

Curriculum Guide for 9<sup>th</sup> Grade Health

**Unit 1:**  
**Ch.1-3**  
**6 weeks**  
**H9.1, H9.2, H9.4, H9.5, H9.8**

**Biblical Worldview Essential Questions**

How does God want us to view our body?

Is physical fitness of any value to God?

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> <li>• Define physical fitness, health, and wellness.</li> <li>• Describe some of the benefits of fitness, health, and wellness.</li> <li>• Name and describe the six parts of health-related physical fitness.</li> <li>• Name and describe the five parts of skill-related physical fitness.</li> <li>• Define functional fitness and explain why it is important; and describe the warm-up, the workout, and the cool-down and explain why each is important.</li> <li>• Describe the characteristics of physical literacy and health literacy.</li> <li>• Describe the scientific method.</li> <li>• Define and explain the importance of kinesiology and the many types of sciences within kinesiology.</li> <li>• Define and explain the importance of medical science, health science, and nutrition science.</li> <li>• Describe several examples of personal &amp; environmental determinants of fitness, health and wellness.</li> <li>• Describe several examples of health care and social determinants of fitness, fitness and wellness.</li> <li>• Describe several examples of healthy lifestyle choices and the benefits of making those choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Class discussions</li> <li>• Group and individual reading</li> <li>• Student handouts</li> <li>• Student Fitness Labs</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook: Fitness For Life by Charles B. Corbin, Darla M. Castelli, Benjamin M. Sibley, Guy C. Le Masurier</li> <li>• Bibles</li> <li>• DVD Player</li> <li>• Computer and Projector</li> <li>• Power Point Slides</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Participation in class discussions</li> <li>• Writing assignments</li> <li>• Tests</li> </ul>

<ul style="list-style-type: none"><li>• Explain the Stairway to Lifetime Fitness, Health &amp; Wellness and how it can be used.</li><li>• Define SMART Goals</li><li>• Describe Short &amp; Long Term Goals and how they are used.</li><li>• Explain Process and Product goals and explain how they differ.</li><li>• Describe how. To prepare a personal needs profile and explain why. It is important.</li><li>• Describe how to prepare a list of program options and explain why it is important.</li><li>• Describe how to prepare a list of SMART goals and explain why it is important.</li><li>• Describe how to structure, write, and evaluate a program plan.</li></ul>			
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**Unit 2:**  
**Ch. 4-6**  
**6 weeks**  
**H9.1, H9.4, H9.5, H9.8**

**Biblical Worldview Essential Questions**

How might regular exercise affect your spiritual life?

What does it mean to “present our bodies a living sacrifice unto God” (Rom. 12:1)?

How do we bring ourselves to consistently exercise which some find challenging when Christians know there is something else the Bible says is of greater importance (I Tim. 4:7-9)?

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> <li>● Describe medical readiness and explain how to assess it.</li> <li>● Explain the dangers of performing physical activity in hot, humid, conditions and describe some guidelines for avoiding these dangers.</li> <li>● Explain the dangers of performing physical activity in cold, windy, wet conditions and describe some guidelines for avoiding these dangers.</li> <li>● Explain the dangers of performing physical activity in polluted, or high-altitude conditions and describe some guidelines for avoiding these dangers.</li> <li>● Describe some guidelines for dressing appropriately for physical activity.</li> <li>● List and describe some common activity-related physical injuries.</li> <li>● List some guidelines for preventing injury during physical activity.</li> <li>● Explain how to apply the RICE formula for caring for physical injuries.</li> <li>● Identify risky exercises and explain why they are risky.</li> <li>● Define leadership and describe important leadership skills.</li> <li>● Define teamwork and group</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture</li> <li>● Class discussions</li> <li>● Group and individual reading</li> <li>● Student handouts</li> <li>● Student Fitness Labs</li> </ul>	<ul style="list-style-type: none"> <li>● Textbook: Fitness For Life by Charles B. Corbin, Darla M. Castelli, Benjamin M. Sibley, Guy C. Le Masurier</li> <li>● Bibles</li> <li>● DVD Player</li> <li>● Computer and Projector</li> <li>● Power Point Slides</li> </ul>	<ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Participation in class discussions</li> <li>● Writing assignments</li> <li>● Tests</li> </ul>

