

## Grade 9 Physical Education



### Fitness

**Am I fit and healthy? How do I stay fit and healthy? How do I improve my fitness and health?**

Health-related fitness incorporates the areas of cardiovascular fitness, flexibility, muscular strength, muscular endurance, nutrition and other health related topics. Students must develop lifelong habits of activity that insure daily moderate and vigorous exercise. Technology (heart rate monitors) is used as a tool to improve fitness.

- Knows how to find their own heart rates and to figure out their target heart rate
- Applies the target heart rate to all activities.
- Uses heart rate monitors as a tool to assess cardiovascular fitness levels and intensity of exercise
- Explains the differences between aerobic and anaerobic exercise
- Explains the benefits of stretching
- Utilizes each type of stretching method
- Demonstrates the use of fitness center safety procedures
- Demonstrates the use of fitness center and its machines with proper techniques for muscular strength and endurance-treadmills, bikes, ellipticals, steps, plyo box, racks/free weights, leg press, lat machine, neck machines, curl machines, universal gym
- Utilizes the F.I.T.T. concept in training
- Applies their knowledge of the basic food groups and the benefits controlling their diets
- Participates in the CT Physical Fitness Assessment and relate their performance to personal fitness
- Identifies what a SMART goal is
  - **S**trategic and specific
  - **M**easurable
  - **A**ttainable
  - **R**esults-oriented
  - **T**ime-bound
- Sets a SMART fitness goal based upon their performance on the CT Physical Fitness Assessment and develop a plan to improve fitness
- Discusses the negatives of abusing drugs

### Adventure Education

**How does what I say or do effect others in my group? What makes an effective team?  
What does a good leader do?**

- Identifies the critical characteristics of good communication
- Demonstrates effective, respectful communication skills
  - Expresses feelings or opinions appropriately
  - Agrees or disagrees in constructive way
  - Listens respectfully
- Knows the steps of effective problem solving
- Demonstrates respect, trust, and cooperation as a team in problem solving activities
- Accepts responsibility for safety of oneself and others
  - Knows and utilizes spotting correctly, including correct body position
  - Uses verbal commands to initiate a fall, jump, lean, or other physical task
  - Uses verbal commands to finish a fall, jump, lean, or physical task
  - Uses of correct performer body position for lean or fall
  - Indicates verbally if they detect any emotional or physical conditions that indicate it is not safe for group to proceed

**Individual, dual, and team sports**

**What do I need to do to be an effective player or performer? What makes a successful team?**

We intend that students will have sufficient skills to enjoy participation in many activities and select a few they would want to pursue in adulthood. In keeping with this goal, the sport offerings required in grades nine offer opportunities for students to try a new sport and refine others.

Students in grade nine may participate in the following sports:

*Archery*

*Fencing*

*Golf*

*Non-specific invasion sports ( i.e. socci, ultimate football, touchkball)*

*Volleyball*

**Ballroom Dance**

What does the style of this dance express? How? What can I do to enjoy this more?

Dance is an essential part of a comprehensive physical education program. Dance provides a balance between functional and expressive purposes of movement. In ninth grade we focus on ballroom/social dance.

- Performs dance steps and variations
- Combines basic dance steps into sequences using transitions
- Performs the dance keeping with the overall style

Options include:

- Swing
- Cha-Cha
- Foxtrot

- Waltz
- Polka
- Rumba
- Tango
- Salsa/Mambo
- Performs the partner position as appropriate to the specific dance
- Performs dance moving around the floor counterclockwise, if appropriate
- Moves in direction as determined by role (leader, follower) and particular dance
- Demonstrates cooperation in partner work as it pertains to leading, following, and dance etiquette
- Performs the dance keeping with the overall style
- Performs combinations of dance steps and transitions