

**PENINSULA SCHOOL DISTRICT**  
**Health & Fitness Curriculum**  
**Ninth Grade**

**1. The student acquires the knowledge & skills necessary to maintain an active life: movement, physical fitness, and nutrition. (Essential Academic Learning Requirement)**

Benchmark 1 Ninth Grade	A Peninsula Ninth Grade Student will: from the Grade Level Expectations (GLEs)	Instructional Materials and Resources	Assessment Strategies and Resources
<b>1.1 Develop fundamental and complex movement skills, as developmentally appropriate</b>			
1.1.1 Demonstrate physical skills (locomotors, non-locomotors, and manipulative) that contribute to movement proficiency	*		
1.1.2 Perform fundamental skills in a variety of movement activities	*		
1.1.3 Apply movement principles and skills to complex activities that enhance a physically active life	<p><b>Apply complex movement principles to activities</b></p> <ul style="list-style-type: none"> <li>• Demonstrate competence (basic skills, strategies and rules) in an increasing number of more complex versions of at least two of the following different types of movement forms: aquatics, individual activities, team sports/activities, team sports/activities, outdoor pursuits, self-defense, dance, and gymnastics</li> </ul> <p><b>Understand barriers to physical activity and healthy lifestyle</b></p> <ul style="list-style-type: none"> <li>• Identify barriers and apply strategies to overcome them (time, space, environment, age, and handicapping conditions)</li> </ul>		

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<b>1.2 Safely participate in a variety of developmentally appropriate physical activities</b>			
1.2.1 Follow rules and safety procedures while participating in a variety of physical activities	*		
1.2.2 Demonstrate knowledge of rules and safety procedures, while participating cooperatively in individual, dual/team, and lifetime activities	*		
1.2.3 Incorporate safety procedures into activities and individual fitness plans for leisure and employment	<p><b>Understand how to perform activities and tasks safely and appropriately</b></p> <ul style="list-style-type: none"> <li>• Examine the risk level of various activities</li> <li>• Analyze the training principles used for a specific task and take corrective action when necessary (overload, specificity, progression, reversibility, rest and recovery, diminishing returns)</li> <li>• Describe safety issues related to health and fitness activities for a variety of endeavors (sport, leisure, dance, and fitness)</li> <li>• Use a personal risk assessment/survey before beginning physical activity (sport, fitness, leisure, dance)</li> </ul> <p><b>Understand safety issues in the work environment</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast danger of various occupations, safety requirements, skills and equipment needed for the task</li> <li>• Know what facilities and equipment are required for a safe work environment</li> </ul> <p><b>Apply appropriate mental skills and strategies necessary for effective participation</b></p> <ul style="list-style-type: none"> <li>• Use teamwork, social skills, sportsmanship, and fair play during activities</li> <li>• Use coping skills to deal with challenges, differences, and setbacks in physical performance</li> </ul>		

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<b>1.3 Understand the concepts of health-related physical fitness and develop and monitor progress on personal fitness goals</b>			
1.3.1 Develop a fitness vocabulary and awareness of fitness concepts while participating regularly in a variety of physical activities for fitness and play	*		
1.3.2 Measure physical fitness, set fitness and activity goals, and explore a variety of activities to maintain healthy levels of cardio-respiratory fitness, muscular strength-endurance-flexibility, and body compositions	*		
1.3.3 Develop and monitor progress on individualized fitness goals, based on fitness profiles and national guidelines, in relation to work, fitness activities, and leisure	<p><b>Understand the concepts of health-related fitness</b></p> <ul style="list-style-type: none"> <li>• Understand and identify the concepts of health-related fitness (cardio-respiratory fitness, muscular strength and endurance, body composition, flexibility) in setting individual fitness goals</li> </ul> <p><b>Analyze the progress of a personal fitness plan</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast student progress in relationship to National Standards (Presidential, Physical Best, Fitness Gram, etc.)</li> <li>• Develop/utilize various monitoring systems that assess the components of fitness which include training principles: frequency, intensity, time, type (FITT), and phases of the workout (warm-up, workout, cool-down)</li> </ul> <p><b>Understand and apply skill-related fitness components as related to careers/occupations/recreation</b></p> <ul style="list-style-type: none"> <li>• Analyze skill-related fitness components necessary for successful and safe performance in recreation and occupations</li> </ul>		

