

Physical Education GRADE NINE: Emphasis: Developing a Personalized Fitness Program for a Healthy Life-Style Background

This is a stage at which students are able to synthesize much of what they have learned in the earlier grades, including knowledge of human growth, development, and physiology. Individuals are able to coalesce as a team and focus on the needs and contributions of other team members beyond themselves. Affiliation, a feeling of being connected and involved, is of primary importance to ninth graders. Students develop a willingness to acknowledge and respect stylistic differences in performance. The ninth-grade physical education program should encourage students to gain an appreciation of others' achievements, no matter how large or small, and to expand their ability to adapt to the needs of the group and demonstrate fairness toward all.

Movement Skills and Movement Knowledge

The major emphases of study in the ninth grade are fitness, team sports, gymnastics, and aquatics. In learning about fitness, the students become familiar with new concepts related to the physiology of exercise; become knowledgeable consumers in relation to fitness; and experience a wide variety of exercises for flexibility, muscular strength and endurance, and cardiorespiratory endurance. In team sports ninth graders should be encouraged to select a sport in which to specialize; learn the history, rules, and strategies of the sport; and become proficient in the appropriate skills. The gymnastics unit should be an extension of the earlier tumbling and gymnastics classes. Here, too, students should be encouraged to select an event in which to specialize. For those students who already demonstrate proficiency in swimming, classes in water polo, skin diving, or advanced swimming can be offered. During an aquatics unit the students should learn the biomechanical principle of buoyancy. That is, to move efficiently through water, they must streamline their bodies to reduce the effect of drag. In addition, the swimmer's size, shape, surface, and speed of movement are factors affecting performance in swimming. In grade nine the student is expected to develop an in-depth understanding of the components of total health fitness in a unit that emphasizes the physiological, psychological, and social benefits of a healthy, active life-style. Students should also begin to identify preferences for types of physical activity that can be pursued over the long term for fitness and recreation, including individual, dual, or team sports. Ninth graders should be able to explain the social, personal, and health benefits of developing skills in sports, games, and dance. They should be able to describe the aesthetic qualities of movement; feel good as they move efficiently and effectively; and develop the ability to evaluate personal needs, interests, and capacities that contribute to their movement choices.

Self-Image and Personal Development

In physical education experiences the ninth grader should demonstrate patterns of behavior that reflect sound mental and emotional health, positive self-image, and acceptance of the total self. To help students achieve self-realization through physical activity, the physical education instructor should guide the student's choice of fitness programs and activities to ensure a healthy life-style throughout life. Each student should set personal goals for health and fitness, including goals for improving health through physical exercise.

Social Development

Ninth graders have the capacity to demonstrate mature teamwork by successfully resolving conflicts within the group. They should learn to cooperate in teamwork and in competition, analyze situations, find solutions to problems, obey rules, work for delayed rewards, and persevere toward a goal. The ninth grader is becoming increasingly more interested in sports as both participant and spectator. This increased interest is associated with several factors in addition to physical conditioning. For example, students have more choices in transportation and consumer spending. And they are bombarded with advertisements for all types of participant and spectator sports.

Sample Expectations

The student will be able to:

- Analyze offensive and defensive strategies in games and sports.
- Participate in an individualized fitness program.
- Identify and follow rules while playing sports and games.

- Identify ways in which rules are more alike than different and describe the difference between violations and fouls.

The major emphases of study in the ninth grade are fitness, team sports, gymnastics, and aquatics.