

Bedford County Curriculum Map – Grade 10 PE

Stand	Time	SOL	Essential Knowledge	Resource/Equipment
Skilled Movement	4 to 5 weeks	10.1	<p>To meet this standard, students should be able to:</p> <ul style="list-style-type: none"> • Use advanced sport-specific skills in selected physical activities. • Exhibit proficiency in basic skills of three selected lifetime activities and exhibit the ability to use the skills with consistency in the appropriate setting. • Consistently apply skills in increasingly more complex combinations (double play in softball). • Demonstrate an understanding of the rules and strategies of three selected lifetime sports or activities, and apply them appropriately. • Establish goals of active participation in physical activity for a lifetime. • Set goals for continued fitness beyond 10th grade. 	<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, HulaHoops, Mats, Golf Clubs, Stretch Bands, Charts, Hurdles, Frisbee's, Crocket Equipment, Horseshoe Equipment, Pins, Bowling balls, Cups, Pedometers, Dumbells, A/V and Baton Equipmen, Ping-Pong equipment; Dance: A/V Equipment, CD's, Video's, DVD's, Mats, Stretch Bands, Charts, Dumbells and Balls and Non-Traditional Activities: Bean Bags along with equipment mentioned above.</p>
Movement Principles and Concepts	4 to 5 weeks	10.2	<p>To be successful with this standard, students are expected to:</p> <ul style="list-style-type: none"> • Apply laws of motion, force, and balance to skill- related activities. • Explain selected biomechanical principles and use these principles to assess performance in a variety of movement forms. • Explain selected physiological principles and use these principles to assess performance in a variety of movement forms. • Understand analysis of performance to detect, analyze, and correct errors in performance. 	<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, HulaHoops, Mats, Golf Clubs, Stretch Bands, Charts, Hurdles, Frisbee's, Crocket Equipment, Horseshoe Equipment, Pins, Bowling balls, Cups, Pedometers, Dumbells, A/V and Baton Equipmen, Ping-Pong equipment;</p>

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		<ul style="list-style-type: none"> • Design, justify and evaluate warm-up and cool-down sequences performed. • Use the principle of progression to design and perform a physical activity program to achieve physical benefits. • Use methods of skill performance analysis. • Identify and apply critical elements to enable the development of movement competence/proficiency. <ul style="list-style-type: none"> ▪ Identify and apply characteristics of highly skilled performance to enable the development of movement competence/proficiency. Analyze the mechanical principles of movement involved in a fitness workout: <ul style="list-style-type: none"> o Exercises involve third class levers. o The resistance of an arm increases the intensity of the exercises. o Greater strength is needed to move the object during the first half of the movement and less strength is needed after reaching 90° (an arm curl). o Isotonic exercises increase strength/endurance through full range of motion and adjust intensity according to the angle. o Following proper mechanics for each exercise and omitting contraindicated exercises reduces the chance of injury (deep knee bends, standing toe touches). • Analyze movement principles and concepts to improve skill performance in: 	<p>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"> o sports - individual and teams; o dance - modern, jazz, ballet, folk and social; and o recreation activities - lawn games, water activities and fitness interests (jogging, cycling, etc.). 	
Personal Fitness	4 to 5 weeks	10.3	<p>To meet this standard, students should be able to:</p> <ul style="list-style-type: none"> • Assess and independently analyze personal fitness level. • Use the FITT principle and other principles of training (overload, specificity, and progression) with a chosen activity. • Apply principles of training to monitor and adjust activity levels to meet personal fitness needs. • Independently apply the components of fitness to a chosen activity (cardiorespiratory fitness, muscular strength, muscular endurance, flexibility, and body composition). 	<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, HulaHoops, Mats, Golf Clubs, Stretch Bands, Charts, Hurdles, Frisbee’s, Crocket Equipment, Horseshoe Equipment, Pins, Bowling balls, Cups, Pedometers, Dumbells, A/V and Baton Equipmen, Ping-Pong equipment; Dance: A/V Equipment, CD’s, Video’s, DVD’s, Mats, Stretch Bands, Charts, Dumbells and Balls and Non-Traditional Activities: Bean Bags along with equipment mentioned above.</p>
Responsible Behaviors	4 to 5 weeks	10.4	<p>To meet this standard, students should be able to:</p> <ul style="list-style-type: none"> • Use appropriate language and behaviors as a participant and spectator. • Contribute as a productive team member and 	<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-</p>

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			<p>demonstrate leadership skills.</p> <ul style="list-style-type: none"> • Identify and avoid dangerous situations in physical activity settings. • Create a code of conduct for spectators. 	<p>Up Bar; Individual/Dual Sports: Balls, Cones, Racket, Goals, Gloves, Protective Gear, Scooters, Jump Ropes, HulaHoops, Mats, Golf Clubs, Stretch Bands, Charts, Hurdles, Frisbee’s, Crocket Equipment, Horseshoe Equipment, Pins, Bowling balls, Cups, Pedometers, Dumbells, A/V and Baton Equipmen, Ping-Pong equipment; Dance: A/V Equipment, CD’s, Video’s, DVD’s, Mats, Stretch Bands, Charts, Dumbells and Balls and Non-Traditional Activities: Bean Bags along with equipment mentioned above.</p>
Physically Active Lifestyle	4 to 5 weeks	10.5	<p>To meet this standard, students should be able to:</p> <ul style="list-style-type: none"> • Establish personal physical activity goals as a teen and as an adult. • Participate regularly in health-enhancing physical activities to accomplish personal physical activity goals. • Identify and participate in new physical activities for personal interest in and out of the physical education class. • Evaluate changing physical activity needs over a lifetime. 	<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, HulaHoops, Mats, Golf Clubs, Stretch Bands, Charts, Hurdles, Frisbee’s, Crocket Equipment, Horseshoe Equipment, Pins, Bowling balls, Cups, Pedometers, Dumbells, A/V and Baton Equipmen, Ping-Pong equipment; Dance: A/V Equipment, CD’s, Video’s, DVD’s, Mats, Stretch Bands, Charts, Dumbells and Balls and Non-Traditional Activities: Bean Bags along with equipment mentioned above.</p>