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<b>1.4 Understand the relationship of nutrition and food nutrients to physical performance and body composition</b>			
1.4.1a Identify how bodily function and physical performance are affected by food consumption  1.4.1b Recognize the benefits of movement, fitness, and nutrition	*		
1.4.2a Design nutrition goals, based on national dietary guidelines and individual activity needs	*		
1.4.3a Develop and monitor progress on personal nutrition goals, based on national dietary guidelines and individual needs. Compare and contrast the application of movement, fitness, and nutrition concepts to safe work practices and leisure activities	<p><b>Understand the relationship of nutrition to physical performance and body composition</b></p> <ul style="list-style-type: none"> <li>• Recognize the functions of the macro-nutrients and evaluate individual needs based on national dietary guidelines</li> </ul> <p><b>Understand that nutritional requirements change</b></p> <ul style="list-style-type: none"> <li>• Monitor/track a diet and evaluate the relationship to physical performance. (Does it meet daily nutritional requirements/energy for various populations and energy requirements based on lifestyle, safe-work practices, and leisure activities?)</li> </ul> <p><b>Judge the effectiveness of various nutritional products</b></p> <ul style="list-style-type: none"> <li>• Evaluate nutritional products and supplements for their value and effectiveness, purpose, and necessity in a healthy diet (diet plans, performance enhancing products, herbs, sports drinks, weight-gain and weight-loss products, etc.)</li> </ul> <p><b>Understand the purpose of food labels in relationship to food choices</b></p> <ul style="list-style-type: none"> <li>• Interpret food labels for calories, nutrient density, types of fats, empty calories; make recommendations on healthy choices</li> </ul> <p><b>Recognize problems associated with eating disorders</b></p> <ul style="list-style-type: none"> <li>• List and describe warning signs and behaviors associated with eating disorders</li> <li>• Research both short and long-term problems of eating disorders (effect on organs, body systems, psychological implications, etc.)</li> <li>• Identify helping resources and agencies, know how to advocate for the person, and identify organizations in the school and community</li> </ul>		

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**2. The student acquires the knowledge and skills necessary to maintain a healthy life: recognize patterns of growth and development, reduce health risks, and live safely. (Essential Academic Learning Requirement)**

Benchmark 1 Ninth Grade	A Peninsula Ninth Grade Student will: from the Grade Level Expectations (GLEs)	Instructional Materials and Resources	Assessment Strategies and Resources
<b>2.1 Recognize patterns of growth and development</b>			
2.1.1a Describe the structure and function of human body systems	*		
2.1.1b Identify hereditary factors that affect growth and development			
2.1.1c Describe the influence of nutrition on health and development			
2.1.2a Demonstrate understanding of the physical, emotional, intellectual, and social changes that occur during puberty	*		
2.1.2b Identify hereditary factors that affect growth, development, and health			
2.1.2c Describe how nutrition, exercise, and rest influence physical growth and lifelong health			