<p>cohesiveness and describe the guidelines for building teamwork.</p> <ul style="list-style-type: none"><li>● Define rule, etiquette, and sportsmanship and explain how they are important in sport and physical activity.</li><li>● Define diversity, sensitivity, trust, empathy, and bullying and explain how these factors are important in sport and physical activity.</li><li>● Describe some types of cardiovascular disease and explain, using examples, how physical activity can reduce the risk of these conditions.</li><li>● Describe several other types of hypokinetic conditions and explain, using examples, how physical activity can reduce the risk of these conditions.</li><li>● Describe some wellness benefits of physical activity.</li><li>● Explain, using examples, how physical activity is related to hyperkinetic conditions.</li><li>● Name and describe the guidelines for physical activities for people of different ages.</li><li>● Name and describe the three principles of exercise, threshold of training, target zone, and target ceiling.</li><li>● Describe the four parts of the FITT formula and describe the importance of volume and patterns of physical activity.</li><li>● Describe the five types of physical activity included in the Physical Activity Pyramid.</li><li>● Define test battery and describe several different types of fitness test batteries.</li><li>● Describe the four fitness rating categories and how they apply to your physical activity program.</li><li>● Describe four factors that influence physical fitness.</li></ul>			
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<ul style="list-style-type: none"><li>● Explain how a person can attain good health and fitness even if some factors make it difficult to succeed.</li></ul>			
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**Unit 3:**  
**Ch. 7-9**  
**6 weeks**  
**H9.2, H9.3, H9.4, H9.6, H9.8**

**Biblical Worldview Essential Questions**

- How has God designed our body to benefit from physical activity?
- What is an appropriate perspective/attitude for a Christian participating in sports?
- What can you learn from competing in sports that might help your spiritual growth?
- What does it mean to equip ourselves with the right tools (equipment) to help us grow as Christians?

Objectives	Methods	Resources	Assessment
<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>● Define moderate physical activity and the term MET and describe several types of moderate physical activity.</li> <li>● Describe several reasons why you should perform regular moderate physical activity.</li> <li>● Describe the FIT formula and how to apply it to moderate physical activity.</li> <li>● Describe several methods for self-monitoring moderate physical activity.</li> <li>● Define sedentary, very light, and light activities.</li> <li>● Describe the moderate physical activity patterns of inactive, active, and highly active teens.</li> <li>● Describe the dangers of sedentary living.</li> <li>● Describe the steps for planning a moderate physical activity program.</li> <li>● Define cardiorespiratory endurance and identify other terms often used to describe this part of fitness.</li> <li>● Describe the benefits of physical activity and cardiorespiratory endurance.</li> <li>● Explain how much cardiorespiratory endurance the typical person needs.</li> <li>● Define vigorous aerobic activity and explain its relationship with cardiorespiratory endurance.</li> <li>● Describe the frequency, intensity and time (FIT) of</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture</li> <li>● Class discussions</li> <li>● Group and individual reading</li> <li>● Student handouts</li> <li>● Student Fitness Labs:</li> </ul>	<ul style="list-style-type: none"> <li>● Textbook: Fitness For Life by Charles B. Corbin, Darla M. Castelli, Benjamin M. Sibley, Guy C. Le Masurier</li> <li>● Bibles</li> <li>● DVD Player</li> <li>● Computer and Projector</li> <li>● Power Point Slides</li> </ul>	<ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Participation in class discussions</li> <li>● Writing assignments</li> <li>● Tests</li> </ul>

