

Kingsway Regional School District



Committed to Excellence

Course Name: PE & Health 9	Grade Level(s): 9
Department: PE & Health	Credits: 3.75 PE; 1.25 Health
BOE Adoption Date: October 2019	Revision Dates:

Course Description and Outcomes

In grade 9, Physical Education instruction is focused on social and emotional learning through student participation, basic skills and cognitive development of individual and team sports as well as through fitness related activities, which focus on a lifelong commitment to being healthy. Students will develop a greater sense of teamwork and sportsmanship through various sports, such as: soccer, flag football, badminton, volleyball, basketball, tennis, softball, recreational games and activities and team building activities. Students will participate in teacher guided Mindfulness practices and gain skills to help manage stress and improve mental health. Fitness related activities are introduced through the use of the Wellness Center and group fitness activities. Training principals and the five components of fitness are the focus: cardiovascular endurance, muscular strength, muscular endurance, flexibility, body composition.

In grade 9, Health Education begins with a focus on Wellness that teaches general health skills involving topics such as personal growth and strategies to cope with stress. Units will then progress to develop decision making skills which will be applied in various situations involving sexuality, relationships, interpersonal communication, and character development.

Proficiencies and Pacing Guide:

Course Title: PE & Health 9

Prerequisite(s): None

Unit Title:	Number of Weeks	Relevant Content Standards:	Learning Goals:	Learning Objectives/Topics and Skills (Identify the DOK Level)
<p>Unit 1: Fitness and Wellness</p>	<p>6 weeks</p>	<p>2.1.12.E.4 Develop a personal stress management plan to improve/maintain wellness.</p> <p>2.6.12.A.1 Compare the short- and long-term impact on wellness associated with physical inactivity.</p> <p>2.6.12.A.4 Compare and contrast the impact of health-related fitness components as a measure of fitness and health.</p>	<p>1. Students will predict the impact of inactivity on overall wellness and recognize the importance of daily physical activity as a healthy lifestyle choice.</p> <p>2. Students will collect and evaluate their personal fitness data and apply this data when choosing fitness activities to improve their overall physical fitness.</p> <p>3. Students will be exposed to and participate in a variety of mindfulness breathing practices and meditations; students will compare practices to determine which are most effective.</p>	<p>Identify the 5 components of physical fitness (DOK 1)</p> <p>Participate in a fitness pre-assessment to identify current level of physical fitness (DOK 1)</p> <p>Compare one’s own level of fitness to what is classified as a healthy fitness level (DOK 2)</p> <p>Write personal fitness goals based upon data collected during fitness testing (DOK 2)</p> <p>Participate in various individual and group fitness activities and make observations to determine which fitness activity best matches their fitness goals (DOK 2)</p> <p>Evaluate the health related fitness component and apply/demonstrate how these components contribute to a personalized fitness plan as a measure of fitness and health. (DOK 3)</p> <p>Analyze the short and long term impact of physical inactivity and apply fitness principles to improve personal fitness (DOK 4)</p>

				<p>Participate in a variety of mindfulness breathing practices and identify practices that are personally effective for stress management. (DOK 1)</p> <p>Assess how utilizing mindfulness breathing techniques can be used to cope with stress or improve interpersonal communication skills (DOK 3)</p>
Unit 2: Individual/dual and Team Sports	21 weeks	<p>2.5.12.A.1 Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).</p> <p>2.5.12.B.1 Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.</p>	<p>1. Students will apply basic skills and knowledge of the rules of the game and display sportsmanship as they demonstrate movement skills during lead up games and games.</p> <p>2. Students will identify and utilize appropriate offensive and defensive team strategies to improve team performance.</p>	<p>Participate in developmentally appropriate activities (DOK 1)</p> <p>Develop and reinforce cooperative behavior through various team, individual and dual sports (DOK 2)</p> <p>Demonstrate and apply movement patterns (overhead striking, change of direction) from one game, sport, dance, or recreational activity to another. (DOK 2)</p> <p>Identify and demonstrate appropriate and effective offensive, defensive and cooperative strategies that can be utilized during team activities. (DOK 3)</p> <p>Participate in various team and individual activities to construct lifelong fitness goals (DOK 3)</p> <p>Describe and analyze factors that influence both intrinsic and extrinsic motivation (positive mental attitudes, competent skill levels, teamwork) and how they affect individual and team effectiveness. (DOK 4)</p>