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<b>2.1 Recognize patterns of growth and development, <i>continued</i></b>			
<p>2.1.3a Identify and plan for coping with situations related to the physical, social, and emotional transition from adolescence to adulthood, as related to reproductive health</p> <p>2.1.3b Develop strategies to manage hereditary factors that affect growth, development and health</p> <p>2.1.3c Describe how nutrition, rest, exercise, disease, and substance abuse influence health throughout the life span</p>	<p><b>Identify characteristics of healthy vs. unhealthy relationships</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast the impact of personality traits on healthy vs. unhealthy relationships</li> <li>• Propose a plan that resolves an issue based on a scenario that deals with a problem situation</li> </ul> <p><b>Use strategies and skills to resolve problems in personal relationships. (Problem-solving skills, coping skills, decision-making skills, communication skills, and refusal skills)</b></p> <ul style="list-style-type: none"> <li>• Use a personal health-risk assessment tool to access hereditary factors that influence health (diseases, family health history, body type)</li> </ul> <p><b>Identify helping resources</b></p> <ul style="list-style-type: none"> <li>• Develop a community resource guide within the school and community</li> </ul> <p><b>Know, understand and recognize hereditary factors that affect growth and development, and overall health</b></p> <ul style="list-style-type: none"> <li>• Create a plan to deal with hereditary health risks</li> </ul>	<p><b>F.L.A.S.H.</b>  Lesson 9, pg. 159: Sexual Exploitation  – Assertive Communication</p>	

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<b>2.2 Understand the concept of control and prevention of disease</b>			
2.2.1a Identify skills that help in the prevention of non-communicable diseases  2.2.1b Identify and demonstrate skills that prevent and reduce the risk of contracting and transmitting communicable diseases	*		
2.2.2a Describe personal and health care practices that result in prevention, early detection, and treatment of communicable diseases  2.2.2b Describe personal and health care practices that result in prevention, early detection, and treatment of non-communicable diseases	*		
2.2.3a Evaluate the effect and validity of personal health practices, public policies, research and medical advances on the prevention and control of non-communicable diseases  2.2.3b Evaluate the effect and validity of personal health practices, public policies, research and medical advances on the prevention and control of communicable diseases	<p><b>Understand how personal health practices, environmental factors, policies, research and health care resources affect or have affected non-communicable diseases</b></p> <ul style="list-style-type: none"> <li>Analyze the characteristics of non-communicable diseases. Describe prevention, causative factors, transmission, and treatment</li> </ul> <p><b>Understand how personal health practices, environmental factors, policies, research and health care resources affect or have affected communicable diseases</b></p> <ul style="list-style-type: none"> <li>Research and analyze three communicable diseases with different modes of transmission. Compare similarities and differences in the transmission, prevention, and public health responses to assist in control, treatment options, and their impact on local and/or world populations</li> </ul>	<p><b>KNOW</b></p> <ul style="list-style-type: none"> <li>Lesson 1, pg. 33-47</li> <li>Lesson 2, pg. 49-61</li> </ul> <p><b>KNOW</b></p> <ul style="list-style-type: none"> <li>Lesson 24-28, pg. 433: STDs</li> </ul>	

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<b>2.3 Acquire skills to live safely and reduce health risks</b>			
<p>2.3.1a Explain one's right to personal and physical safety</p> <p>2.3.1b Identify abuse and risky situations and demonstrate safe behaviors to prevent injury to self and others at home, school, and in the community</p> <p>2.3.1c Identify sources to ask for help in an emergency or crisis</p> <p>2.3.1d Identify the differences between harmful and helpful stress; recognize signals of too much stress and when to ask an adult for help</p> <p>2.3.1e Identify physical, emotional, and legal consequences of using nicotine, alcohol, and other drugs, and apply skills to resist any harmful use of substances</p>	*		
<p>2.3.2a Explain the adverse physical, emotional, and economic consequences of being sexually active</p> <p>2.3.2b Anticipate abuse and risky situations and demonstrate safe behavior to minimize risk and prevent injury to self and others at home</p> <p>2.3.2c Recognize emergency situations and demonstrate skills to respond appropriately and safely</p>	*		

