# Grade 9 Physical Education – Long‑Range Plan

This long‑range plan is based on the **Physical Education Guide to Implementation (K–12)** and addresses all four general outcomes for Grade 9: **Activity (A)**, **Benefits Health (B)**, **Cooperation (C)** and **Do It Daily… For Life (D)**. The plan promotes skill development, fitness, cooperation, leadership and lifelong physical activity. Teachers should adapt activities to available facilities, weather and student needs.

## Curriculum Outcome Checklist

* **General Outcome A – Activity**
  + Refine locomotor and non‑locomotor skills (running, jumping, balancing, rolling) and manipulative skills (throwing, catching, striking) in a variety of environments and games.
  + Apply movement concepts (space awareness, effort, relationships) to dance, games, gymnastics and alternative environment activities.
  + Demonstrate expressive qualities in movement and create original movement sequences and games.
* **General Outcome B – Benefits Health**
  + Design and monitor personal fitness programs focusing on cardiovascular endurance, muscular strength, flexibility and body composition.
  + Understand the impact of nutrition, physical activity and lifestyle choices on body systems; analyse influences on body image and media.
  + Apply stress‑management strategies and understand the effects of performance‑enhancing substances.
* **General Outcome C – Cooperation**
  + Communicate effectively, demonstrate fair play and respect for self and others; develop leadership, followership and teamwork skills.
  + Identify and address group strengths and challenges; resolve conflicts and support inclusion.
* **General Outcome D – Do It Daily… For Life**
  + Participate regularly in a variety of physical activities; take responsibility for personal effort and safety.
  + Set realistic personal and team goals; create strategies to overcome barriers to active living; evaluate community resources and programmes.

## Year‑at‑a‑Glance

| **Month** | **Focus Areas** | **Key Concepts** |
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| **September** | Orientation, safety and invasion games | Establish safety routines and warm‑up/cool‑down techniques; practise locomotor skills; play soccer and cooperative games. |
| **October** | Manipulative skills and net games | Develop throwing, catching and striking skills; participate in volleyball, badminton and lead‑up games; introduce rhythmic dance. |
| **November** | Fitness and personal wellness | Design personal fitness plans; complete circuit training; explore body image and nutrition; practise relaxation techniques. |
| **December** | Gymnastics and movement exploration | Practise balances, rolls and sequences; create group gymnastics routines; explore expressive movement and dance. |
| **January** | Basketball and target games | Refine dribbling, shooting and passing; practise teamwork strategies; explore archery or bocce if available. |
| **February** | Winter and alternative environment activities | Participate in skating, snowshoeing or cross‑country skiing; learn outdoor survival skills; explore community recreation options. |
| **March** | Cooperative games and leadership | Engage in initiative tasks; develop problem‑solving and communication; introduce orienteering and geocaching. |
| **April** | Outdoor education and hiking | Plan and execute hikes; study environmental stewardship; integrate map reading and navigation; revisit fitness goals. |
| **May** | Track, field and striking/fielding games | Practise sprinting, jumping and throwing; play softball or baseball; apply goal‑setting to skill improvement. |
| **June** | Active living for life and culminating events | Evaluate personal fitness progress; design lifelong activity plans; participate in field day or sports festival; celebrate success. |

