, Beth Witte

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Enduring Understanding	Essential Questions	Content	Standard	Skills
Participation in physical activity impacts wellness throughout a lifetime.	• **What changes in your body do you notice when you are physically active during physical education class?** • **How can we tell that our heart rate is changing?** • **How can we tell that our breathing rate is changing?** • **What changes can we feel in our heart and breathing rates during moderate physical Activity?** • **What changes can you feel in your heart and breathing during vigorous physical activity?** • **How can regular participation in physical activities help manage stress?**	• Changes in your body during physical activity include: heart beats faster, breathe faster and louder, body gets warm, begin to sweat and get tired. • You can feel your heart rate by placing your hand on your chest over your heart and counting the beats. When you feel the beat, you know your heart is pumping blood to your body through blood vessels. During physical activity, our hearts beat faster and heavier than when we are at rest. • Your breathing rate is the number of breaths you take in a minute. As you take in air, count each inhale. As you inhale your chest expands (gets larger) b/c you are filling your lungs with air. During physical activity, our breathing rate is faster and heavier than when we are at rest. • Compared to being at rest, your heart and breathing rates will increase slightly during moderate activity. You may notice your heart beating harder and your breathing being harder, but you will still be able to talk to someone while being moderately physically active. • Vigorous physical activity that makes your heart beat much faster and harder also make your heart stronger. Likewise, vigorous physical activities that make you breathe much faster and harder make your lungs stronger. You will find it difficult to talk to someone while being vigorously physically active. • It can help to boost self-confidence, improve sleep, and improve your mood.	**10.4.9.B.:** Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement. • stress management • disease prevention • weight management	• **Analyze** the impact of regular participation of moderate and vigorous physical activities in relation to stress management, disease prevention, and weight management.

	• **How can regular participation in physical activities help prevent disease and manage weight?**	• The leading cause of heart disease is physical inactivity. This is the main cause of death in the U.S. By participating in regular physical activities, the heart muscle will become stronger, and less likely to develop heart disease. Exercise also helps to improve cholesterol levels, and help reduce the risk of heart disease. Obesity results from an imbalance of the caloric intake and the caloric expenditure. There are several factors that can contribute to obesity, including age, body size, and genes. The factor that is easiest to modify is physical activity level. As individuals participate in regular physical activities, they will increase their caloric expenditure, and this will result in weight loss.		
Participation in physical activity impacts wellness throughout a lifetime.	• **What is a heart rate monitor?** • **How else could you monitor your body's response to moderate to vigorous physical activity?** • **What is the Healthy Fitness Zone?**	• When you are wearing a heart rate monitor, you can quickly check your heart rate throughout the entire activity. Heart rate monitors have a wireless transmitter attached to a chest strap. The transmitter sends heart rate information to a watch worn on the wrist. • Fitness assessments are another tool to monitor your body's response to moderate to vigorous physical activity. Fitness assessments can provide you with personal information about your present level of fitness. You should use self-assessment periodically to monitor your improvement. FITNESSGRAM has three aerobic capacity tests that can be used to monitor and assess the response of your body to moderate to vigorous physical activity: the PACER, One Mile Run, and the Walk Test. When used as a pretest, either one can provide baseline data to measure your personal level of aerobic fitness. Then through regular monitoring of progress (record keeping) you can track the response of your body to moderate to vigorous physical activity. • The healthy fitness zone (HFZ) is a performance standard that reflects the basic health-related fitness level (criterion referenced) required for good health and reduction of the risks of disease	**10.4.9.C.:** Analyze factors that affect the responses of body systems during moderate to vigorous physical activities • exercise (e.g. climate, altitude, location, temperature) • healthy fitness Zone • individual fitness status • drug/substance use/abuse	• **Evaluate** physical activity preferences, responses of the body's systems and activities that support lifelong fitness and activity goals.

