Virginia Physical Education

Grade 9

Motor Skill Development

1 **The student will perform all basic movement skills and demonstrate movement and biomechanical principles in a variety of activities that may include outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, individual performance activities, and games and sports (net/wall, striking/fielding, and goal/target[s]).** 9.1

- a Demonstrate proficiency and refinement in locomotor, non-locomotor, and manipulative skills through appropriate activities (e.g., orienteering, rock climbing, cycling, disc golf, lifetime activities, fitness activities, dance and rhythmic activities, aquatics, individual performance activities, games and sports [net/wall, striking/fielding, and goal/target]). 9.1.A
- b Design, implement, evaluate, and modify a practice plan for a self-selected skill, including the motor learning process of analysis of performance, application of principles of movement and training, goal setting, and improvement of personal skills through practice, correction, practicing at a higher level, and reassessment. 9.1.B

Anatomical Basis of Movement

2 **The student will explain the structures and functions of the body and how they relate to and are affected by human movement.** 9.2

- a Analyze and evaluate proficient and efficient movement in relation to how movement is directed, including the type of muscle action that directs a movement (concentric, eccentric, and isometric), the direction the body part moves relative to its joints (abduction, adduction, flexion, and extension), and planes of motion. 9.2.A
- b Describe the relationship between the endocrine system and the body's metabolic response to short- and long-term physical activity. 9.2.B
- c Explain the body's response to the principles of specificity, overload, and progression (SOP) in relation to frequency, intensity, time, and type of exercise (FITT). 9.2.C
- d Explain the anaerobic respiration (ATP-PC and lactic acid system) and aerobic respiration systems used for energy during activity. 9.2.D
- e Analyze movement performance and utilize feedback to learn or to improve the movement skills of self and others. 9.2.E
- f Apply the concepts and principles of levers, force, motion, and rotation in a variety of activities. 9.2.F
- g Apply biomechanical principles of balance, energy, and types of muscle contractions to a variety of activities. 9.2.G

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Fitness Planning

3 The student will evaluate current fitness behaviors and demonstrate achievement and maintenance of a health-enhancing level of personal fitness by designing, implementing, self-assessing, and modifying a personal fitness program. 9.3

- a Demonstrate program-planning skills by assessing and analyzing personal fitness levels, setting goals, devising strategies, making timelines for a personal physical fitness plan, and evaluating the components and progress of the personal fitness plan. 9.3.A
- b Apply the FITT (frequency, intensity, time, type of exercise) principle and other principles of training, such as overload, specificity, and progression, in accordance with personal goals to the personal fitness plan. 9.3.B
- c Explain the characteristics, including scientific principles and concepts, of safe and appropriate muscular-stretching, muscular-strengthening, and cardiorespiratory exercise programs to improve the health-related components of fitness. 9.3.C
- d Calculate and explain the relationship between resting heart rate, target heart rate, recovery heart rate, blood pressure, training zones, and exercise intensity, including measurement devices (e.g., heart rate monitors, pedometers, accelerometers) to meet exercise and personal fitness goals. 9.3.D
- e Demonstrate appropriate techniques and describe the benefits of resistance-training activities, machines, and/or free weights. 9.3.E
- f Use the scientific process to analyze and compare a variety of resources, including available technology, to evaluate, monitor, and record activities for fitness improvement. 9.3.F
- g Identify types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation, dynamic) for personal fitness development (e.g., strength, endurance, range of motion). 9.3.G
- h Define and describe terms and activities associated with fitness, including set, repetition, isometric, isotonic, isokinetic, core, and upper-body exercises and lower-body exercises. 9.3.H
- i Apply physiological principles of warm-up, cool down, overload, specificity, and progression. 9.3.I

Social and Emotional Development

4 The student will explain and demonstrate the skills needed to be safe, responsible, and respectful in all physical activity settings. 9.4

- a Identify and demonstrate proper etiquette, respect for the differences of others, integrity, safety and teamwork while engaging in a variety of activities. 9.4.A
- b Explain the effects of sports and activities in developing respect for the unique characteristics, differences and abilities of peers. 9.4.B
- c Apply conflict-resolution skills in physical activity settings. 9.4.C
- d Identify an opportunity for social support in a self-selected physical activity. 9.4.D
- e Apply communication skills and strategies that promote positive team/group dynamics. 9.4.E

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f Apply problem-solving and critical-thinking skills in physical activity settings, both as an individual and in groups. 9.4.F

g Apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). 9.4.G

h Analyze and compare psychological benefits derived from various physical activities (e.g., decreased stress and anxiety, increased self-esteem, increased mental alertness, improved mood). 9.4.H

i Develop and analyze activities to determine areas of exclusion and inclusion. 9.4.I

Energy Balance

5 **The student will explain the importance of energy balance and evaluate current caloric intake and caloric expenditure to maintain optimal health and prevent chronic disease.** 9.5

a Explain the body's physiological response to sugar, sodium, and fat. 9.5.A

b Assess and analyze current energy balance, including intake and expenditure, activity levels, food choices, and amount of sleep. 9.5.B

c Explain body composition, using body mass index (BMI) and other measures, the variety of body types, and healthy body weight. 9.5.C

d Design and implement a plan to maintain an appropriate energy balance for a healthy, active lifestyle, including a balanced intake, expenditure (levels of intensity), and sleep. 9.5.D