

**WEST JEFFERSON HILLS SCHOOL DISTRICT
HEALTH, SAFETY, & PHYSICAL EDUCATION CURRICULUM**

GRADES 10, 11 AND 12

PA Academic Standards Student must be able to do	Objective Content or process student will be able to know and do	Instructional Methods	Materials/ Resources Textbooks, trade books, workbooks, software, hardware, etc.	*Assessment Procedures *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP	*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP	*Extended Learning Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP
10.1 Concepts of Health						
A. Evaluate factors that impact growth and development during adulthood and late adulthood. <ul style="list-style-type: none"> • Acute and chronic illness • Communicable and non-communicable disease • Health status • Relationships (e.g., marriage, divorce, loss) • Career choice • Aging process • Retirement 	Student will: <ul style="list-style-type: none"> • Develop strategies for developing health skills and wise consumer habits • Be able to examine positive mental/emotional health issues affecting their social lives. • Be able to point out examples of conflict and violence and ways to deal with each. • Be able to examine the importance of engaging in regular physical activity to maintain health • Be able to examine factors that contribute to good nutrition, body image and eating disorders will be addressed • Be able to define the terms: AIDS and HIV, explain how it is spread 	<ul style="list-style-type: none"> • Direct Instruction • Discussions • Discovery • Media • Current Events • Small/Large Groups • Projects • Guest speakers 	<ul style="list-style-type: none"> • Videos • Posters 	<ul style="list-style-type: none"> • Tests • Quizzes • Portfolio • Participation • Discussion • Projects 	<ul style="list-style-type: none"> • Modify lessons • Additional practice • Peer tutored • Extra study sessions 	<ul style="list-style-type: none"> • Research • Peer Tutors • Teacher for a day • Develop lesson supplements

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<p>10.1 Concepts of Health</p>						
<p>B. Evaluate factors that impact the body systems and apply protective/preventive strategies.</p> <ul style="list-style-type: none"> •Fitness level •Environment (e.g., pollutants, available health care) •Health status (e.g., physical, mental, social) •Nutrition 	<ul style="list-style-type: none"> • List and explain the parts and functions of the muscular and integumentary systems. 	<ul style="list-style-type: none"> • Direct Instruction • Independent practice • KWL chart • Research projects using the information Processing Model 	<ul style="list-style-type: none"> • Textbook • Library resources, print & electronic • Videos 	<ul style="list-style-type: none"> • Worksheets • Discussions • Unit folders • Graphic organizers • Teacher made tests and quizzes • Projects • Charts • Teacher observations 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individual instruction • Pre-teach • Alternative assignments • Extended time • Re-read • Instructional games • Technology • Peer tutoring • Audio/visual 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Research projects

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10.1 Concepts of Health						
<p>C. Analyze factors that impact nutritional choices of adults.</p> <ul style="list-style-type: none"> • Cost • Food preparation (e.g., time, skills) • Consumer skills (e.g., understanding food labels, evaluating fads) • Nutritional knowledge • Changes in nutritional requirements (e.g., age, physical activity level) 	<p>Students will:</p> <ul style="list-style-type: none"> • Understand the major food groups • Observe connection between calories and energy 	<ul style="list-style-type: none"> • Direct Instruction • Modeling • Learning Centers • Independent practice • KWL chart • Discussion groups • Role playing • Guided practice • Research projects • Oral reports 	<ul style="list-style-type: none"> • Videos • Nutrition charts • Worksheets • Food pyramid • Puzzles/Charts • Food group assortment • Primary health/ safety curriculum 	<ul style="list-style-type: none"> • Hands on activities • Discussions • Unit folders • Graphic organizers • Teacher made tests and quizzes • Projects • Charts • Teacher observations 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individual instruction • Pre-teach • Alternative assignments • Extended time • Re-read • Instructional games • Technology • Peer tutoring • Re-teach • Real life applications • Audio/visual 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Research projects • Real life applications