		associated with sedentary lifestyles. There is a minimal level (low end) of health to lead active, healthy lives and a high end that is encouraged to maintain or increase fitness for further health. One comprehensive health-related fitness assessment diagnostic tool is the FITNESSGRAM/ACTIVITYGRAM (The cooper Institute, 2004). Use the age and gender charts for each fitness component (CRE, muscular strength and endurance, flexibility, body composition) to determine your HFZ status.		
	● **What is self-assessment?**	● The beginning of monitoring the body's responses is self-assessment. When you self-assess you should know why you are doing the test and how to test yourself. Once the baseline data is gathered you can set goals and monitor your progress by self-testing periodically and comparing results with your baseline data.		
	● **What techniques can you use to monitor your body's response to moderate to vigorous physical activity?**	● Target Heart Rate Zone: Maximal Heart rate = 208 – (.70 X your age) ○ Target Heart Rate Intensity percents for activity: Low fitness: 40-50% maxHR; Marginal fitness: 50-60% maxHR; Good Fitness: 60-85% maxHR.		
	● **Why is individual fitness status important in the analysis of factors that affect body systems during moderate to vigorous physical activity?**	● Individual fitness status will allow you to begin at your appropriate level of fitness. Your personal goals for physical activity are based on this. Through genetics we all have a different potential for change with our bodies. Ultimately this will help you develop physical activity patterns for a lifetime.		
Participation in physical activity impacts wellness throughout a lifetime.	● **What are the effects of positive interactions between group members?**	● Positive interactions enhance group decision-making and problem solving. Group members work together by listening, offering ideas, trying member ideas, and helping make group choices. Group members perform their roles, support one another, and handle conflict peacefully.	**10.4.9.F.:** Analyze the effects of positive and negative interactions of adolescent group members in physical activities ● group dynamics ● social pressure	● **Analyze** the social, emotional, and cognitive impacts of positive and negative group interactions while working toward a common goal.
	● **What are the effects of negative interactions between group members?**	● Negative interactions impede group decision-making and problem solving. Group members neglect the responsibilities of their roles or		

		perform them sparingly. They ignore others and/or provoke conflict.		
	• **What are the positive and negative interactions of group dynamics?**	• Group dynamics describes how people function in groups. Interdependence is a positive group dynamic: people working together, face-to-face, depending on one another to reach a common goal. Often people perform complementary roles to contribute to reaching group goals.		
	• **What are the positive and negative interactions of social pressure?**	• Social pressures are the forces we allow to influence our thoughts, feelings and behaviors. Pressures can come from adults or peers. Pressures need to be analyzed to determine if they are positive or negative. Positive forces can lead to healthy choices: regular and safe participation in physical activity, eating nutritious meals and resolving conflicts peacefully. Negative forces can lead to unhealthy choices that compromise our physical, mental, emotional and social well-being. ○ When peers pressure you to do things that you don't want to do or you know are wrong, assert your "rights" to make and uphold healthy choices.		
Quality lifelong movement is based on scientific concepts/principles.	• **What is specificity?** • **What is overload?** • **What is progression?** • **What is the difference between aerobic and anaerobic?**	• A principle of exercise that states that specific kinds of exercises must be done to develop specific aspects of the body and specific aspects of fitness. • A principle of exercise that states that the only way to improve fitness is to exercise more than the normal. • A principle of exercise that states that a person should start slowly and increase exercise gradually. • Aerobic exercises are physical activities or exercises are done at a steady pace for an extended period of time so that the heart can supply as much oxygen as the body needs (e.g., walking, running, swimming, cycling). Anaerobic physical activities or exercises are done in short,	**10.5.9.D.:** Identify and describe the principles of training using appropriate vocabulary. • specificity • overload • progression • aerobic/anaerobic • circuit/interval • repetition/set	• **Describe** important training principles that are necessary for physical improvement and injury prevention.

		fast bursts so that the heart cannot supply oxygen as fast as the body needs (e.g., sprinting, weightlifting, football).		
	• **What is the difference between circuit and interval training?**	• Circuit training is an exercise program, similar to an obstacle course, in which the person goes from one place to another doing a different exercise at each place. Interval training is an anaerobic exercise program that consists of runs of short distance followed by rest.		
	• **What is a repetition and a set?**	• A repetition is the number of times an exercise is repeated while a set is a group of several repetitions.		
Quality lifelong movement is based on scientific concepts/principles.	• **What is centripetal/centrifugal force?**	• Centrifugal force is the force that seems to pull an object away from the center as it moves in a circle. Centripetal force is the force that is required to keep an object moving around a circular path. This includes throwing a discus in track and field events.	**10.5.9.E.:** Analyze and apply scientific and biomechanical principles to complex movements. • centripetal/centrifugal force • linear motion • rotary motion • friction/resistance • equilibrium • number of moving segments	• **Use** various movement forms to **analyze** and **apply** scientific and biomechanical principles.
	• **What is linear motion?**	• Linear movement is movement that occurs in a straight path. This could include running in a straight line on the track.		
	• **What is rotary motion?**	• Rotary motion is force that produces movement that occurs around an axis or center point such as a somersault.		
	• **What is friction/resistance and how is it connected to movement?**	• Friction is surface resistance to relative motion. The more friction that occurs, the more difficult movement is. An example is playing bocce ball in the grass in comparison to a wood floor. There is more friction created by the grass, so the ball will not travel as far. On a wood floor, there is significantly less friction/resistance, so the ball will travel a much greater distance when projected with the same force.		
	• **What is equilibrium?**	• Equilibrium is the state in which there is no change in the motion of a body. Your balance is your ability to control your equilibrium. This could be when a golf ball is resting on a tee (static equilibrium), using a BOSU ball to improve		

