

**Richmond Public Schools**  
**Department of Curriculum and Instruction**  
**Curriculum Pacing And Resource Guide**



**Course Title/ Course #: 9<sup>th</sup> Physical Education**

**Start day: 1**

**Meetings: 90 days**

**Course Description**

**This course is designed to give students the opportunity to learn through a comprehensive sequentially planned Kinesiology and Physical Education program in accordance with the Virginia Department of Education Standards for Physical Education. Students will be empowered to make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime. Emphasis is placed on students analyzing skills for effective movement. Units of instruction include: introduction to kinesiology and physical education, personal fitness, fitness concepts and techniques, cardiorespiratory endurance training, individual and dual activities, and rhythms/dance.**

**Pacing Resources Assessments MP1**

<b>Time Frame</b>	<b>Standards of Learning</b>	<b>Units/ Topics/ Concepts</b>	<b>Resources</b>	<b>Assessments</b>
2 Week	<a href="#">9.1 b</a> <a href="#">9.2 a, b</a> <a href="#">9.3 c</a> <a href="#">9.4 a, b, c</a> <a href="#">9.5 b</a>	Fitness Testing	<a href="http://www.fitnessgram.net">http://www.fitnessgram.net</a> <a href="http://www.richmond.k12.va.us">http://www.richmond.k12.va.us</a>	Personal Fitness Data Fitness Gram Tests Fitness Plans
1 Week	<a href="#">9.1 a, b</a> <a href="#">9.2 a, b</a> <a href="#">9.4 a, b, c</a> <a href="#">9.5 c</a>	Flag Football	<a href="http://www.pecentral.org">http://www.pecentral.org</a> <a href="http://www.richmond.k12.va.us">http://www.richmond.k12.va.us</a>	Modeling Games ( <a href="http://www.kidzworld.com">www.kidzworld.com</a> ) Skill Assessment
1 Week	<a href="#">9.1 a, b</a> <a href="#">9.2 a, b</a> <a href="#">9.4 a, b, c</a> <a href="#">9.5 c</a>	Volleyball	<a href="http://www.doe.virginia.gov">http://www.doe.virginia.gov</a> <a href="http://www.vahperd.org">www.vahperd.org</a>	Modeling Skill Assessment <a href="http://www.pecentral.org/assessment">http://www.pecentral.org/assessment</a>

Course Title/ Course #:

<b><u>Pacing Resources Assessments MP2</u></b>				
<b>Time Frame</b>	<b>Standards of Learning</b>	<b>Units/ Topics/ Concepts</b>	<b>Resources</b>	<b>Assessments</b>
1 Week	<a href="#">9.1 a, b</a> <a href="#">9.2 a, b</a> <a href="#">9.4 a, b, c</a> <a href="#">9.5 c</a>	Floor Hockey	<a href="http://www.pecentral.org">www.pecentral.org</a>	Modeling Skill Assessment
2 Week	<a href="#">9.1 b</a> <a href="#">9.2 a, b</a> <a href="#">9.3 a, b, c, d, e</a> <a href="#">9.4 a, b, c</a> <a href="#">9.5 a, b</a>	Circuits	<a href="http://www.shapeamerica.org">www.shapeamerica.org</a> <a href="http://darebee.com/workouts.html">http://darebee.com/workouts.html</a>	Personal Fitness Data Modeling Fitness Plans
1 Week	<a href="#">9.1 a, b</a> <a href="#">9.2 a, b</a> <a href="#">9.4 a, b, c</a> <a href="#">9.5 c</a>	Basketball	<a href="http://www.vahperd.org">http://www.vahperd.org</a>	Modeling Skill Assessment
2 Weeks	<a href="#">9.1 a, b</a> <a href="#">9.2 a, b</a> <a href="#">9.4 a, b, c</a> <a href="#">9.5 c</a>	Recreation Games (kickball, whiffle, badminton)	<a href="http://www.pecentral.org">www.pecentral.org</a> <a href="http://www.richmond.k12.va.us">http://www.richmond.k12.va.us</a>	Concept Link Dialogue Modeling Games Feedback Non-verbal Recreational Activities <a href="http://www.pecentral.org/assessment">www.pecentral.org/assessment</a>

Course Title/ Course #:

<b><u>Pacing Resources Assessments MP3</u></b>				
<b>Time Frame</b>	<b>Standards of Learning</b>	<b>Units/ Topics/ Concepts</b>	<b>Resources</b>	<b>Assessments</b>
2 Weeks	<a href="#"><u>9.1 b</u></a> <a href="#"><u>9.2 a, b</u></a> <a href="#"><u>9.3 a, b, c, d, e</u></a> <a href="#"><u>9.4 a, b, c</u></a> <a href="#"><u>9.5 a, b</u></a>	Aerobic Exercise/Dance	<a href="http://www.shapeamerica.org"><u>www.shapeamerica.org</u></a> <a href="http://www.pecentral.org"><u>www.pecentral.org</u></a> <a href="http://darebee.com/workouts.html"><u>http://darebee.com/workouts.html</u></a>	Modeling Skill Assessment Feedback Public Performers <a href="http://www.tinyurl.com/dance4all"><u>www.tinyurl.com/dance4all</u></a> Non-verbal <a href="http://www.pecentral.org/assessment"><u>www.pecentral.org/assessment</u></a>
1 Week	<a href="#"><u>9.1 a, b</u></a> <a href="#"><u>9.2 a, b</u></a> <a href="#"><u>9.4 a, b, c</u></a> <a href="#"><u>9.5 c</u></a>	Soccer	<a href="http://www.doe.virginia.gov"><u>http://www.doe.virginia.gov</u></a>	Modeling Feedback Modeling Games Skill Assessment
1 Week	<a href="#"><u>9.1 a, b</u></a> <a href="#"><u>9.2 a, b</u></a> <a href="#"><u>9.4 a, b, c</u></a> <a href="#"><u>9.5 c</u></a>	Tennis	<a href="http://www.vahperd.org"><u>www.vahperd.org</u></a> <a href="http://www.pecentral.org"><u>http://www.pecentral.org</u></a>	Modeling Skill Assessment