<p>physical activity for building cardiorespiratory endurance.</p> <ul style="list-style-type: none"><li>● Describe the methods for counting resting heart rate and for estimating maximal heart rate.</li><li>● Explain how to use two methods of measuring heart rate and the RPE method for determining if your activity is intense enough to build cardiorespiratory endurance.</li><li>● Define vigorous aerobics and describe several examples of this type of activity.</li><li>● Define vigorous sports and describe several examples of this type of activity.</li><li>● Define vigorous recreation and describe several examples of this type of activity.</li><li>● Describe several tips for safe participation in vigorous activities.</li><li>● Define anaerobics and describe several types of anaerobic activities.</li><li>● Define mixed-fitness activities and describe several examples of these activities.</li><li>● Describe the health-related fitness benefits of several vigorous activities and explain how to find an activity that you might enjoy.</li><li>● Describe the steps you would take to prepare a personal vigorous physical activity program plan.</li></ul>			
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**Unit 4:  
Ch. 10-12**

**6 weeks**

**H9.4, H9.7, H9.8**

**Biblical Worldview Essential Questions**

How can participating in flexibility and muscular strength/endurance exercises be useful to a Christian's spiritual growth?  
What should be a Christian's motive for exercise?

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> <li>• Explain the differences among strength, muscular endurance, and power.</li> <li>• Explain how the basic principles of exercise apply to muscle fitness and describe some of the health benefits of muscle fitness exercise.</li> <li>• Describe some of the different characteristics of muscles and identify and describe the major skeletal muscles.</li> <li>• Describe the different types of progressive resistance exercises and several methods for assessing each part of muscle fitness.</li> <li>• Describe the FIT formula for developing strength and muscular endurance using isotonic PRE and describe the advantages and disadvantages of resistance machine versus free weight exercises.</li> <li>• Describe calisthenics, plyometrics, and isometric exercise.</li> <li>• Describe some basic guidelines for doing safe and effective PRE.</li> <li>• Describe some myths about muscle fitness and explain why they are wrong.</li> <li>• Name several core muscles and explain why they are important.</li> </ul> <ul style="list-style-type: none"> <li>• Describe some common back and posture problems.</li> <li>• List some biomechanical principles and guidelines for</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Class discussions</li> <li>• Group and individual reading</li> <li>• Student handouts</li> <li>• Student Fitness Labs</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook: Fitness For Life by Charles B. Corbin, Darla M. Castelli, Benjamin M. Sibley, Guy C. Le Masurier</li> <li>• Bibles</li> <li>• DVD Player</li> <li>• Computer and Projector</li> <li>• Power Point Slides</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Participation in class discussions</li> <li>• Writing assignments</li> <li>• Tests</li> </ul>





**Unit 5:  
Ch. 13-15  
6 weeks  
H9.3, H9.8**

**Biblical Worldview Essential Questions**

What is an appropriate perspective/attitude for a Christian participating in physical activity?

How do you think your eating habits can affect your spiritual life?

How can we glorify God in our body though our eating habits?

Objectives	Methods	Resources	Assessment
<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>● Describe some factors that influence skill-related fitness.</li> <li>● Describe a skill-related fitness profile and explain some of its uses.</li> <li>● Define motor skills and describe the factors that influence them.</li> <li>● Describe the three stages of skill learning.</li> <li>● Define strategy and provide examples that relate to physical activity and healthy lifestyle choices.</li> <li>● Define tactic and explain its role in implementing a strategy.</li> <li>● Explain the five steps for planning strategy and tactics.</li> <li>● Describe some ways that you can use strategy and tactics in daily activities other than sports and physical activities.</li> <li>● Describe body composition and list some factors that influence body composition.</li> <li>● Explain how body composition and body fat level are related to good health and describe several eating disorders and their effect on health.</li> <li>● Describe several laboratory tests for measuring body composition.</li> <li>● Describe several nonlaboratory tests for measuring body composition.</li> <li>● Define energy balance and describe the FIT formula for fat control.</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture</li> <li>● Class discussions</li> <li>● Group and individual reading</li> <li>● Student handouts</li> <li>● Student Fitness Labs</li> </ul>	<ul style="list-style-type: none"> <li>● Textbook: Fitness For Life by Charles B. Corbin, Darla M. Castelli, Benjamin M. Sibley, Guy C. Le Masurier</li> <li>● Bibles</li> <li>● DVD Player</li> <li>● Computer and Projector</li> <li>● Power Point Slides</li> </ul>	<ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Participation in class discussions</li> <li>● Writing assignments</li> <li>● Tests</li> </ul>