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## Detailed Weekly Plans

| **Week** | **Learning Outcome** | **Activities** | **Assessment** |
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| **01** | Establish safety rules; practise warm‑up and cool‑down routines; build class community. | Develop a class safety contract; lead dynamic warm‑ups and stretching; play cooperative tag games to learn names and teamwork. | Observation checklist on safety behaviours; self‑assessment of warm‑up. |
| **02** | Review locomotor skills (running, skipping, dodging) and basic invasion‑game strategies. | Play modified soccer focusing on space awareness and passing; practise agility drills and change of direction. | Coach feedback on movement techniques; peer assessment during drills. |
| **03** | Apply offensive and defensive strategies in soccer and flag football. | Conduct small‑sided games; teach defensive positioning and attacking plays; encourage respectful competition. | Performance checklist; student reflection on teamwork. |
| **04** | Develop throwing and catching skills using discs and footballs. | Practise grip and release; organise ultimate frisbee lead‑up games; integrate communication signals among teammates. | Peer feedback using skill rubrics; teacher observation. |
| **05** | Introduce volleyball skills (serving, passing, setting). | Use wall targets for serving practice; teach ready position and bumping; play cooperative volley challenges. | Skill checklists; video analysis of form for self‑assessment. |
| **06** | Play modified volleyball games focusing on rallies and rotations. | Set up 3‑vs‑3 games; teach scoring and rotation; emphasise encouragement and fair play. | Observation of rule adherence; peer rating on cooperation. |
| **07** | Practise badminton strokes (forehand, backhand, serve) and footwork. | Use stations for grip and swing practice; incorporate agility ladders; play doubles games emphasising communication. | Exit ticket on rules and scoring; teacher feedback on technique. |
| **08** | Explore rhythmic movement and dance fundamentals. | Teach basic step sequences; encourage students to choreograph a short routine; incorporate cultural dances. | Group performance rubric; reflection on creativity and inclusion. |
| **09** | Design personal fitness plans focusing on cardiovascular health. | Introduce components of fitness; have students set SMART goals; plan running or cycling routes; begin fitness logs. | Review of fitness plans; baseline fitness assessment results. |
| **10** | Participate in circuit training and strength activities. | Rotate through stations (push‑ups, squats, planks, skipping); teach proper technique and spotting; monitor heart rate. | Fitness log entries; teacher checklist on form and effort. |
| **11** | Examine nutrition, body image and media influences. | Analyse food labels; discuss healthy eating patterns; explore how media portrays body ideals; practise mindful eating strategies. | Journal entry on nutrition goals; class discussion participation. |
| **12** | Practise relaxation and stress‑management techniques. | Introduce breathing exercises and yoga poses; conduct guided imagery sessions; discuss sleep hygiene and mental wellness. | Self‑reflection on stress management; teacher observation. |
| **13** | Learn basic gymnastics skills (balances, rolls, jumps). | Use mats for forward rolls, cartwheels and handstands; practise partner balances and pyramids; emphasise spotting and safety. | Skill checklist; peer evaluation of form and control. |
| **14** | Create and perform a group gymnastics or dance routine. | In small groups, plan sequences combining balances, rolls and expressive movement; incorporate music; perform for peers. | Group routine rubric assessing creativity, synchronisation and safety. |
| **15** | Refine basketball dribbling and passing skills. | Conduct dribble relays and passing drills; teach chest, bounce and overhead passes; integrate movement fakes. | Observation rubric; peer feedback on dribbling control. |
| **16** | Develop shooting technique and offensive strategies in basketball. | Practise lay‑ups and set shots; play 2‑on‑2 offensive drills; emphasise moving without the ball and setting picks. | Shooting form checklist; teacher assessment during drills. |
| **17** | Apply teamwork and sportsmanship in basketball games. | Organise full‑court games; implement rotations; discuss decision‑making and fair play; debrief after games. | Self‑assessment on teamwork; coach observation notes. |
| **18** | Introduce target games (archery, bocce or curling depending on facilities). | Teach safety and equipment handling; practise stance and aim; run mini‑competitions focusing on accuracy and strategy. | Skills chart; mini‑tournament performance assessment. |
| **19** | Participate in skating, snowshoeing or cross‑country skiing. | Review cold‑weather safety; practise basic gliding and stopping techniques; explore local trails or rinks. | Checklist on equipment use and safety; reflection on outdoor experience. |
| **20** | Learn basic outdoor survival skills and navigation. | Teach layering clothing, map and compass use, shelter building; practise orienteering on school grounds or nearby park. | Orienteering course completion; teacher observation of navigation skills. |