<p>Unit 3: Cooperative Learning Activities, Movement and Rhythm</p>	<p>3 weeks</p>	<p>2.5.12.B.3 Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.</p> <p>2.5.12.A.1 Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).</p>	<p>1. Students will develop communication, problem solving and trust skills with their teammates during team-building activities and evaluate team effectiveness at the conclusion of the activity.</p> <p>2. The students will learn and practice various dances to increase their fitness levels as well as their awareness of rhythm, timing, space and flow.</p>	<p>Demonstrate sportsmanship, cooperative skills, and teamwork while participating in a variety of cooperative learning activities. (DOK 1)</p> <p>Make observations of the effectiveness of cooperative strategies including communication, respect of others' ideas, and decision making of oneself/group (good/poor) during cooperative activities. (DOK 2)</p> <p>Analyze factors that influence both intrinsic and extrinsic motivation (positive mental attitudes, competent skill levels, teamwork) and how they affect individual and team effectiveness. (DOK 4)</p> <p>Demonstrate and apply movement patterns from one game, sport, dance, or recreational activity to another. (DOK 2)</p>
<p>Unit 4: Family Life/Sexuality</p>		<p>2.3.12.B.4 Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy.</p> <p>2.4.12.A.1 Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.</p> <p>2.4.12.A.2 Compare and contrast the current and historical role of life commitments, such as marriage.</p> <p>2.4.12.A.3 Analyze how personal</p>	<p>1. Students will list available methods of confirming pregnancy, describe the development of the embryo and fetus during pregnancy and analyze how lifestyle choices can negatively affect fetal development.</p> <p>2. Students will analyze the impact of sexual activity on teens and compare and contrast choices teens can make regarding sexual activity.</p> <p>3. Students will analyze factors that influence choice, use, and effectiveness of contraceptive methods as they relate to STIs and reproductive health and will recall risk-</p>	<p>Determine effective prevention and intervention strategies for dating and domestic violence. (DOK 2)</p> <p>Examine how one's relationships can be influenced by personal independence, past experience, social responsibility and the use of technologies. (DOK 3)</p> <p>Reflect on and predict how various relationships (family, dating, friendships, marriage) evolve and change over time. (DOK 2)</p> <p>Examine how different basic human needs are met through a variety of unique family structures, values, rituals,</p>

