



FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES

"Building a Better Future for Every Child - Every Day!"

Last Updated Summer 2013

Subject Content: Physical Education Grade 9



Indicates the Curriculum Map

Weeks 1 – 3			Weeks 4 – 6		
Lifetime Physical Wellness			Lifetime Physical Wellness		
<p>PL-HS-2.2.1</p> <p>Students will explain how physical benefits result from regular participation in leisure/recreational or competitive physical activities:</p> <ul style="list-style-type: none"> physical benefits (e.g., disease prevention, weight management, muscular strength, muscular endurance, flexibility, cardio-respiratory/cardiovascular endurance, control of body movements, stress reduction, increased metabolism, reduction of body fat, decrease in cholesterol, decrease in heart rate) 			<p>PL-HS-2.2.1</p> <p>Students will explain how emotional/mental benefits result from regular participation in leisure/recreational or competitive physical activities:</p> <ul style="list-style-type: none"> mental/emotional benefits (e.g., reduces anxiety/stress, depression, provides better body image, improves self-discipline and self-respect) 		
CURRICULUM			CURRICULUM		
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>I can explain how physical benefits result from regular participation in leisure/recreational or competitive physical activities:</p> <ul style="list-style-type: none"> physical benefits (e.g., disease prevention, weight management, 	<p>I can explain how physical benefits result from regular participation in leisure/recreational or competitive physical activities:</p> <ul style="list-style-type: none"> physical 	<p>I can explain how physical benefits result from regular participation in leisure/recreational or competitive physical activities:</p> <ul style="list-style-type: none"> physical 	<p>I can explain how emotional/mental benefits result from regular participation in leisure/recreational or competitive physical activities:</p> <ul style="list-style-type: none"> mental/emotional 	<p>I can explain how emotional/mental benefits result from regular participation in leisure/recreational or competitive physical activities:</p> <ul style="list-style-type: none"> mental/emotional 	<p>I can explain how emotional/mental benefits result from regular participation in leisure/recreational or competitive physical activities:</p> <ul style="list-style-type: none"> mental/emotional

<p>muscular strength, muscular endurance, flexibility, cardio-respiratory/cardiovascular endurance)</p>	<p>benefits (e.g. control of body movements, stress reduction, increased metabolism)</p>	<p>benefits (e.g. reduction of body fat, decrease in cholesterol, decrease in heart rate)</p>	<p>benefits (e.g., reduces anxiety/stress and depression,)</p>	<p>benefits (e.g., provides better body image)</p>	<p>benefits (e.g. improves self-discipline and self-respect)</p>
<p>Critical Vocabulary</p> <p>participation leisure/recreational activity competitive physical activity Physical Benefit disease prevention weight management muscular strength muscular endurance flexibility cardio-respiratory/cardiovascular endurance</p>	<p>Critical Vocabulary</p> <p>participation leisure/recreational activity competitive physical activity Physical Benefit body movements stress reduction metabolism</p>	<p>Critical Vocabulary</p> <p>participation leisure/recreational activity competitive physical activity Physical Benefit body fat cholesterol, decrease heart rate</p>	<p>Critical Vocabulary</p> <p>participation leisure/recreational activity competitive physical activity emotional/mental benefit Anxiety stress depression</p>	<p>Critical Vocabulary</p> <p>participation leisure/recreational activity competitive physical activity emotional/mental benefit body image</p>	<p>Critical Vocabulary</p> <p>participation leisure/recreational activity competitive physical activity emotional/mental benefit self-discipline self-respect</p>
<p>Strategies/Activities</p>	<p>Strategies/Activities</p>	<p>Strategies/Activities</p>	<p>Strategies/Activities</p>	<p>Strategies/Activities</p>	<p>Strategies/Activities</p>
<p>Balanced Assessment: Formative</p>	<p>Balanced Assessment: Formative</p>	<p>Balanced Assessment: Formative</p>	<p>Balanced Assessment: Formative</p> <p>Summative</p>	<p>Balanced Assessment: Formative</p> <p>Summative</p>	<p>Balanced Assessment: Formative</p> <p>Summative</p>