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<p>10.1 Concepts of Health</p>						
<p>D. Evaluate issues relating to the use/non-use of drugs.</p> <ul style="list-style-type: none"> • Psychology of addiction • Social impact (e.g., cost, relationships) • Chemical use and fetal development • Laws relating to alcohol, tobacco and chemical substances • Impact on the individual • Impact on the community 	<p>Students will:</p> <ul style="list-style-type: none"> • Articulate basic refusal skills • Understand that personal choice affects outcomes • Summarize sources and laws that relate to addictive behaviors • Assess the impact of the person's addiction on the community 	<ul style="list-style-type: none"> • Role Playing • Modeling • Learning Centers • Independent practice • Discussion groups 	<ul style="list-style-type: none"> • Videos • Worksheets • Textbooks • 101 Ready To Use Drug Prevention Activities • Nutrition charts • Worksheets • Food pyramid • Food group assortment • Primary health/ safety curriculum 	<ul style="list-style-type: none"> • Discussions • Simulations • Unit folders • Graphic organizers • Teacher made tests and quizzes • Projects • Charts • Teacher observations 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individualized instruction • Audio/visual 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Research projects • Real life applications

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10.1 Concepts of Health						
E. Identify and analyze factors that influence the prevention and control of health problems. <ul style="list-style-type: none"> • Research • Medical advances • Technology • Government policies/regulations 						

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<p>10.2. Healthful Living</p>						
<p>A. Evaluate health care products and services that impact adult health practices.</p>	<p>Students will: • Understand the importance of health examinations for personal health.</p>	<ul style="list-style-type: none"> • Direct Instruction • Discussion 	<ul style="list-style-type: none"> • Teacher created materials • Study guides • Videos 	<ul style="list-style-type: none"> • Hands on activities • Discussions • Unit folders • Graphic organizers • Teacher made tests and quizzes • Teacher observations • Student self-assessment • Cooperative group projects • Skits 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individual instruction • Pre-teach • Alternative assignments • Extended time • Re-read • Instructional games • Technology • Peer tutoring • Re-teach • Real life applications • Audio/visual 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Research projects • Real life applications

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10.2 Healthful Living						
B. Assess factors that impact adult health consumer choices. • Access to health information • Access to health care • Cost • Safety	Students will: • Realize consequences of proper nutrition and sun exposure	<ul style="list-style-type: none"> • Direct Instruction • Modeling • Learning Centers • Independent practice • KWL chart • Discussion groups • Role playing • Guided practice • Research projects • Oral reports 	<ul style="list-style-type: none"> • Guest Speakers • Visuals • AIU Videos • Safety Signs 	<ul style="list-style-type: none"> • Hands on activities • Discussions • Unit folders • Graphic organizers • Teacher made tests and quizzes • Projects • Charts • Teacher observations 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individual instruction • Pre-teach • Alternative assignments • Extended time • Re-read • Instructional games • Technology • Peer tutoring • Re-teach • Real life applications • Audio/visual 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Research projects • Real life applications • Field Day • Field Trip

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<p>10.2 Healthful Living</p>						
<p>C. Compare and contrast the positive and negative effects of the media on adult personal health and safety.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Understand the effect of the media on health and safety issues. 	<ul style="list-style-type: none"> • Direct Instruction • Modeling • Learning Centers • Independent practice • Discussion groups • Role playing • Creative Projects • Research projects • Oral reports 	<ul style="list-style-type: none"> • Guest Speakers • Visuals • Videos • Safety Signs 	<ul style="list-style-type: none"> • Hands on activities • Discussions • Unit folders • Graphic organizers • Teacher made tests and quizzes • Projects • Charts • Teacher observations 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individual instruction • Pre-teach • Alternative assignments • Extended time • Re-read • Instructional games • Technology • Peer tutoring • Re-teach • Real life applications • Audio/visual 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Research projects • Real life applications

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<p>10.2 Healthful Living</p>						
<p>D. Examine and apply a decision-making process to the development of short and long-term health goals.</p>	<ul style="list-style-type: none"> • Identify good ways to ask for things • List different ways to deal with problems 	<ul style="list-style-type: none"> • Direct Instruction • Modeling • Learning Centers • Independent practice • KWL chart • Discussion groups • Role playing • Guided practice • Research projects • Oral reports 	<ul style="list-style-type: none"> • Guest Speakers • Visuals • AIU Videos • Safety Signs 	<ul style="list-style-type: none"> • Hands on activities • Discussions • Unit folders • Graphic organizers • Teacher made tests and quizzes • Projects • Charts • Teacher observations 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individual instruction • Pre-teach • Alternative assignments • Extended time • Re-read • Instructional games • Technology • Peer tutoring • Re-teach • Real life applications • Audio/visual 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Research projects • Real life applications

