

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

GRADE 11

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 	Students will: <ul style="list-style-type: none"> • Compare calories as they affect a body’s performance • Explain how time and money influence food choices 	<ul style="list-style-type: none"> • Lecture • Small/Large Groups • Discussion • Discovery • Media • Guest speakers • Projects • Research activities • Current events (health articles) • Web Quest format 	<ul style="list-style-type: none"> • Videos • Nutrition Charts • Food Pyramid • Puzzles • Charts • Food Groups • Primary Health and Safety Concerns 	<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. •Compare and contrast different health care products that affect health practices •Judge how effective the FDA is as a consumer protector •Formulate a plan that consumers can use to become aware of health options •Reinforce critical thinking skills 	<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 •Nutrition Charts •Food Pyramid •Puzzles •Charts •Food Groups •Primary Health Concerns •Safety Concerns 	<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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10.1 Concepts of Health						
<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 	<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						
<p>E. Identify and analyze factors that influence the prevention and control of health problems.</p> <ul style="list-style-type: none"> • Research • Medical advances • Technology • Government policies/regulations 	<p>Students will:</p> <ul style="list-style-type: none"> • Articulate basic refusal skills • Understand that personal choice affects outcomes 	<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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<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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<p>10.2 Healthful Living</p>						
<p>B. Assess factors that impact adult health consumer choices.</p> <ul style="list-style-type: none"> • Access to health information • Access to health care • Cost • Safety 	<p>Students will:</p> <ul style="list-style-type: none"> • 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. • Evaluate and support the impact of media on adult choices. 	<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 • Measure skills of improving decision making and goal setting 	<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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<p>10.2 Healthful Living</p>						
<p>E. Analyze the interrelationship between environmental factors and community health.</p> <ul style="list-style-type: none"> •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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<p>10.3 Safety and Injury Prevention</p>						
<p>A. Assess the personal and legal consequences of unsafe practices in the home, school, or community.</p> <ul style="list-style-type: none"> • 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) • Recommend and explain ways to prevent accidents 	<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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<p>10.3 Safety and Injury Prevention</p>						
<p>B. Analyze and apply strategies for the management of injuries. •CPR •Advanced first aid</p>	<p>•Describe ways to help in an emergency (e.g., accidental poisoning)</p>	<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 • Invent measures to prevent, escape, and survive a personal attack 	<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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<p>10.3 Safety and Injury Prevention</p>						
<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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<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, 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>A. Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.</p>	<p>Students will participate in:</p> <ul style="list-style-type: none"> • Game of low organization • Sports related activities • Perceptual motor/ manipulative skills • Rhythmic dance • Creative movement • Basic loco motor skills • Fitness • Explain the importance of regular physical activity in the promotion of a desirable level of personal physical fitness • Develop and execute a personalized fitness program that demonstrates satisfactory levels of cardiovascular endurance, muscular strength and endurance, and flexibility • Fitness activities (Weight Training, Aerobics, C.C. Walking, Track 'N' Field, Rhythmic Activities) • Individual activities (Badminton, Bocce, Golf Horseshoes, In-Line Skating) • Hypothesize the importance of regular physical activity in the promotion of a desirable level of personal physical fitness • Develop and execute a personalized fitness program that demonstrates satisfactory levels of cardiovascular endurance, muscular strength and endurance, and flexibility • Fitness activities (Weight Training, Aerobics, C.C. Walking, Track 'N' Field, Rhythmic Activities) • Individual activities (Badminton, Bocce, Golf, Horseshoes, In-Line Skating, Self-Defense, Shuffleboard, Table Tennis, Tennis) 	<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 floor, cones, spots • Hula hoops, batons, pins, bean bags • Balls, rings, mats, bases, scoops • Flags, bells, cage ball, paddles • Hockey sticks, climbing apparatus • Adapted PE equip. • Fitness Cntr. Equip. • Television & Videos • Stopwatches, music player • Tape measures, assorted balls • Instructional posters, worksheets • Track 'N' Field equip. • Rackets & Shuttlecocks • Nets, Bocce balls • Golf clubs & balls • Horseshoes & stakes • Skates & Pads • Self-defense equip • Shuffleboard discs & cues • Racquetball Rackets • Table tennis tables, balls & paddles • Tennis rackets and balls • Mats • Adapted equipment: Balls (lighter, brighter, larger), Lower or enlarge targets, Larger striking equipment, Treadmill, Stationary Bike, Elliptical trainer, pedometer, bands 	<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 • Student carnival