		<p>independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.</p> <p>2.4.12.A.4 Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.</p> <p>2.4.12.A.5 Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent, warning signs of dating violence).</p> <p>2.4.12.A.6 Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.</p> <p>2.4.12.B.1 Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness.</p> <p>2.4.12.B.2 Evaluate information that supports abstinence from sexual activity using reliable research data.</p> <p>2.4.12.B.3 Analyze factors that influence the choice, use, and effectiveness of safer sex methods and contraception,</p>	<p>reduction and risk-elimination strategies, including abstinence education.</p>	<p>and traditions - including the current and historical role of life commitments, such as marriage. (DOK 3)</p> <p>Research and evaluate information that supports abstinence from sexual activity using reliable research data. (DOK 3)</p> <p>Compare and contrast the factors (risk-reduction, risk elimination) that may influence the choice, use, and effectiveness of contraception. (DOK 2)</p> <p>Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy. (DOK 3)</p> <p>Explore divergent attitudes and beliefs regarding gender identity, sexual orientation, and gender equity across cultures. (DOK 1)</p> <p>Identify potential effects of adolescent sex on long term goals, life plans and overall wellness. (DOK 1)</p> <p>Investigate various preventative strategies to maintain reproductive sexual health as well as methods and resources to confirm pregnancy. (DOK 3)</p> <p>Explore the factors that affect the decision to become a parent. (DOK 1)</p> <p>Compare and contrast the embryonic growth and fetal development in single and multiple pregnancies including the occurrence of complications and infant mortality. (DOK 2)</p>
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	<p>including risk-reduction and risk-elimination strategies.</p> <p>2.4.12.B.4 Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.</p> <p>2.4.12.B.5 Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease (e.g., breast/testicular exams, Pap smear, regular STI testing, and HPV vaccine).</p> <p>2.4.12.C.1 Compare embryonic growth and fetal development in single and multiple pregnancies, including the incidence of complications and infant mortality.</p> <p>2.4.12.C.2 Analyze the relationship of an individual's lifestyle choices during pregnancy and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, and other disabilities.</p> <p>2.4.12.C.3 Evaluate the methods and resources available to confirm pregnancy.</p> <p>2.4.12.C.4 Determine the impact of physical, social, emotional,</p>		<p>Investigate stages of fetal development and how individual health decisions during pregnancy can impact the growth and development of a child, including complications and disabilities. (DOK 3)</p> <p>Investigate and evaluate various parenting strategies that can be used as children develop. (DOK 3)</p> <p>Examine the impact (physical, social, cultural, emotional, ethical, legal, and religious) of elective pregnancy termination. (DOK 3)</p> <p>Compare the legal rights and responsibilities of adolescents with those of adults regarding pregnancy, abortion and parenting. (DOK 2)</p>
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<p>Unit 5: Community Health Skills</p>		<p>2.1.12.E.1 Predict the short- and long-term consequences of unresolved conflicts.</p> <p>2.1.12.E.2 Analyze how new technologies (i.e. social media) may positively or negatively impact the incidence of conflict or crisis.</p> <p>2.1.12.E.3 Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.</p> <p>2.1.12.E.4 Develop a personal stress management plan to improve/maintain wellness.</p> <p>2.2.12.A.1 Employ skills for communicating with family, peers, and people from other</p>	<p>1. Students will assess how the negative effects bullying may have on an individual can lead to risky behaviors and/or suicidal thoughts and construct anti-bullying initiatives.</p> <p>2. Students will describe how effective communication skills show respect for others, regardless of differences, and investigate how their current communication styles may need to be changed to strengthen interpersonal relationships.</p> <p>3. Students will define healthy and unhealthy relationships, identify the risk factors for unhealthy relationships and formulate the ways to choose and promote healthy relationships.</p>	<p>Compare and contrast the impact that competition may have on personal character development and how it may affect one's overall personal wellness. (DOK 2)</p> <p>Define types of bullying and risk factors associated with the bully and the person being bullied. (DOK 1)</p> <p>Identify the HIB team at Kingsway and how to get help if you believe you or someone you know is being bullied (DOK 1)</p> <p>Construct anti-bullying initiatives/ideas for our school (DOK 3)</p> <p>Identify the impact technology has on interpersonal communication in regards to supporting overall personal wellness. (DOK 1)</p>

		<p>backgrounds and cultures that may impact the health of oneself and others.</p> <p>2.2.12.A.2 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.</p> <p>2.2.12.A.3 Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle..</p> <p>2.2.12.C.1 Analyze the impact of competition on personal character development.</p> <p>2.2.12.C.2 Judge how individual or group adherence, or lack of adherence to core ethical values impacts the local, state, national, and worldwide community.</p> <p>2.1.12.D.2 Explain ways to protect against abuse and all forms of assault and what to do if assaulted.</p>		<p>Predict how technology/social media impacts the incidence of cyberbullying (DOK 2)</p> <p>Judge how adherence or lack of adherence to core ethical values impact behaviors that influence the health and safety of people everywhere. (DOK 4)</p> <p>Define suicide and identify suicide risk factors (DOK 1)</p> <p>Participate in a variety of mindfulness breathing practices and identify practices that are personally effective for stress management or conflict resolution. (DOK 1)</p> <p>Research and develop a stress management plan that would help improve and maintain overall personal wellness. (DOK 4)</p> <p>Identify and employ communication skills that may be used with family, peers, and people from other backgrounds and cultures that may impact the overall wellness of oneself or others. (DOK 1)</p> <p>Differentiate between healthy and unhealthy relationships (abuse and assault), what to do if assaulted, and how to protect oneself using available resources. (DOK 3)</p> <p>Interpret consequences and develop strategies for unresolved conflicts and</p>
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