Summative	Summative	Summative			
Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)
Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed

Weeks 7-9	Weeks 10-12
Lifetime Physical Wellness	
PL-HS-2.2.1 Students will explain how social benefits result from regular participation in leisure/recreational or competitive physical activities: <ul style="list-style-type: none"> social benefits (e.g., opportunity for interaction with others, cooperation, friendship, teamwork, respect for others and tolerance) 	PL-HS-2.2.3 Students will describe the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory/cardiovascular endurance) and apply the FITT Principle (Frequency, Intensity, Type, Time) to create a comprehensive exercise plan.

<p style="text-align: center;">Summative</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p style="text-align: center;">Summative</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p style="text-align: center;">Summative</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p style="text-align: center;">Summative</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p style="text-align: center;">Summative</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p style="text-align: center;">Summative</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
<p style="text-align: center;">Resources Needed</p>	<p style="text-align: center;">Resources Needed</p>	<p style="text-align: center;">Resources Needed</p>	<p style="text-align: center;">Resources Needed</p>	<p style="text-align: center;">Resources Needed</p>	<p style="text-align: center;">Resources Needed</p>

Weeks 13-15			Weeks 16-18		
Psychomotor Skills			Psychomotor Skills		
<p>PL-HS-2.2.4</p> <p>Students will compare offensive and defensive strategies and basic rules of play for a variety of games and sports.</p> <p>PL-HS-2.2.5</p> <p>Students will analyze the value and role of rules, fair play, cooperation and sportsmanship for spectators/participants during games and sports.</p> <p>PL-HS-2.2.2</p> <p>Students will apply techniques (e.g., practice, peer/teacher evaluation, individualized coaching) to achieve performance consistency in games and sports.</p>			<p>PL-HS-2.1.1</p> <p>Students will analyze the principles for motor skills (e.g., accuracy, technique, physics, mechanics) and make applications for improving these skills (locomotor, nonlocomotor, transitional).</p> <p>PL-HS-2.1.2</p> <p>Students will infer how an analysis of specialized movement patterns (e.g., swinging golf clubs, shooting basketballs) and sequence evaluation (e.g., positioning, performing, following through) can be used to make recommendations for the improvement of skills used in individual, dual, and team sports (e.g., golf, racket sports, softball, volleyball, basketball).</p>		
CURRICULUM			CURRICULUM		
Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
I can compare offensive and defensive strategies and basic rules of play for a variety of games and sports.	I can analyze the value and role of rules, fair play, cooperation and sportsmanship for spectators/participants during games and sports.	I can apply techniques (e.g., practice, peer/teacher evaluation, individualized coaching) to achieve performance consistency in games and sports.	I can analyze the principles for motor skills (e.g., accuracy, technique, physics, mechanics) and make applications for improving these skills (locomotor, nonlocomotor, transitional).	I can infer how an analysis of specialized movement patterns (e.g., swinging golf clubs, shooting basketballs) can be used to make recommendations for the improvement of skills used in individual, dual, and team sports (e.g., golf, racket sports, softball, volleyball, basketball).	I can infer how an analysis of sequence evaluation (e.g., positioning, performing, following through) can be used to make recommendations for the improvement of skills used in individual, dual, and team sports (e.g., golf, racket sports, softball, volleyball, basketball).
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Offense Defense	fair play cooperation	Practice Coaching	Motor Skills locomotor	specialized movement individual sport	sequence evaluation individual sport

Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative
Summative	Summative	Summative	Summative	Summative	Summative
Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)
Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed

Weeks 25-27	Weeks 28-30
Topic	Topic
Skills to be Taught (Learning Targets - I can statements)	Skills to be Taught (Learning Targets - I can statements)

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