

# Grade 9 Physical and Health Education

## Units of Study

<b>UNIT 1:</b>	<b>"SPORTFIT" (FITNESS)</b>	<b>Duration: 7 Weeks (25 hours)</b>
<ul style="list-style-type: none"> <li>• <b>Concepts:</b> Development, Choice, Adaptation. Components, Methods, and Principles of training (SPORRT). Training Program. The unit focuses on improving physical performance and health.</li> <li>• <b>Subject Specific Skills:</b> Students will measure fitness levels, identify areas to improve, set goals, and design and explain a fitness plan to improve components of fitness within their choice of sport.</li> <li>• <b>Learning Experiences:</b> Students will link to an active/balanced healthy lifestyle - exercise in different ways using different facilities/resources. Learn what exercises will influence health and physical performance. Design a plan to practice; develop an understanding of specific exercises and how to use the gym safely and specifically to develop health and fitness.</li> </ul>		
<b>UNIT 2:</b>	<b>"BAYWATCH" (AQUATICS)</b>	<b>Duration: 7 Weeks (25 hours)</b>
<ul style="list-style-type: none"> <li>• <b>Concepts:</b> Communities, Interaction, Choice. Decision making, Communication.</li> <li>• <b>Subject Specific Skills:</b> Students will observe situations carefully in order to recognize problems, evaluate and manage risk, collaborate with pairs and administer CPR and first aid. Swim strokes focused on are Freestyle, Backstroke, and Breaststroke.</li> <li>• <b>Learning Experiences:</b> The unit focuses on practical life skills in high-stress situations, where they can observe, recognize and evaluate/manage risks and assist accordingly. Students will explain, apply and demonstrate a range of skills and techniques to manage risk. They will use CPR and be able to evaluate and make decisions accordingly to the situation and environment. Students will develop their swim strokes and give and receive feedback.</li> </ul>		
<b>UNIT 3:</b>	<b>"CREATIVE COMPOSITION" (MOVEMENT)</b>	<b>Duration: 7 Weeks (25 hours)</b>
<ul style="list-style-type: none"> <li>• <b>Concepts:</b> Aesthetics, Refinement, and Balance. Movement Concepts (Relationships/formation, force, flow, time and space).</li> <li>• <b>Subject Specific Skills:</b> Students will create, collaborate and demonstrate a movement sequence. They will adapt and refine techniques as a result of planning and goal setting.</li> <li>• <b>Learning Experiences:</b> Students will design and explain a plan to improve. Demonstrate gymnastics movement skills and techniques. Use interpersonal skills through collaboration, develop goals and apply strategies to enhance performance through analysis and evaluation.</li> </ul>		
<b>UNIT 4:</b>	<b>"TCHUK It" (WORLD SPORTS)</b>	<b>Duration: 7 Weeks (25 hours)</b>
<ul style="list-style-type: none"> <li>• <b>Concepts:</b> Communication, interaction, adaptation. Invasion games - offensive and defensive strategies.</li> <li>• <b>Subject Specific Skills:</b> Students will set goals, exercise leadership, establish communication skills in regards to verbal and non-verbal skills. Analyse and evaluate performance to improve team strategies.</li> <li>• <b>Learning Experiences:</b> The unit focuses on leadership, interpersonal skills by collaborating ideas to come up with team plays and strategies. Students will demonstrate, apply and explain movement concepts while playing Handball and Tchoukball. Focusing on catching, throwing techniques, and team play. Students will learn and assign roles and responsibility within small groups.</li> </ul>		

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## Unit 1: “SportFit” (Fitness)

**Duration:** 7 Weeks (25 hours)

### LEARNING EXPERIENCES:

In this unit, students will explore how health and performance can be developed or improved. They will create and participate in a fitness training program that revolves around individualized goals. All students will design a program that focuses on developing the key areas they have selected. They will learn how to test fitness components, select appropriate exercises and develop a three-week program using key training principles. The unit focuses on how certain tools can develop and improve health and performance, allowing students to make adaptations, reflections, and evaluations on their plan.

### KEY CONCEPT: Development

**Related Concepts / Subject Specific:** Choice, Adaptation/Methods and Principles of Training

### STATEMENT OF INQUIRY:

The informed choices we make affect how our body changes.

### INQUIRY QUESTIONS:

#### Factual:

Do all sports require the same fitness components?

#### Conceptual:

How can you adapt training to improve performance in a specific sport?

#### Debatable:

Should an athlete focus their training on the component(s) of fitness that testing illustrates to be weakest?

### OBJECTIVES AND ASSESSMENT CRITERIA:

#### A: Knowing and Understanding

- i. explain physical health education factual, procedural and conceptual knowledge
- ii. apply physical and health education knowledge to analyse complex issues to solve complex problems set in familiar and unfamiliar situations
- iii. apply physical and health terminology consistently and effectively to communicate understanding.

#### B: Planning for Performance

- i. develops goals to enhance performance
- ii. designs, explains and justifies a plan to improve physical performance and health.

#### D: Reflecting and Improving performance

- ii. analyses and evaluates the effectiveness of a plan based on the outcome

### ATLs:

Self-Management  
Research

### RESOURCES / LITERATURE OPTIONS:

- <https://www.brianmac.co.uk/eval.htm> and BBC BiteSize, E Chalk
- Ipad - with FIT Testing, Imuscle, Interval Timer, Tabata
- FITT principles and SPORRT, Methods of training,

### SUMMATIVE ASSESSMENT TASKS:

1. Demonstration of fitness knowledge and understanding throughout the summative tasks including goal setting; fitness research; designing, explaining and justify a three-week training plan; in which they analyse and evaluate the effectiveness of the training plan.

