



SCHOOL DISTRICT OF MONROE

Preparing for the Future, One Child at a Time

Physical Education (Grade 9)

Course Description:

The curriculum for this course is developed from the [Wisconsin State Physical Education Standards](#). Freshmen physical education is for grade 9. Freshmen meet everyday for one trimester. Students will apply the five components of fitness (muscular strength, muscular endurance, flexibility, body composition, and cardiovascular endurance) along FITT principle with the different activities. Students will participate in fitness testing (height, weight, PACER test, sit ups, push ups, body row, and sit n reach) twice in a trimester. Students will also be participating in fitness activities such as the fitness center, weight room, and functional fitness training. Students will be exposed to a variety of team sports that will provide lifetime carry over value. Participation in the class will help achieve and maintain a lifetime of physical wellness.

Mastery Standards:

PK-12 Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

- Demonstrates proficiency in two movement forms in individual and lifetime activities. (1:4:A5)
- Plays modified team sports using all the basic skills and strategies of the sport and some advanced skills. (1:4:A7)
- Acquires skills to participate in a lifetime activity outside of school. (1:4:A8)
- Supports teammates by movement and spacing in invasion, net, and field games. (1:4:B6)

PK-12 Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

- Examines the physical, emotional, cognitive, and scientific factors that affect performance and explains the relationship between those factors. (2:4:A3)
- Identifies the differences and benefits of both functional fitness training and traditional weight training. (2:4:A4)
- Applies pre-existing skills and knowledge to the acquisition of new skills. (2:4:B7)

PK-12 Standard 3: Participates regularly in physical activity.

- Participates willingly in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle. (3:4:A1)
- Monitors physical activity through the use of available technology: pedometers, heart rate monitors, activity logs. (3:4:A4)
- Establishes goals by identifying strengths and weaknesses using personal fitness assessments. (3:4:B1)
- Compares health and fitness benefits derived from various physical activities. (3:4:B2)

PK-12 Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

- Applies the principles of exercise (FITT, overload, specificity, and progression) in implementing a personal fitness program. (4:4:A2)
- Self-assesses the five health-related fitness components (aerobic capacity, muscular endurance, muscular strength, flexibility, and body composition). (4:4:A5)
- Meets the age- and gender-specific health-related fitness standards defined by evidence-based assessments (e.g., FitnessGram). (4:4:A6)
- Self-assesses heart rate before, during, and after various physical activities. (4:4:A10)

PK-12 Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- Works with peers willingly, regardless of skill level and individual differences in partner and small group situations. (5:4:A3)

PK-12 Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- Identifies reasons to participate in physical activity in the local community. (6:4:A2)
- Describes the positive feelings that result from physical activity participation alone and with others. (6:4:B3)

Unit	Description of Unit and Learning Targets
<p>Unit Title: Baseline Fitness Assessment</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • Why is it important to achieve an acceptable level of skill related fitness? • What are the factors that determine my level of skill-related fitness? 	<p>Students will be using the Fitnessgram developed by the Cooper Institute, students participate in five physical tests to see what their present level of fitness is.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can self assess performance and make appropriate corrections when performing the Fitnessgram. • I can establish goals by identifying strengths and weaknesses using personal fitness assessments. • I can exhibit respectful and mature behavior to contribute to a positive learning environment while improving my fitness level. • I can participate in activities outside of school for self enjoyment and improvement of fitness level.
<p>Unit Title: LaCrosse</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What are the basic rules of lacrosse? 	<p>Students will be able to use the skills of lacrosse (cradling, scooping, throwing, catching, shooting, goaltending, offensive, & defensive strategies) to participate with competence in various modified and regulation games of lacrosse.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can create a safe environment by calling their partners' names before shooting the ball towards them. • I can explain how their roles change from offensive to defensive strategy during a game situation. • I can work cooperatively with their teammates throughout the entire modified game.
<p>Unit Title: Sabakiball</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • Besides the physical skills, what are the mental skills needed to play sabakiball successfully? 	<p>Students will understand the rules of sabakiball and be able to apply it to other games played in class.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Have the ability to throw, catch, and move with moderate accuracy. • Participate in a lifetime activity that can be applied to different activities.
<p>Unit Title: Volleyball</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What are the strategies for offensive and defensive play? 	<p>Students will analyze how volleyball skills and games allow for teamwork. They will also apply rules and procedures for volleyball and describe how they enhance participation and safety.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can discuss how the principles of force and motion impact the quality of each volleyball skill. • I can demonstrate how to increase ball and body control when performing volleyball skills • I can compare the roles and responsibilities of volleyball positions and observers as well as recommend strategies to enhance sportsmanship-like behavior. • I can demonstrate the use of offensive, defensive, and cooperative strategies in volleyball. • I can acquire skills to participate in a lifetime activity outside of the school.
<p>Unit Title: Adventure Education</p>	<p>Students will facilitate portable icebreakers, community-building games, and problem-solving initiatives. They will use a variety of easily</p>