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10.4 Physical Activity						
B. Analyze the effect regular participation in a self-selected program of moderate to vigorous physical activities. • Social • Physiological • Psychological	<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 • Summarize through the development of a fitness program how the social, physiological, and psychological aspects of health are affected • Fitness activities (Weight Training, Aerobics, C.C. Walking, Track ‘N’ Field, Rhythmic Activities) • Individual activities (Badminton, Bocce, Golf, Horseshoes, In-Line Skating, Self-Defense, Shuffleboard, Table Tennis, Tennis) • Low Org Games (Cage Volleyball, Dodgeball, Matball) • Plan the development of a fitness program how the social, physiological, and psychological aspects of health are affected • Fitness activities (Weight Training, Aerobics, C.C Walking, Track ‘N’ Field, Rhythmic Activities) • Individual Activities (Badminton, Bocce, Golf, Horseshoes, In-Line Skating, Self-Defense, Shuffleboard, Table Tennis, Tennis) • Low Org Games (Cage Volleyball, Dodgeball, Matball) 	<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, stopwatches • Fitness center equipment • Television and videos • Music player, tape measures • Assorted balls, instructional posters • Track ‘N’ Field equipment • Rackets and shuttlecocks • Nets, bocce balls • Golf clubs and balls • Horseshoes and stakes • Skates and pads • Self-Defense equipment • Shuffleboard discs and cues • Table tennis tables, balls and paddles • Tennis rackets and balls • Mats, cage volleyballs, dodgeballs • Volleyballs, Softball bats • Adapted Equipment: Balls (lighter, brighter, larger), Lower or enlarge targets, Larger striking equipment • Treadmill • Stationary Bike • Elliptical Trainer • Bands • Pedometers 	<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 • Student carnival • Intramurals • Interscholastic sports

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10.4 Physical Activity						
<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 • Assess target heart rate and explain how age, injury, and disease affect how the body functions • Fitness activities (Weight Training, Aerobics, C.C. Walking) 	<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 • Drums • Fitness center equip. • Television & videos • Stopwatches • Music player • Tape measures • Assorted balls • Instructional 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” • 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 • Advanced PE (emphasis on fitness and higher level skills) • Individual research and independent study • Intramurals • Inter-scholastic sports activities • Peer teaching • Community programs

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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 	<ul style="list-style-type: none"> • Students will state the activities that they like and dislike. • Explain why physical activity decreases while age increases • Fitness activities (Weight Training, Aerobics, C.C. Walking, Track 'N' Field, Rhythmic Activities, Swimming) • Report why physical activity decreases while age increases • Fitness Activities (Weight Training, Aerobics, C.C. Walking, Track 'N' Field, Rhythmic Activities) • Individual Activities (Badminton, Bocce, Golf, Horseshoes, In-Line Skating, Self-Defense, Shuffleboard, Table Tennis, Tennis, Frisbee) • Low Org Games (Cage Volleyball, Dodgeball, Matball) • Team activities (Basketball, Hockey, Football, Soccer, Softball, Speedball, Handball, Volleyball, Gatorball, Wiffleball, Lacrosse) 		<ul style="list-style-type: none"> • Television and videos • Stopwatches • Music player • Tape measures • Assorted balls • Instructional posters • Worksheets • Canoes • Snorkeling equipment • Track 'N' field equip. • Adapted equipment: Balls (lighter, brighter, larger) • Larger striking equipment • Treadmill • Stationary bike • Elliptical trainer • Bands • Pedometer 	<ul style="list-style-type: none"> • Skill sheets • Fitness testing • Peer and teacher observations • Student participation • Student preparation (appropriate uniform) • Adaptations (see standard 10.4.12A) 	Understanding: <ul style="list-style-type: none"> • Repeat demonstration of instruction (verbal and physical assistance) • Additional practice time • Adapt/breakdown the skill • Lessen competition • Rest periods • Shorten duration of play • Peer/Adult support • Alternative activity • Adapted equipment • PE Make-ups 	<ul style="list-style-type: none"> • Emphasis on fitness and higher level skills • Individual research and independent study • Intramurals • Inter-scholastic sports activities • Peer teaching • Community programs

