

## Bedford County Curriculum Map – Grade 9 PE

Stand	Time	SOL	Essential Knowledge	Resource/Equipment
Skilled Movement	4 to 5 weeks	9.1	<p>To meet this standard, students should be able to:</p> <ul style="list-style-type: none"> <li>• Use motor skills in complex team and individual/dual sports, outdoor pursuits and dance/rhythms.</li> <li>• Demonstrate competent basic skills in complex versions of at least two different types of movement forms (team sports, individual and dual sports, outdoor pursuits, rhythms).</li> <li>• Analyze skill performance and set goals for the improvement of personal skills in at least two self- selected lifetime activities.</li> <li>• Demonstrate the ability to design, implement and evaluate a personal physical activity plan, with particular emphasis on goal setting and reassessment based on accomplishment of goals.</li> <li>• Demonstrate personal skills based on goal setting.</li> <li>• Use movement principles to improve personal skills.</li> <li>• Demonstrate balance and control on a variety of body parts (i.e.. feet, knees, shoulders, head) and objects through developmentally appropriate activities (balance boards, scooters, low balance beam).</li> <li>• Experience and develop non- locomotor skills through a variety of activities.</li> </ul>	<p>Balls, Flags, Pinnies, Cones, Goals, Gloves, Bats, Protective Gear and Bases; Physical Fitness Testing: Mats, Charts, Sit-N-Reach Box, Stop Watch, Tape Measure, Pacer, CD and Stereo, and Pull-Up Bar; Individual/Dual Sports: Balls, Cones, Racket, Goals, Gloves, Protective Gear, Scooters, Jump Ropes, Hula Hoops, Mats, Golf Clubs, Stretch Bands, Charts, Hurdles, Frisbee's, Crocket Equipment, Horseshoe Equipment, Pins, Bowling balls, Cups, Pedometers, Dumbbells, A/V and Baton Equipment, Ping-Pong equipment. Dance: A/V Equipment, CD's, Video's, DVD's, Mats, Stretch Bands, Charts, Dumbbells and Balls and Non-Traditional Activities: Bean Bags along with equipment mentioned above.</p>

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			<ul style="list-style-type: none"> <li>• Perform a catch, throw and kick using appropriate equipment.</li> <li>• Toss a ball and catch it before it bounces twice.</li> <li>• Using a smooth, running approach kick a stationary ball.</li> <li>• Develop ways to receive retain and send an object using the body.</li> </ul>	
Movement Principles and Concepts	4 to 5 weeks	9.2	<p>To be successful with this standard, students are expected to:</p> <ul style="list-style-type: none"> <li>• Be able to apply concepts previously learned.</li> <li>• Identify and apply critical elements to enable the development of movement competence and proficiency.</li> <li>• Identify and apply characteristics of highly-skilled performance to enable the development of movement competence and proficiency.</li> <li>• Explain the importance of warm-ups and cool-downs, and investigate the physiological responses to various warm-ups and cool-downs.</li> <li>• Apply the principles of overload, specificity and progression to the concepts of frequency, intensity, time (duration) and type of exercise (FITT).</li> <li>• Apply the principles of overload, specificity, and progression to explain how the skeletal, muscular, cardiorespiratory and neurological systems respond in a regular, moderate or</li> </ul>	<p>Balls, Flags, Pinnies, Cones, Goals, Gloves, Bats, Protective Gear and Bases; Physical Fitness Testing: Mats, Charts, Sit-N-Reach Box, Stop Watch, Tape Measure, Pacer, CD and Stereo, and Pull-Up Bar; Individual/Dual Sports: Balls, Cones, Racket, Goals, Gloves, Protective Gear, Scooters, Jump Ropes, Hula Hoops, Mats, Golf Clubs, Stretch Bands, Charts, Hurdles, Frisbee's, Croquet Equipment, Horseshoe Equipment, Pins, Bowling balls, Cups, Pedometers, Dumbbells, A/V and Baton Equipment, Ping-Pong equipment; Dance: A/V Equipment, CD's, Video's, DVD's, Mats, Stretch Bands, Charts, Dumbbells and Balls and Non-Traditional Activities: Bean Bags along with equipment mentioned above.</p>

