

**CURRICULUM MAP**  
**COURSE – PE I**  
**GRADE – 9**

MARKING PERIOD	ESSENTIAL QUESTIONS	CONTENT	SKILLS	ASSESSMENT	STANDARDS
1	How does one improve skill performance?	Sport skills/sport concepts	-list the steps for executing a sport skill with correct technique -analyze personal skill performance -improve skill performance	-completion of project worksheet - personal assessment of skills video -written test	<b>HE.9-12.</b> - [Content Statement] - Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort. <b>HE.9-12.2.5.12.A.2</b> - [Cumulative Progress Indicator] - Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. <b>HE.9-12.2.5.12.A.4</b> - [Cumulative Progress Indicator] - Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.
2	How does one improve skill performance?	Skill-related fitness	-vocabulary associated with skill-related fitness and with skill improvement -analyze factors affecting skill performance	-completion of project worksheet -skills testing -personal plan for improving areas of skill-related fitness -written test	<b>HE.9-12.</b> - [Content Statement] - Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
3	What does good sportsmanship look like? How do rules, teamwork, and etiquette add to the sports experience?	Sportsmanship ; rules; safety	-knowledge and practice of the qualities of good sportsmanship -personal rating of sportsmanship -knowledge and practice of the qualities of a good spectator	-completion of project worksheet -teacher observation of students using good sportsmanship and etiquette	<b>HE.9-12.2.2.12.A.2</b> - [Cumulative Progress Indicator] - Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts. <b>HE.9-12.</b> - [Content Statement] - Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction

			<ul style="list-style-type: none"> <li>-discuss the importance of having rules to games</li> <li>-analyze the importance of good etiquette</li> </ul>		
ALL	How do you realize age-appropriate fitness?	Fitness Activities	<ul style="list-style-type: none"> <li>-evaluate personal fitness</li> <li>-design a personal fitness plan including warm-up; muscular fitness activities; cardio activities; flexibility; and cool down</li> </ul>	<ul style="list-style-type: none"> <li>-personal fitness log</li> <li>-fitness testing</li> <li>-leading class fitness activities</li> <li>-written testing regarding fitness concepts</li> <li>-skills tests</li> <li>-class preparation and participation</li> <li>-teacher observation of correct exercise technique</li> </ul>	<p><b>HE.9-12.2.6.12.A.2</b> - [Cumulative Progress Indicator] - Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principals.</p> <p><b>HE.9-12.2.6.12.A.4</b> - [Cumulative Progress Indicator] - Compare and contrast the impact of health-related fitness components as a measure of fitness and health.</p>
ALL	How does effective and appropriate movement affect wellness?	Individual and Dual Sports AND Team Sports	<ul style="list-style-type: none"> <li>-Perform skills of various sports using correct technique</li> <li>-Use a variety of techniques to improve sport/team psychology</li> <li>-Transfer movement concepts from one sport to another</li> <li>-Play the using the rules of good sportsmanship</li> </ul>	<ul style="list-style-type: none"> <li>-written tests on skills, rules, strategies</li> <li>-process based skills tests</li> <li>-class preparation and participation</li> <li>-teacher observation of correct play</li> </ul>	<p><b>HE.9-12.2.2.12.C.1</b> - [Cumulative Progress Indicator] - Analyze the impact of competition on personal character development.</p> <p><b>HE.9-12.2.5.12.A.1</b> - [Cumulative Progress Indicator] - Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).</p> <p><b>HE.9-12.2.5.12.A.2</b> - [Cumulative Progress Indicator] - Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.</p> <p><b>HE.9-12.2.5.12.A.4</b> - [Cumulative Progress Indicator] - Critique a movement skill/performance and discuss how each part can be made more interesting, creative,</p>

					<p>efficient, and effective.</p> <p><b>HE.9-12.2.5.12.B.1</b> - [Cumulative Progress Indicator] - Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.</p> <p><b>HE.9-12.2.5.12.B.2</b> - [Cumulative Progress Indicator] - Apply a variety of mental strategies to improve performance.</p> <p><b>HE.9-12.2.5.12.C.2</b> - [Cumulative Progress Indicator] - Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.</p>
3	What effect can dance have in developing mental and physical wellness?	Dance	<ul style="list-style-type: none"> <li>-hearing the downbeat to start any dance</li> <li>-knowledge and performance of dance steps</li> <li>-creation of a dance</li> </ul>	<ul style="list-style-type: none"> <li>-dance combinations</li> <li>physical test</li> <li>-creation of group dance</li> <li>-leading group dance</li> </ul>	<p><b>HE.9-12.2.5.12.A.3</b> - [Cumulative Progress Indicator] - Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance).</p> <p><b>HE.9-12.2.5.12.A.4</b> - [Cumulative Progress Indicator] - Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.</p>