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<b>2.3 Acquire skills to live safely and reduce health risks, <i>continued</i></b>			
<p>2.3.3c Maintain emergency first-aid skills to assist self and others, when necessary</p> <p>2.3.3d Develop strategies to manage stress and know how to modify these strategies throughout life</p> <p>2.3.3e Analyze the implications of decisions regarding the use of nicotine, alcohol, and other drugs, based on laws and the steps leading to dependency or addiction</p>	<p><b>Maintain emergency and first aid skills and successfully complete a CPR/AED First-Aid Course</b></p> <ul style="list-style-type: none"> <li>• Demonstrate competency in CPR/AED/First Aid courses</li> </ul> <p><b>Understand personal stressors and distinguish between controllable and uncontrollable factors; develop stress management strategies</b></p> <ul style="list-style-type: none"> <li>• Describe the physiological signs of stress</li> <li>• Describe personal stressors and identify whether they are controllable or uncontrollable</li> <li>• Create a plan for preventing and coping with stress</li> <li>• Develop time-management plans, protestation skills, and goal-setting plans to reduce stress</li> </ul> <p><b>Know and understand the stages of addiction and dependency, and the impact on the individual, the family, and society.</b></p> <ul style="list-style-type: none"> <li>• Role play family roles in addiction, co-dependency, and dependency cycle</li> <li>• Distinguish how cultural and community norms influence use and abuse of drugs</li> </ul> <p><b>Know legal implications of drug, alcohol, and tobacco use</b></p> <ul style="list-style-type: none"> <li>• Debate school, community, state and federal laws concerning drug, tobacco, and alcohol use</li> <li>• List forms of treatment and support organizations to manage addiction/dependency</li> </ul> <p><b>Know various treatment options and recovery processes</b></p> <ul style="list-style-type: none"> <li>• Analyze the effectiveness of treatment programs</li> </ul>		

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**3. The student analyzes and evaluates the impact of real-life influences on health. (Essential Academic Learning Requirement)**

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<b>3.1 Understand how environmental factors affect one's health (air, water, noise, chemicals)</b>			
3.1.1 Identify environmental factors that affect health	*		
3.1.2 Describe the influence of environmental factors that positively and negatively affect health	*		
3.1.3 Assess how the environment impacts choosing healthy places to live, work, and recreate	<p><b>Understand how noise, air, chemical, and water pollution affect one's health</b></p> <ul style="list-style-type: none"> <li>• Research and draw conclusions on environmental factors that influence and impact health</li> <li>• Evaluate 2-3 environmental policies and practices currently in use</li> </ul> <p><b>Understand environmental risks associated with certain occupations</b></p> <ul style="list-style-type: none"> <li>• Select three different types of occupations and analyze potential environmental hazards associated with the career</li> </ul>		

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<b>3.2 Gather and analyze health information</b>			
3.2.1a Determine reliable sources of health information  3.2.1b Identify messages about safe and unsafe behaviors <i>such as those found in tobacco or alcohol advertising</i>	*		
3.2.2a Distinguish between safe and unsafe use of health-care products  3.2.2b Identify ways people encourage healthy and unhealthy decisions, plan how to resist unhealthy messages, and create healthy messages  3.2.2c Analyze health care needs and identify sources of health care	*		

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<b>3.2. Gather and analyze health information</b>			
<p>3.2.3a Evaluate accuracy and usefulness of health information for selection of products and services</p> <p>3.2.3b Analyze the effect of media and technology on personal and community health policies and health promotions</p> <p>3.2.3c Solve a health and fitness problem or issue:</p> <ul style="list-style-type: none"> <li>• List alternate course of action</li> <li>• Choose the course that most fully addresses the needs and requirements of the situation</li> <li>• Back up the choice with evidence</li> <li>• Evaluate the outcome</li> </ul>	<p><b>Analyze the validity of health information, products, and services</b></p> <ul style="list-style-type: none"> <li>• Evaluate the accuracy of health information and products (quackery, reliable vs. unreliable, approved vs. non-approved)</li> <li>• Critique reliable sources of information (EPA, city, county and state agencies, websites, technological devices, advertising methods)</li> <li>• Evaluate advertising methods and techniques</li> <li>• Critique the agencies, businesses, and organizations that provide reliable and credible services (fitness centers, diet centers, fitness products and equipment)</li> </ul> <p><b>Analyze a health and fitness problem or issue</b></p> <ul style="list-style-type: none"> <li>• Identify a health and fitness problem and use a problem solving model to resolve or develop a plan to address it. Include the following strategies in the process as appropriate: <ul style="list-style-type: none"> <li>○ Identify/describe problem</li> <li>○ Task analyze</li> <li>○ Compare and contrast</li> <li>○ List alternative courses of action</li> <li>○ Back up choices with accurate evidence (cite sources)</li> <li>○ Evaluate outcomes of actions</li> <li>○ Act and re-evaluate decisions</li> </ul> </li> </ul>		