| **21** | Engage in cooperative initiative tasks and problem‑solving challenges. | Use low‑ropes elements or group puzzles; require communication, planning and trust; debrief on leadership and teamwork qualities. | Reflection journals; peer and self‑assessment of cooperation. |
| **22** | Practise geocaching and technology‑based navigation. | Introduce GPS devices or smartphone apps; hide caches around school; teach stewardship and Leave‑No‑Trace principles. | Completion of geocaching course; participation rubric. |
| **23** | Plan and prepare for a hiking excursion. | Review map reading and risk management; pack backpacks; discuss environmental impact and stewardship; set personal hiking goals. | Planning checklist; teacher feedback on preparedness. |
| **24** | Undertake a day hike; reflect on personal fitness progress. | Hike a local trail; monitor pace and heart rate; observe flora and fauna; conduct a trail clean‑up; compare to fitness goals. | Observation of participation and environmental respect; fitness log update. |
| **25** | Practise sprinting, jumping and throwing techniques. | Run 50‑ and 100‑metre sprints; practise long jump, high jump and shot put; emphasise proper form and safety. | Skills checklists; timed sprints recorded for personal tracking. |
| **26** | Participate in track relays and cooperative challenges. | Organise relay races (4x100 m, medley); practise baton passing; include team challenges like hurdle relays or obstacle courses. | Relay performance rubric; peer feedback on transitions. |
| **27** | Play striking/fielding games (softball, baseball or kickball). | Teach batting stance and swing; practise fielding and base running; implement modified games with strategic positions. | Observation on batting and fielding skills; self‑assessment on game awareness. |
| **28** | Apply goal‑setting strategies to skill improvement. | Have students set specific, measurable goals for a chosen skill; monitor progress over two weeks; reflect on achievements and challenges. | Goal‑tracking sheet; teacher conference on progress. |
| **29** | Evaluate personal fitness progress using fitness logs and self‑assessments. | Conduct mid‑year fitness tests; graph improvement; discuss factors contributing to changes; adjust personal fitness plans. | Fitness test results compared to baseline; written reflection. |
| **30** | Explore community recreational opportunities and resources. | Research local sports clubs, recreation centres and active transport routes; invite guest speakers; plan a class visit. | Assignment on community resources; participation in guest Q&A. |
| **31** | Design a lifelong physical activity plan. | Use information from community research and personal interests to plan weekly activity schedules; include variety and goals. | Personal plan rubric; peer feedback on feasibility. |
| **32** | Participate in field day or intramural tournament. | Organise multi‑event competition (e.g., track events, tug‑of‑war, capture the flag); encourage sportsmanship and enthusiasm. | Event participation; team spirit award; teacher observation. |
| **33** | Reflect on cooperation, leadership and personal growth throughout the year. | Conduct class circle discussions; complete peer evaluations; set goals for high school physical activity. | Reflection journal; peer evaluation forms; teacher feedback. |
| **34** | Prepare for final skill assessments or presentations. | Practise skills or routines for assessment; review safety protocols; discuss strategies for managing performance anxiety. | Practice logs; teacher check‑ins on readiness. |
| **35** | Complete summative skill assessments and personal fitness evaluations. | Evaluate skills using rubrics; conduct final fitness tests; allow students to demonstrate personal choice activities. | Summative assessment results; comparison to initial goals. |
| **36** | Celebrate successes and recognise achievements. | Hold an awards ceremony or celebration of participation; share highlights; encourage continued activity over summer. | Informal recognition; student feedback on programme enjoyment. |
| **37** | Participate in low‑intensity games and recovery activities. | Play cooperative games like Kin‑Ball or bocce; incorporate yoga or stretching sessions; emphasise enjoyment and relaxation. | Observation of participation; self‑reflection on relaxation activities. |
| **38** | Engage in student‑led activities or choice days. | Allow students to select favourite activities; organise stations run by students; promote ownership and leadership. | Student‑led session evaluation; peer feedback. |
| **39** | Review safety, etiquette and responsibilities for independent physical activity. | Discuss topics such as safe biking, trail etiquette, hydration and sun protection; role‑play emergency scenarios. | Safety quiz; discussion participation. |
| **40** | Plan for summer physical activity and transition to high school PE. | Encourage students to set summer activity goals; introduce high school PE expectations; provide resources for continued fitness. | Summer activity plan submission; teacher encouragement notes. |