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## Unit 2: “Baywatch” (Aquatics)

**Duration:** 7 Weeks (25 hours)

**LEARNING EXPERIENCES:** In this unit, students will explore what it means to be a lifeguard. They will learn how to supervise the safety and rescue of swimmers in various situations. Students will develop swimming strokes and be introduced to the steps involved in administering CPR/AED first aid. They will familiarise themselves with using aids and equipment depending on the requirements of their particular venue. Students apply these skills in given scenarios where they have to collaborate with others to evaluate risks and respond appropriately.

**KEY CONCEPT:**  
Communities

**Related Concepts / Subject Specific:**  
Interaction and Choice/Swimming and Lifeguarding

**STATEMENT OF INQUIRY:**

The choices we make and interactions with others will determine an outcome.

**INQUIRY QUESTIONS:**

**Factual:**

What is the role of a lifeguard?

**Conceptual:**

What informs choices made in a high-stress, fast-changing situation?

**Debatable:**

Getting to the victim in an emergency situation is the highest priority?

**OBJECTIVES AND  
ASSESSMENT CRITERIA:**

**A: Knowing and  
Understanding**

- i. explain physical health education factual, procedural and conceptual knowledge
- ii. apply physical and health education knowledge to analyse complex issues to solve complex problems set in familiar and unfamiliar situations
- iii. apply physical and health terminology consistently and effectively to communicate understanding.

**C: Applying and  
Performing**

- i. demonstrate and apply a range of skills and techniques effectively
- ii. demonstrate and apply a range of strategies and movement concepts
- iii. Analyse and apply information to perform effectively.

**ATLs:**

Critical Thinking  
Communication

### RESOURCES / LITERATURE OPTIONS:

- Various online resources
- iPad Apps (SloPro)

### SUMMATIVE ASSESSMENT TASKS:

1. Audio lifesaving scenario response
2. Swimming performance in Freestyle, Backstroke, Breaststroke

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## Unit 3: “Creative Composition” (Movement)

**Duration:** 7 Weeks (25 hours)

**LEARNING EXPERIENCES:** Students will explore gymnastic movement concepts and skills to design a creative paired sequence. Once viewing the first performance they will evaluate and develop goals to make adaptations and improvements to their final performance. Students will collaborate with their partner/s and strategize a plan to improve their sequence using the movement concepts of space, force, rotation, balance, flow, time, relationships/formation.

**KEY CONCEPT:** Aesthetics

**Related Concepts / Subject Specific:**  
Refinement and Balance/Movement Concepts

**STATEMENT OF INQUIRY:**

Adapting and refining techniques as a result of planning will improve performance.

**INQUIRY QUESTIONS:**

**Factual:**

How do you control your body in gymnastics?

**Conceptual:**

Why are aesthetics important in gymnastics?

**Debatable:**

Does improvement in performance occur naturally or is it better when specifically planned for?

**OBJECTIVES AND ASSESSMENT CRITERIA:**

**B: Planning for Performance**

- i. develops goals to enhance performance
- ii. designs, explains and justifies a plan to improve physical performance and health.

**C: Applying and Performing**

- i. demonstrate and apply a range of skills and techniques effectively
- ii. demonstrate and apply a range of strategies and movement concepts effectively
- lii. analyse and apply information to perform effectively

**D: Reflecting and Improving performance**

- i. explains and demonstrates strategies to enhance interpersonal skills
- ii. analyses and evaluates the effectiveness of a plan based on the outcome
- iii. analyses and evaluates performance.

**ATLs:**

Self-Management Skills  
Thinking Skills

**RESOURCES / LITERATURE OPTIONS:**

- Various online and classroom resources
- iPad Apps - SloPro, Balance It

**SUMMATIVE ASSESSMENT TASKS:**

1. Performance assessment - final movement sequence
2. Goal setting; plan, perform, reflect and evaluate performance of movement sequence

# Grade 9 Physical and Health Education

## Unit 4: "Tchuk It" (World Sports)

**Duration:** 7 Weeks (25 hours)

**LEARNING EXPERIENCES:** Students will learn the rules and how to play Handball and Tchoukball. Developing skills, offensive and defensive strategies and movement concepts in a team situation. Collaborating ideas to effectively play in a game situation. They will analyse and evaluate their performance and identify ways they can further improve gameplay.

**KEY CONCEPT:**  
Communication

**Related Concepts / Subject Specific:** Interaction, Adaptation

**STATEMENT OF INQUIRY:**

Communication and adaptation will improve our team's performance.

**INQUIRY QUESTIONS:**

**Factual:**

Are the rules for sports the same in every country?

**Conceptual:**

How does learning a game help us develop communication? (How does learning a game help us understand a different culture?)

**Debatable:**

Does a game have to be competitive? (Does a game define a culture?)

**OBJECTIVES AND ASSESSMENT CRITERIA:**

**B:**

I. develops goals to enhance performance

**C:** Applying and Performing

i. demonstrates and applies a range of skills and techniques effectively  
ii. demonstrates and applies a range of strategies and movement concepts  
iii. outlines and applies information to perform effectively.

**D:** Reflecting and Improving Performance

i. explains and demonstrates strategies to enhance interpersonal skills  
iii analyses and evaluates performance.

**ATLs:**

Social  
Self-Management  
Communication

**RESOURCES / LITERATURE OPTIONS:**

- Online resources
- iPad Apps - SloPro

**SUMMATIVE ASSESSMENT TASKS:**

1. Handball and Tchoukball game performance.
2. Reflection on individual performance in a team situation. Comparing performance at the beginning of the unit and at their final performance.