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10.2 Healthful Living						
E. Analyze the interrelationship between environmental factors and community health. •Public health policies and laws/health promotion and disease prevention •Individual choices/maintenance of environment •Recreational opportunities/ health status	<ul style="list-style-type: none"> •List ways to reduce, reuse, and recycle •Explain the importance of reducing, reusing, and recycling on the environment 	<ul style="list-style-type: none"> •Direct Instruction •Modeling •Learning Centers •Independent practice •KWL chart •Discussion groups •Role playing •Guided practice •Research projects •Oral reports 	<ul style="list-style-type: none"> • Guest Speakers • Visuals • AIU Videos • Safety Signs 	<ul style="list-style-type: none"> •Hands on activities •Discussions •Unit folders •Graphic organizers •Teacher made tests and quizzes •Projects •Charts •Teacher observations 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individual instruction • Pre-teach • Alternative assignments • Extended time • Re-read • Instructional games • Technology • Peer tutoring • Re-teach • Real life applications • Audio/visual 	<ul style="list-style-type: none"> •Independent projects •Peer teaching •Peer tutoring •Research projects •Real life applications •Earth Day activities

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10.3 Safety and Injury Prevention						
A. Assess the personal and legal consequences of unsafe practices in the home, school, or community. • Loss of personal freedom • Personal injury • Loss of income • Impact on others • Loss of motor vehicle operator’s license	<ul style="list-style-type: none"> • Identify proper bus safety and behavior • Understand proper bicycle etiquette • Explain fire safety techniques • Move through space in a safe manner • Wear proper footwear for play/ physical activity • Listen and follow teacher directions • Know and follow rules (group activities and game situations) 	<ul style="list-style-type: none"> • Direct Instruction • Modeling • Learning Centers • Independent practice • KWL chart • Discussion groups • Role playing • Guided practice • Research projects • Oral reports 	<ul style="list-style-type: none"> • Guest Speakers • Visuals • AIU Videos • Safety Signs 	<ul style="list-style-type: none"> • Hands on activities • Discussions • Unit folders • Graphic organizers • Teacher made tests and quizzes • Projects • Charts • Teacher observations 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individual instruction • Pre-teach • Alternative assignments • Extended time • Re-read • Instructional games • Technology • Peer tutoring • Re-teach • Real life applications • Audio/visual 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Research projects • Real life applications • Fire and safety drills

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10.3 Safety and Injury Prevention						
B. Analyze and apply strategies for the management of injuries. •CPR •Advanced first aid	•Describe ways to help in an emergency (e.g., accidental poisoning)	<ul style="list-style-type: none"> • Direct Instruction • Modeling • Learning Centers • Independent practice • KWL chart • Discussion groups • Role playing • Guided practice • Research projects • Oral reports 	<ul style="list-style-type: none"> • Guest Speakers • Visuals • AIU Videos • Safety Signs 	<ul style="list-style-type: none"> • Hands on activities • Discussions • Unit folders • Graphic organizers • Teacher made tests and quizzes • Projects • Charts • Teacher observations 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individual instruction • Pre-teach • Alternative assignments • Extended time • Re-read • Instructional games • Technology • Peer tutoring • Re-teach • Real life applications • Audio/visual 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Research projects • Real life applications • Fire Drills

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<p>10.3 Safety and Injury Prevention</p>						
<p>C. Analyze the impact of violence on the victim and surrounding community</p>	<ul style="list-style-type: none"> • Identify potentially troublesome situations • Use The Self-Control Skill to stay out of trouble • List ways to manage peer conflict 	<ul style="list-style-type: none"> • Direct Instruction • Modeling • Learning Centers • Independent practice • KWL chart • Discussion groups • Role playing • Guided practice • Research projects • Oral reports 	<ul style="list-style-type: none"> • Guest Speakers • Visuals • AIU Videos • Safety Signs 	<ul style="list-style-type: none"> • Hands on activities • Discussions • Unit folders • Graphic organizers • Teacher made tests and quizzes • Projects • Charts • Teacher observations 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individual instruction • Pre-teach • Alternative assignments • Extended time • Re-read • Instructional games • Technology • Peer tutoring • Re-teach • Real life applications • Audio/visual 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Research projects • Real life applications