**Pacing Resources Assessments MP4**

<b>Time Frame</b>	<b>Standards of Learning</b>	<b>Units/ Topics/ Concepts</b>	<b>Resources</b>	<b>Assessments</b>
1 Week	<a href="#">9.1 b</a> <a href="#">9.2 a, b</a> <a href="#">9.3 a, b, c, d, e</a> <a href="#">9.4 a, b, c</a> <a href="#">9.5 a, b</a>	Cardio Fitness	<a href="http://www.richmond.k12.va.us">www.richmond.k12.va.us</a> <a href="http://darebee.com/workouts.html">http://darebee.com/workouts.html</a>	Personal Fitness Data Fitness Plans <a href="http://www.pecentral.org/assessment">www.pecentral.org/assessment</a>
1 Week	<a href="#">9.1 a, b</a> <a href="#">9.2 a, b</a> <a href="#">9.4 a, b, c</a> <a href="#">9.5 c</a>	Archery	<a href="http://www.visionrealization.com/Resources/Camp_Activities/Archery.pdf">www.visionrealization.com/Resources/Camp_Activities/Archery.pdf</a>  <a href="http://www.pecentral.org">www.pecentral.org</a>	Modeling Skill Assessment Targeting Skills/Practice
1 Week	<a href="#">9.1 b</a> <a href="#">9.2 a, b</a> <a href="#">9.3 a, b, c, d, e</a> <a href="#">9.4 a, b, c</a> <a href="#">9.5 a, b</a>	Weight Room	<a href="http://www.shapeamerica.org">www.shapeamerica.org</a> <a href="http://darebee.com/programs.html">http://darebee.com/programs.html</a>	Personal Fitness Data Modeling Skill Assessment
1 Week	<a href="#">9.1 b</a> <a href="#">9.2 a, b</a> <a href="#">9.3 c</a> <a href="#">9.4 a, b, c</a> <a href="#">9.5 b, c</a>	Fitness Testing	<a href="http://www.fitnessgram.net">http://www.fitnessgram.net</a> <a href="http://www.richmond.k12.va.us">http://www.richmond.k12.va.us</a>	Personal Fitness Data Fitness Gram Tests Fitness Plans

## Grade Nine

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In grade nine, students complete the transition from modified versions of movement forms to more complex applications across all types of physical activities. They demonstrate the ability to use basic skills, strategies, and tactics. Students demonstrate more specialized knowledge in identifying and applying key movement concepts and principles. They assess their skill performance and develop a personal physical activity program aimed at improving it. They apply their understanding of personal fitness to lifelong participation in physical activity. Students demonstrate independence of others in making choices, respect all others, avoid conflict but are able to resolve it appropriately, and use elements of fair play and ethical behavior in physical activity settings. Students demonstrate the ability to plan for and improve components of fitness and achieve and maintain a health-enhancing level of personal fitness.

### Skilled Movement

- 9.1 The student will perform all basic movement skills and demonstrate competence in at least two self-selected, lifelong, skill-related physical activities from individual, dual, or team game/sport, dance, and recreational pursuit categories.
- Apply competencies in all locomotor, non-locomotor, and manipulative skills to appropriate game/sport, dance, and recreational activities.
  - Design, implement, evaluate, and modify a plan for at least two self-selected, lifelong, skill-related physical activities. Key concepts include analysis of performance, application of principles of movement and training, and focus on goal setting and improvement of personal skills.

### Movement Principles and Concepts

- 9.2 The student will apply movement principles and concepts to specific sport, dance, and recreational skill performance.
- Explain and apply selected scientific principles (e.g., physiological [warm-up, cool down, overload, specificity, and progression], biomechanical [levers, types of muscle contractions, and force]) that aid in the improvement of movement skills.
  - Use movement principles and concepts to improve the movement performance of self and others.

### Personal Fitness

- 9.3 The student will demonstrate achievement and maintenance of a health-enhancing level of personal fitness by designing, implementing, self-assessing, and modifying a personal fitness program.
- Demonstrate program-planning skills by setting goals, devising strategies, and making timelines for a personal physical activity plan.
  - Apply the FITT (Frequency, Intensity, Time, Type) principle and other principles of training such as overload, specificity, and progression, in accordance with personal goals.
  - Include scientific principles and concepts (e.g., methods of stretching, types of muscular contractions) as strategies for improvement of personal fitness.
  - Use a variety of resources, including available technology, to assess, design, and evaluate a personal fitness plan.
  - Identify consumer issues related to selection, purchase, care, and maintenance of personal fitness equipment.

## **Responsible Behaviors**

- 9.4 The student will demonstrate appropriate behaviors in all physical activity settings.
- a) Act independently, and resist negative peer influences in physical activity settings.
  - b) Exhibit respect for the unique characteristics and abilities of peers.
  - c) Act responsibly to avoid conflict.

## **Physically Active Lifestyle**

- 9.5 The student will participate in school and community physical activities that are challenging and health-enhancing and that provide opportunities for social interaction.
- a) Maintain a record of daily participation in physical activities.
  - b) Develop and evaluate progress toward personal physical activity goals within and outside of physical education class.
  - c) Analyze long-term physiological and psychological benefits that may result from regular participation in physical activity.

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