<ul style="list-style-type: none"><li>● Describe how many calories are expended doing various physical activities.</li><li>● Explain how physical activity helps a person maintain a healthy body fat level.</li><li>● Describe some common myths about fat control.</li><li>● Explain how to use a personal fitness profile to establish personal needs.</li><li>● Describe how you prepare a list of physical activity options.</li><li>● Describe how you prepare a list of short-term and long-term program goals.</li><li>● Describe what you should include in a written plan and how you evaluate its success.</li><li>● Describe the five stages of change and discuss how carrying out your program plan helps you move toward maintenance.</li><li>● List and describe several self-management skills that help you maintain physical activity throughout life.</li><li>● Define <i>attitude</i> and describe several positive attitudes about physical activity.</li><li>● Describe some negative attitudes about physical activity and some ways to change them to positive attitudes.</li></ul>			
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Curriculum Guide for 9<sup>th</sup> Grade Health

Unit 6:  
Ch. 16-18  
6 weeks  
H9.1, H9.5, H9.6, H9.8

**Biblical Worldview Essential Questions**

Why is nutrition important to God?  
How are we responsible to God for our lifestyle choices?  
How should a Christian deal with stress?

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> <li>• Describe the three types of nutrients that provide energy and provide examples of foods for each type of nutrient.</li> <li>• Describe the three types of nutrients that do not provide energy and provide examples of foods for each type of nutrient.</li> <li>• Describe the six groups from which foods are chosen for healthy eating and foods that should be limited in the diet.</li> <li>• Discuss the importance of limiting the number and size of servings for healthy eating.</li> <li>• Describe the FIT formula for meeting nutritional needs.</li> <li>• Explain the difference between a food serving and a food portion.</li> <li>• Identify several important elements of food labels and describe the difference between an FDA label and a manufacturer food label.</li> <li>• Describe some common nutrition myths and the guidelines for eating before physical activity.</li> <li>• Define <i>stress</i> and <i>stressor</i> and describe the stress responses of general adaptation syndrome.</li> <li>• Define <i>distress</i> and <i>eustress</i> and describe some common causes of stress.</li> <li>• Identify and describe some of the effects of stress.</li> <li>• Define <i>coping skills</i> and explain why they are important and discuss the</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Class discussions</li> <li>• Group and individual reading</li> <li>• Student handouts</li> <li>• Student Fitness Labs</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook: Fitness For Life by Charles B. Corbin, Darla M. Castelli, Benjamin M. Sibley, Guy C. Le Masurier</li> <li>• Bibles</li> <li>• DVD Player</li> <li>• Computer and Projector</li> <li>• Power Point Slides</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Participation in class discussions</li> <li>• Writing assignments</li> <li>• Tests</li> </ul>

<p>value of seeking help when you experience stress.</p> <ul style="list-style-type: none"><li>• Describe several types of physical coping techniques.</li><li>• Describe several types of intellectual coping techniques.</li><li>• Describe several types of emotional coping techniques.</li><li>• Describe several types of social and spiritual coping techniques.</li><li>• Describe the four factors that contribute to early death and differentiate between controllable and uncontrollable risk factors.</li><li>• Describe some healthy lifestyle choices other than priority healthy lifestyle choices, and explain how they contribute to fitness, health, and wellness.</li><li>• Describe some good safety practices for healthy living.</li><li>• Describe how your physical and social environments affect fitness, health, and wellness.</li><li>• Prepare a list of personal needs for healthy lifestyle planning.</li><li>• Prepare a list of options for healthy lifestyle planning.</li><li>• Prepare a list of goals for healthy lifestyle planning.</li><li>• Prepare a written healthy lifestyle plan and explain how you can evaluate it.</li></ul>			
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