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10.3 Safety and Injury Prevention						
<p>D. Evaluate the benefits, risks, and safety factors associated with self-selected life-long physical activities.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Be prepared with proper foot ware for play and physical activity • Listen and follow teacher directions • Know and follow rules (group activities and game situations) • Move through space in a safe manner • Use equipment appropriate for individual size, skill, and setting. • Use/wear appropriate clothing and sunscreen for activities and play outdoors. • Participate in stretching activities before and after strenuous activity 	<ul style="list-style-type: none"> • Direct Instruction • Modeling • Learning Centers • Independent practice • KWL chart • Discussion groups • Role playing • Guided practice • Research projects • Oral reports 	<ul style="list-style-type: none"> • Guest Speakers • Visuals • AIU Videos • Safety Signs 	<ul style="list-style-type: none"> • Hands on activities • Discussions • Unit folders • Graphic organizers • Teacher made tests and quizzes • Projects • Charts • Teacher observations 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individual instruction • Pre-teach • Alternative assignments • Extended time • Re-read • Instructional games • Technology • Peer tutoring • Re-teach • Real life applications • Audio/visual 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Research projects • Real life applications

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10.4 Physical Activity						
A. Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.	Students will participate in: <ul style="list-style-type: none"> • Game of low organization • Sports related activities • Perceptual motor/ manipulative skills • Rhythmic dance • Stunts & tumbling • Creative movement • Basic loco motor skills • Fitness 	<ul style="list-style-type: none"> • Teacher directed • Cooperative learning • Peer instruction • Question and answer • Warm up • Anticipatory set • Introduce skill • Guided and independent practice • Lead up games • Games • Closure • Students with specific medical conditions/ limitations may participate in varying levels of activity (mild, moderate, strenuous) upon physician approval. They may also be excused from certain activities based on physician recommendation. These conditions/ limitations may be long or short term. 	<ul style="list-style-type: none"> • Pinnies • Lines on the floor • Cones, • Spots • Hula hoops • Parachute • Batons • Pins • Bean bags • Balls • Rings • Mats • Bases • Scoops • Flags • Bells • Cage ball • Paddles, • Hockey sticks • Climbing apparatus • Adapted PE equipment • Juggling equipment • Scarves • Feathers • Plates • Drums 	<ul style="list-style-type: none"> • Participation skill development • Teacher observation • Peer feedback • Students identified with physical handicaps, disabilities, medical conditions, or special needs, performance and test scores will be adapted based on individual abilities • Grading/evaluation will be specifically identified as “adapted curriculum” 	<ul style="list-style-type: none"> • Checking for understanding • Repeat instruction • More practice time • Modeling • Adapt the skill • Break down the skill into parts • Modify rules/game strategies, time of play, distance, boundaries, speed, tempo for student with disabilities • Use of adapted PE equipment: Use of lighter, brighter, larger balls, softer balls, balloons, lower or enlarged targets or goals, larger striking equipment • Peer/adult support • Alternative activity 	<ul style="list-style-type: none"> • Jump rope for heart • Hoops for heart • Field day • NFL Punt, Pass, & Kick Contest • President’s Challenge • Family Fun Night • Peer tutoring • Stunts tumbling • Creative movement • Basic loco motor skills • Fitness

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<p style="text-align: center;">PA Academic Standards Student must be able to do</p>	<p style="text-align: center;">Objective Content or process student will be able to know and do</p>	<p style="text-align: center;">Instructional Methods</p>	<p style="text-align: center;">Materials/ Resources Textbooks, trade books, workbooks, software, hardware, etc.</p>	<p style="text-align: center;">*Assessment Procedures *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP</p>	<p style="text-align: center;">*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP</p>	<p style="text-align: center;">*Extended Learning Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP</p>
<p>10.4 Physical Activity</p>						
<p>B. Analyze the effect regular participation in a self-selected program of moderate to vigorous physical activities.</p> <ul style="list-style-type: none"> • Social • Physiological • Psychological 	<p>Students will:</p> <ul style="list-style-type: none"> • Begin to identify the positive effects of regular participation in physical activities • Begin to identify the negative effects of regular participation in physical activities 	<ul style="list-style-type: none"> • Teacher directed • Cooperative learning • Peer instruction • Question and answer • Warm up • Anticipatory set • Introduce skill • Guided and independent practice • Lead up games • Games • Closure • Students with specific medical conditions/ limitations may participate in varying levels of activity (mild, moderate, strenuous) upon physician approval. They may also be excused from certain activities based on physician recommendation. These conditions/ limitations may be long or short term. 	<ul style="list-style-type: none"> • Posters • Worksheets 	<ul style="list-style-type: none"> • Participation skill development • Teacher observation • Peer feedback • Students identified with physical handicaps, disabilities, medical conditions, or special needs, performance and test scores will be adapted based on individual abilities • Grading/evaluation will be specifically identified as “adapted curriculum” 	<ul style="list-style-type: none"> • Checking for understanding • Repeat instruction • More practice time • Modeling • Adapt the skill • Break down the skill into parts • Modify rules/game strategies, time of play, distance, boundaries, speed, tempo for student with disabilities • Use of adapted PE equipment: Use of lighter, brighter, larger balls, softer balls, balloons, lower or enlarged targets or goals, larger striking equipment • Peer/adult support • Alternative activity 	<ul style="list-style-type: none"> • Jump rope for heart • Hoops for heart • Field day • NFL Punt, Pass, & Kick Contest • President’s Challenge • Family Fun Night