<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • Why is it important to mentally and physically challenge oneself when engaged in an activity? • Why is trust an important aspect of working with a group to achieve the same goal? 	<p>available props, games and materials. Along with learning to use sequencing, framing and debriefing skills to enhance effectiveness of activities.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can understand the difference between cooperative and competitive games. • I can use my level of comfort with challenge by choice with the different activities. •
<p>Unit Title: Tchoukball</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How do teamwork and sportsmanship affect game play? • How does teamwork, sportspersonship, and work ethic help accomplish life goals? 	<p>Students will describe the impact of activity and the result of improved fitness and performance on self-confidence and self-esteem.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Cooperate during group and team play to accomplish goals. • Demonstrate good positioning, team communication and team support. • Describe how to properly throw a ball and how force application affects the flight of the ball.
<p>Unit Title: Basketball</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • Why do different shots require different techniques? . • Why is dribbling a basketball one of the most important skills, if not the most important skill, in the game of basketball? 	<p>Students will understand and apply the basic rules of the game of basketball in order to play a full court basketball game. Students will be able to shoot a lay up, free throw, and jump shot along with being able to pass the ball effectively to their teammates.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Participate at a competent level in a variety of lifelong physical activities • Apply rules, principles, problem-solving skills, and concepts to traditional and nontraditional movement settings • Demonstrate collaboration, cooperation, and leadership skills
<p>Unit Title: Weight room</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What are the most effective ways to improve your fitness levels through strength training? • Why is it important to follow the safety rules when exercising? 	<p>Students will be introduced to a variety of free weights and lifts. They will be exposed to barbells, dumbbells, kettlebells, and band workouts.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can identify the differences and benefits of both functional fitness training and traditional • I can apply the principles of exercise (FITT, overload, specificity, and progression) in implementing a personal fitness program. • I can describe the correlation that being physically active leads to a higher quality of life.
<p>Unit Title: Fitness Center</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How do you apply the 5 components of fitness when working out in the fitness center? 	<p>Students will be introduced to a variety of machine weights in the fitness center. Students will also be exposed to treadmills, ellipticals, rowing machines, and assault bikes.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can acquire skills to participate in a lifetime activities outside of school. • I can recognize and adjust my personal effort level to achieve health enhancing benefits during a variety of activities. • I can exhibit respectful and mature behavior to contribute to a positive learning environment.
<p>Unit Title: Floor Hockey</p>	<p>Students will have the ability to send, receive, an object with moderate</p>

<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How do teamwork and sportsmanship affect game play? • How does participation in floor hockey improve physical fitness? 	<p>level of speed, accuracy, and distance. Along with the ability to perform basic motor skills such as running, stopping, and changing directions.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • To grip the hockey stick, dribble, and pass the puck correctly. • To understand hockey terminology, hockey positions and field dimensions and safety. • To work together as a team and understand the value of hockey as a sport that can also be enjoyed outside the school setting.
<p>Unit Title: Angle ball</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What makes an effective team when playing angle ball? 	<p>Students will demonstrate knowledge of strategies and rule understanding</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Demonstrate sportsmanship and fair play techniques • Participate in a nontraditional game and be able to apply it to other activities.