	• **How is number of moving segments related to movement?**	balance and strength, or performing push-ups with a medicine ball to improve balance (dynamic equilibrium). • Our bones are segments that are connected at joints. Muscle force pulls at each joint and segment causing movement. The speed at which muscles contract, impacts the speed of the movement. An example includes your foot in contact with the ground when walking in comparison to running.		
Quality lifelong movement is based on scientific concepts/principles.	• **What are the four classifications of games?** • **What are game tactics?** • **What are offensive tactics?**	• Target (bowling and golf); Striking and Fielding (kickball, softball, and baseball); Net/Wall (volleyball, tennis, and pickle ball); and Invasion (football, basketball, soccer, and floor hockey). • Tactics are decisions players make during game lay to reach the goals of scoring, preventing scoring, and restarting the game. • Decisions on-the-ball and off-the-ball players make when they or their team has possession of the ball is trying to score. ○ In target games, offensive tactics enable players to send away objects toward stationary targets in fewer attempts than the opponent. In golf the tactic is reducing the number of strokes and in bowling the tactic is knocking down all the pins on the first ball. ○ In striking/fielding games, offensive tactics enable players to strike a ball with sufficient accuracy and/or power to elude players on the fielding team, and give time for the hitter to run between bases and score. In softball the offensive tactics are: getting on base, moving the runner, and advancing to the next base. ○ In net/wall games, offensive tactics enable players to send the ball back to the opponent so that the opponent is unable to return it or is forced to make an error. In net/wall games the tactics are: setting	**10.5.9F:** Describe and apply game strategies to complex games and physical activities • offensive strategies • defensive strategies • time management	• **Describe** and **apply** offensive and defensive strategies while exercising good use of time management during game play.

	• **What are defensive tactics?**	up to attack (volleyball) or setting up to attack by creating space on opponent's side of net 9tennis and badminton); winning the point, and attacking as an individual, pair, or team. ○ In invasion games, offensive tactics enable players to move the ball on the court or field to get near the goal and score. In invasion games the offensive tactics are: maintaining possession of the ball; attacking the goal; creating space in attack; and using space in attack. • Decisions on-the-ball and off-the-ball players make (individual or team) when they do not have possession of the ball and are trying to prevent the offense from scoring. ○ In target games, there is no defense. ○ In Striking/fielding games, defensive tactics enable players to prevent scoring. In fielding games the defensive tactics are: defending space by infield/outfield position; defending bases; and defending space as a team. ○ In net/wall games, defensive tactics enable players to return the ball and keep it inbounds. In net/wall games the defensive tactics are: defending space on own court; defending against an attack; and defending as an individual, pair, or team. ○ In invasive games, defensive tactics enable players to intercept the object and prevent scoring. Invasion game defensive tactics are: defending space; defending the goal; and winning the ball.		

Materials and Resources:

Clover, Jim, and Jim Clover. Student Workbook to Accompany Sports Medicine Essentials, Second Edition: Core Concepts in Athletic Training and Fitness Instruction. Clifton Park, NY: Thomson Delmar Learning, 2007. Print.

Giles-Brown, Liz. Physical Education Assessment Toolkit. Champaign, IL: Human Kinetics, 2006. Print.

Martens, Rainer. Directing Youth Sports Programs. Champaign, IL: Human Kinetics, 2001. Print.

Mitchell, Stephen A., Judith L. Oslin, and Linda L. Griffin. Teaching Sport Concepts and Skills: A Tactical Games Approach. Champaign, IL: Human Kinetics, 2006. Print.

Physical Best Activity Guide: Middle and High School Levels. Champaign, IL: Human Kinetics, 2005. Print.

Teacher Designated Supplemental Materials