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<b>3.4 Understand how emotions influence decision making</b>			
3.4.1a Express emotions in healthy ways and form safe and respectful relationships  3.4.1b Recognize a variety of emotions and how they affect self and others. Develop strategies about how to act in emotional situations	*		
3.4.2 Describe how emotions may influence decision making and develop strategies about how to act in emotional situations	*		
3.4.3 Anticipate emotional situations and develop strategies to act in ways that are safe to self and others	<b>Understand how emotions impact decision-making and behavior</b> <ul style="list-style-type: none"> <li>• Identify personal stresses associated with growth and development (break-ups, loss of friends, moving, failures, etc.)</li> <li>• Identify eustress** and distress</li> <li>• Understand the warning signs of depression and suicide</li> <li>• Use resources to problem solve</li> <li>• Describe cycle of dealing with death, dying, and loss</li> <li>• Know when to report problems to authorities</li> <li>• Demonstrate how to access helping agencies and resources</li> <li>• Know coping strategies and techniques to relieve stress</li> <li>• Use safe health behaviors to resolve emotional conflict</li> <li>• Construct an anger management plan</li> <li>• Develop a stress management plan</li> </ul>		

\*\* Stress that is deemed healthful

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**4. The student effectively analyzes health and safety information to develop health and fitness plans based on life goals. (Essential Academic Learning Requirement)**

Benchmark 1 Ninth Grade	A Peninsula Ninth Grade Student will: from the Grade Level Expectations (GLEs)	Instructional Materials and Resources	Assessment Strategies and Resources
<b>4.1 Analyze health and safety information</b>			
4.1.1 Identify how fitness and healthy living are important for life goals	*		
4.1.2 Identify health and safety issues associated with daily living	*		
4.1.3 Investigate the health and fitness requirements for occupational/career areas of interest	<p><b>Investigate the health and fitness requirements for occupational/career areas of interest</b></p> <ul style="list-style-type: none"> <li>• Identify various careers and jobs and the fitness and health requirements of the job</li> <li>• Examine the importance/significance of health and fitness on job performance</li> <li>• Integrate learning from different areas to investigate the occupational career choices and their relationship to health and fitness</li> </ul>		
<b>4.2. Develop a health and fitness plan and a monitoring system</b>			
4.2.1 Set daily goals for improving health and fitness practices	*		
4.2.2 Develop a personal health and fitness plan which includes a support and record keeping system to achieve health and fitness goals	*		

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<b>4.2 Develop a health and fitness plan and a monitoring system , <i>continued</i></b>			
4.2.3 Develop, implement, and monitor a personal health and fitness plan based on personal interests and life goals	<p><b>Understand and evaluate the concepts of a health, fitness, and nutrition plan and monitoring system based on life and employment goals</b></p> <ul style="list-style-type: none"> <li>• Apply health, fitness and nutrition concepts in developing a personal fitness plan based on personal interests and life goals (fitness, nutrition, stress management, personal safety)</li> <li>• Design a daily/weekly monitoring system for the plan</li> <li>• Critique and self-assess progress on plan</li> <li>• Evaluate and adjust goals to make a new plan as health/fitness/life changes occur</li> <li>• Research the barriers/boundaries that may exist in regard to one’s health and fitness in life after high school</li> <li>• Describe how your goals and fitness plan will change in 5-10 years and in 20-30 years</li> <li>• Application of decision-making skills is evident throughout the plan</li> </ul>		