

Curriculum Guide for 9th 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"> • Define physical fitness, health, and wellness. • Describe some of the benefits of fitness, health, and wellness. • Name and describe the five parts of health-related physical fitness. • Name and describe the six parts of skill-related physical fitness. • Explain how to use the Stairway to Lifetime Fitness. • Explain how to prepare yourself for physical activity. • Explain how the environment affects physical activity. Describe some steps for dressing for physical activity in normal environments • List and describe some activity-related physical injuries. • List some guidelines for preventing injuries during physical activity. • Explain how to apply the RICE formula to the treatment of physical injuries. • Identify different types of risky exercises. • Describe some hypokinetic conditions. • List some benefits of physical activity that contribute to health and wellness. • Explain how physical activity is related to hyperkinetic conditions. • Explain how good fitness helps your back work efficiently. 	<ul style="list-style-type: none"> • Lecture • Class discussions • Group and individual reading • Student handouts • Student Fitness Labs 	<ul style="list-style-type: none"> • Textbook: Total Health By Susan Boe • Bibles • DVD Player • Computer and Projector 	<ul style="list-style-type: none"> • Quizzes • Participation in class discussions • Writing assignments • Tests

<ul style="list-style-type: none">Describe some common posture problems.			
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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"> • Name and discuss the three basic principles of exercise. • Explain how the FITT formula helps you build fitness. • Explain how to use the Physical Activity Pyramid to plan a physical activity program. • Identify factors that contribute to fitness. • Describe several factors to consider when creating a personal physical activity program. • Describe the stages of physical activity change. • Explain how you can use self-management skills for living a healthy life. • Identify some guidelines you should follow when setting goals • Describe various types of lifestyle physical activities. • Describe the FIT formula for lifestyle physical activities. • List some negative attitudes about physical activity and describe how to change them into positive attitudes. 	<ul style="list-style-type: none"> • Lecture • Class discussions • Group and individual reading • Student handouts • Student Fitness Labs 	<ul style="list-style-type: none"> • Textbook: Total Health By Susan Boe • Bibles • DVD Player • Computer and Projector 	<ul style="list-style-type: none"> • Quizzes • Participation in class discussions • Writing assignments • Tests

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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</p> <ul style="list-style-type: none"> • Describe the benefits of cardiovascular fitness to health and wellness. • Explain the relationship between physical activity and good cardiovascular fitness. • Describe and demonstrate some methods you can use to assess your cardiovascular fitness. • Explain the difference between aerobic activity and anaerobic activity. • Describe the FIT formula for developing cardiovascular fitness. • Describe some of the benefits and risks of active aerobic activities. • Define recreational activity and leisure time. • Describe several types of active recreation including their benefits and risks. • Define physical skills and give examples. • Explain how skill-related fitness abilities differ from physical skills. • Identify and explain factors that affect skill-related fitness and skills. • Identify four categories of sports. • Explain why fitness is important to sports participants. 	<ul style="list-style-type: none"> • Lecture • Class discussions • Group and individual reading • Student handouts • Student Fitness Labs: 	<ul style="list-style-type: none"> • Textbook: Total Health By Susan Boe • Bibles • DVD Player • Computer and Projector 	<ul style="list-style-type: none"> • Quizzes • Participation in class discussions • Writing assignments • Tests

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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"> • Describe the characteristics of flexibility. • Explain how you benefit from good flexibility. • Explain why it is important to balance strength and flexibility exercises. • Explain how the fitness principles of overload, progression, and specificity apply to flexibility. • Explain the differences among static stretching, PNF stretching, and ballistic stretching. • List the guidelines for doing flexibility exercises safely. • Explain the difference between strength and muscular endurance. • Describe some of the health benefits of muscle fitness. • Describe the various types of muscles and muscle fibers. • Describe health and wellness benefits of strength. • Describe some myths about strength and tell why they are wrong. • Explain the FIT formula for developing strength. • Describe the differences among muscular endurance, cardiovascular fitness, and muscular strength. • Describe benefits of good muscular endurance. • Explain the FIT formula for building muscular endurance. • Describe some of the methods of training for improving performance. • List several ergogenic aids and describe their effects and safety. 	<ul style="list-style-type: none"> • Lecture • Class discussions • Group and individual reading • Student handouts • Student Fitness Labs 	<ul style="list-style-type: none"> • Textbook: Total Health By Susan Boe • Bibles • DVD Player • Computer and Projector 	<ul style="list-style-type: none"> • Quizzes • Participation in class discussions • Writing assignments • Tests

Curriculum Guide for 9th Grade Health

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

Biblical Worldview Essential Questions

Why is nutrition important to God?
How do you think your eating habits can affect your spiritual life?
How can we glorify God in our body through our eating habits?
How are Christians to distinguish between spiritual truth and spiritual quackery?

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • Explain how the level of body fatness is related to good health. • Explain how body fatness can be assessed. • Explain how to use the FIT formula for fat control. • Describe the three types of nutrients that provide energy and good health. • Explain why vitamins and minerals are necessary to good health. • Explain the Food Guide Pyramid and describe how it can help you plan for healthy eating. • Explain how to use the FIT formula to meet your nutritional needs. • Explain how reading food labels can help you make healthy food choices. • Recognize some common myths about nutrition and explain why they are not factual. • Explain the importance of being an informed health consumer. • Name reliable sources of health-related and fitness-related information. • Name and describe examples of health and fitness misconceptions and quackery. • Evaluate health-related and fitness-related facilities. • Describe the proper clothing and equipment that you need for physical activity. • Evaluate printed material, videos, and Internet resources related to health 	<ul style="list-style-type: none"> • Lecture • Class discussions • Group and individual reading • Student handouts • Student Fitness Labs 	<ul style="list-style-type: none"> • Textbook: Total Health By Susan Boe • Bibles • DVD Player • Computer and Projector 	<ul style="list-style-type: none"> • Quizzes • Participation in class discussions • Writing assignments • Tests

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

Biblical Worldview Essential Questions

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"> • Explain how wellness relates to good health. • Identify the components of good health and describe the positive and negative aspects of each. • Explain how the positive aspect of each component can contribute to good health. • Explain the difference between controllable risk factors and noncontrollable risk factors. • Identify and describe several healthy lifestyles. • Identify and explain some environmental and social factors that affect health and wellness. • Define stress and list its causes. • Explain the three stages in the general adaptation syndrome. • Explain how eustress and distress differ. • Discuss the effects of stress. • Discuss how to manage stress in everyday life. • Describe health practices that can help a person deal with stress. • Describe competitive stress. • Explain how to use a fitness profile to plan a personal fitness program. • Describe the five steps in planning a personal fitness program. • Describe the five stages of physical activity. • Identify the strategies that help people become active and stay active at each of the stages. 	<ul style="list-style-type: none"> • Lecture • Class discussions • Group and individual reading • Student handouts • Student Fitness Labs 	<ul style="list-style-type: none"> • Textbook: Total Health By Susan Boe • Bibles • DVD Player • Computer and Projector 	<ul style="list-style-type: none"> • Quizzes • Participation in class discussions • Writing assignments • Tests