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			<p>vigorous program.</p> <ul style="list-style-type: none"> <li>• Explain what characterizes a safe and appropriate muscular stretching and strengthening program.</li> <li>• Apply the principles of exercise physiology to the fitness components of cardiorespiratory function, flexibility, muscular strength and endurance</li> <li>• Understand the movement concepts of balance, energy, force and motion.</li> <li>• Apply the principles associated with force generation and force absorption to skill and fitness activities; projecting, receiving, and moving objects. (Force Generation and Absorption).</li> <li>• Use biomechanical principles to control the magnitude and timing of applied forces to change movement speed and range of motion (Magnitude and Timing).</li> <li>• Demonstrate that changes in effectiveness of forces produced by the human body depend on the magnitude and point of application of forces (Movement Effectiveness).</li> <li>• Analyze movement performance using the principles of resistance to learn or improve a movement skill:             <ul style="list-style-type: none"> <li>o Effects of external forces acting on the body and objects; these forces include friction, air resistance (lift and drag), buoyancy, gravity and reaction.</li> <li>o As velocity increases the resistance is increased (squared).</li> </ul> </li> </ul>	
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			<ul style="list-style-type: none"> <li>o Drag is resistance in water.</li> <li>o The larger the object, the greater the resistance.</li>   <li>o Gravity, friction, air resistance, and water are external forces, which either assist or retard movement.</li>   <li>• Apply movement principles and concepts to skill performance in: <ul style="list-style-type: none"> <li>o sports - individual and team;</li> <li>o dance - modern, jazz, ballet, folk and social; and</li> <li>o recreational activities - lawn games, water activities and fitness interests.</li> </ul> </li> </ul>	
Personal Fitness	4 to 5 weeks	9.3	<p>To meet this standard, students should be able to:</p> <ul style="list-style-type: none"> <li>• Use appropriate goal-setting strategies.</li> <li>• Apply time management skills in making a fitness plan.</li> <li>• Use the FITT principle and other principles of training (overload, specificity, and progression).</li> <li>• Assess and analyze personal fitness level.</li> <li>• Analyze and apply the components of fitness to their program (cardiorespiratory endurance, muscular strength, muscular endurance, and body composition).</li> <li>• Enhance physical fitness by participating in a variety of physical activities.</li> </ul>	<p>Treadmills, Stationary Bikes, Exercise Balls, Steps, Free Weights, Agility Equipment, Weight Room Accessories, Jump Ropes, Stretch Bands, Balance Equipment and Charts; Physical Fitness Testing: Mats, Charts, Sit-N-Reach Box, Stop Watch, Tape Measure, Pacer, CD and Stereo, and Pull-Up Bar; Individual/Dual Sports: Balls, Cones, Racket, Goals, Gloves, Protective Gear, Scooters, Jump Ropes, Hula Hoops, Mats, Golf Clubs, Stretch Bands, Charts, Hurdles, Frisbee's, Croquet Equipment, Horseshoe</p>

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			<ul style="list-style-type: none"> <li>Investigate the risk involved in use/abuse of performance-enhancing substances.</li> </ul>	<p>Equipment, Pins, Bowling balls, Cups, Pedometers, Dumbbells, A/V and Baton Equipment, Ping-Pong equipment; Dance: A/V Equipment, CD's, Video's, DVD's, Mats, Stretch Bands, Charts, Dumbbells and Balls and Non-Traditional Activities: Bean Bags along with equipment mentioned above.</p>
Responsible Behaviors	4 to 5 weeks	9.4	<p>To meet this standard, students should be able to:</p> <ul style="list-style-type: none"> <li>Work independently.</li> <li>Use appropriate social interactions and decision-making skills.</li> <li>Show respect for cultural differences and abilities.</li> </ul>	<p>Balls, Flags, Pinnies, Cones, Goals, Gloves, Bats, Protective Gear and Bases; Physical Fitness Testing: Mats, Charts, Sit-N-Reach Box, Stop Watch, Tape Measure, Pacer, CD and Stereo, and Pull-Up Bar; Individual/Dual Sports: Balls, Cones, Racket, Goals, Gloves, Protective Gear, Scooters, Jump Ropes, Hula Hoops, Mats, Golf Clubs, Stretch Bands, Charts, Hurdles, Frisbee's, Croquet Equipment, Horseshoe Equipment, Pins, Bowling balls, Cups, Pedometers, Dumbbells, A/V and Baton Equipment, Ping-Pong equipment; Dance: A/V Equipment, CD's, Video's, DVD's, Mats, Stretch Bands, Charts, Dumbbells and Balls and Non-Traditional Activities: Bean</p>

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				Bags along with equipment mentioned above.
Physically Active Lifestyle	4 to 5 weeks	9.5	<p>To meet this standard, students should be able to:</p> <ul style="list-style-type: none"> <li>• Analyze and compare physiological and psychological benefits derived from various physical activities.</li> <li>• Identify ways in which physical activity can provide opportunities for positive social interaction and enjoyment.</li> <li>• Participate and keep a record of physical activities completed daily to evaluate progress in achieving personal goals.</li> </ul>	<p>Balls, Flags, Pinnies, Cones, Goals, Gloves, Bats, Protective Gear and Bases; Physical Fitness Testing: Mats, Charts, Sit-N-Reach Box, Stop Watch, Tape Measure, Pacer, CD and Stereo, and Pull-Up Bar; Individual/Dual Sports: Balls, Cones, Racket, Goals, Gloves, Protective Gear, Scooters, Jump Ropes, Hula Hoops, Mats, Golf Clubs, Stretch Bands, Charts, Hurdles, Frisbee's, Crocket Equipment, Horseshoe Equipment, Pins, Bowling balls, Cups, Pedometers, Dumbbells, A/V and Baton Equipment, Ping-Pong equipment; Dance: A/V Equipment, CD's, Video's, DVD's, Mats, Stretch Bands, Charts, Dumbbells and Balls and Non-Traditional Activities: Bean Bags along with equipment mentioned above.</p>