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<p>10.4 Physical Activity</p>						
<p>C. Evaluate how changes in adult health status may affect the responses of the body systems during moderate to vigorous physical activity.</p> <ul style="list-style-type: none"> •Aging •Injury •Disease 	<ul style="list-style-type: none"> • Students will discuss differences in heart rate and breathing rate during moderate to vigorous physical activity 	<ul style="list-style-type: none"> • Teacher directed • Cooperative learning • Peer instruction • Question and answer • Warm up • Anticipatory set • Introduce skill • Guided and independent practice • Lead up games • Games • Closure • Students with specific medical conditions/ limitations may participate in varying levels of activity (mild, moderate, strenuous) upon physician approval. They may also be excused from certain activities based on physician recommendation. These conditions/ limitations may be long or short term. 	<ul style="list-style-type: none"> • Pinnies • Lines on the floor, • Cones, spots • Hula hoops • Parachute • Batons • Pins • Bean bags • Balls • Rings • Mats • Bases • Scoops • Flag • Bells • Cage ball • Paddles • Hockey sticks • Climbing apparatus • Adapted PE equipment • Juggling equipment • Scarves • Feathers • Plates • Drums 	<ul style="list-style-type: none"> • Participation skill development • Teacher observation • Peer feedback • Students identified with physical handicaps, disabilities, medical conditions, or special needs, performance and test scores will be adapted based on individual abilities • Grading/evaluation will be specifically identified as “adapted curriculum” • Sportsmanship 	<ul style="list-style-type: none"> • Checking for understanding • Repeat instruction • More practice time • Modeling • Adapt the skill • Break down the skill into parts • Modify rules/game strategies, time of play, distance, boundaries, speed, tempo for student with disabilities • Use of adapted PE equipment: Use of lighter, brighter, larger balls, softer balls, balloons, lower or enlarged targets or goals, larger striking equipment • Peer/adult support • Alternative activity 	<ul style="list-style-type: none"> • Jump rope for heart • Hoops for heart • Field day • NFL Punt, Pass, & Kick Contest • President’s Challenge • Family Fun Night • Leadership roles • Demonstrator • Peer Tutoring

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10.4 Physical Activity						
D. Evaluate factors that affect physical activity and exercise preferences of adults. <ul style="list-style-type: none"> •Personal challenge •Physical benefits •Finances •Motivation •Access to activity •Self-improvement 	Students will: <ul style="list-style-type: none"> • State the activities that they like and dislike. 					

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10.4 Physical Activity						
E. Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.						

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10.4 Physical Activity						
F. Assess and use strategies for enhancing adult group interaction in physical activities. <ul style="list-style-type: none"> • Shared responsibility • Open communication • Goal setting 						

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10.5 Concepts, Principles and Strategies of Movement						
<p>A. Apply knowledge of movement skills, skill-related fitness, and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.</p>						

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10.5 Concepts, Principles and Strategies of Movement						
B. Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills. <ul style="list-style-type: none"> •Open and closed skills •Short-term and long-term memory •Aspects of good performance 						

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10.5 Concepts, Principles and Strategies of Movement						
C. Evaluate the impact of practice strategies on skill development and improvement.						

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10.5 Concepts, Principles and Strategies of Movement						
<p>D. Incorporate and synthesize knowledge of exercise principles, training principles and health and skill-related fitness components to create a fitness program for personal use.</p>						

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10.5 Concepts, Principles and Strategies of Movement						
<p>E. Evaluate movement forms for appropriate application of scientific and biomechanical principles.</p> <ul style="list-style-type: none"> •Efficiency of movement •Mechanical advantage •Kinetic energy •Potential energy •Inertia •Safety 						

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10.5 Concepts, Principles and Strategies of Movement						
F. Analyze the application of game strategies for different categories of physical activities. <ul style="list-style-type: none"> • Individual • Team • Lifetime • Outdoor 						