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10.4 Physical Activity						
<p>E. Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.</p>	<ul style="list-style-type: none"> • Design and support a program that continues to improve physical activity throughout a lifetime • Fitness activities (Weight Training, Aerobics, C.C. Walking, Track 'N' Field, Rhythmic Activities) • Individual Activities (Badminton, Bocce, Golf, Horseshoes, In-Line Skating, Self-Defense, Shuffleboard, Table Tennis, Tennis) • Low Org Games (Cage Volleyball, Dodgeball, Matball, Beach Volleyball) • Team activities (Basketball, Hockey, Football, Soccer, Softball, Speedball, Handball, Volleyball, Gatorball, Lacrosse) 		<ul style="list-style-type: none"> • Track 'N' Field equip. • Rackets and shuttlecocks • Nets • Bocce balls • Golf clubs and balls • Horseshoes and stakes • Skates and pads • Self-Defense equip. • Shuffleboard discs and cues • Table tennis tables, balls and paddles • Tennis rackets and balls • Mats • Cage Volleyball • Dodgeballs • Volleyball • Softball bats • Basketballs • Hockey balls sticks and nets • Footballs • Soccer balls • Handballs • Adapted equipment: Balls (lighter, brighter, larger), Lower or enlarge targets, larger striking equipment • Treadmill • Stationary Bike • Bands • Pedometer 	<ul style="list-style-type: none"> • Skill sheets • Fitness testing • Peer and teacher observations • Student participation • Student preparation (appropriate uniform) • Adaptations (see standard 10.4.12A) 	<p>Understanding:</p> <ul style="list-style-type: none"> • Repeat demonstration of instruction (verbal and physical assistance) • Additional practice time • Adapt/breakdown the skill • Lessen competition • Rest periods • Shorten duration of play • Peer/Adult support • Alternative activity • Adapted equipment • PE Make-ups 	<ul style="list-style-type: none"> • Emphasis on fitness and higher level skills • Individual research and independent study • Intramurals • Inter-scholastic sports activities • Peer teaching • Community programs

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10.4 Physical Activity						
<p>F. Assess and use strategies for enhancing adult group interaction in physical activities.</p> <ul style="list-style-type: none"> • Shared responsibility • Open communication • Goal setting 	<ul style="list-style-type: none"> • Integrate qualities of good sportsmanship, fair play, positive group interaction, and cooperation in asocial setting • Team activities (Basketball, Hockey, Football, Soccer, Softball, Speedball, Handball, Volleyball) • Combine qualities of good sportsmanship, fair play, positive group interaction, and cooperation in a social setting • Team activities (Basketball, Hockey, Football, Soccer, Softball, Speedball, Handball, Volleyball) 	<ul style="list-style-type: none"> • Group and Individual Instruction • Discovery • Teacher directed • Demonstration • Divergent and Convergent Instruction 	<ul style="list-style-type: none"> • Assorted balls • Instructional posters • Worksheets • Basketballs • Hockey balls, sticks, and nets • Footballs • Soccer balls • Handballs • Volleyballs • Adapted equipment: Balls (lighter, brighter, larger), Lower or enlarge targets, larger striking equipment • Treadmill • Stationary Bike • Elliptical Trainer • Bands • Pedometer 	<ul style="list-style-type: none"> • Skill sheets • Task sheets • Peer and teacher observations • Student participation • Student preparation (appropriate uniform) • Adaptations (see standard 10.4.12A) 	<p>Understanding:</p> <ul style="list-style-type: none"> • Repeat demonstration of instruction (verbal and physical assistance) • Additional practice time • Adapt/breakdown the skill • Modify rules/games and strategies (time/distance/speed/tempo) • Lessen competition • Rest periods • Shorten duration of play • Peer/Adult support • Alternative activity • Adapted equipment • PE Make-ups 	<ul style="list-style-type: none"> • Individual research and independent study • Intramurals • Inter-scholastic sports activities • Peer teaching • Community programs

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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>	<p>Students will for proper warm-up and cool down exercises associated with various types of physical fitness activity:</p> <ul style="list-style-type: none"> • Explain the importance of regular physical activity in the promotion of a desirable level of personal physical fitness • Fitness activities (Weight Training, Aerobics, C.C. Walking, Track 'N' Field, Rhythmic Activities) • Individual activities (Badminton, Bocce, Golf, Horseshoes, In-Line Skating, Self Defense, Shuffleboard, Table Tennis, Tennis) • Formulate reasons for proper warm-up and cool-down exercises associated with various types of physical fitness activity • Research the importance of regular physical activity in the promotion of a desirable level of personal physical fitness • Fitness activities (Weight Training, Aerobics, C.C. Walking, Track 'N' Field, Rhythmic Activities) • Individual activities (Badminton, Bocce, Golf, Horseshoes, In-Line Skating) 		<ul style="list-style-type: none"> • Television & videos • Stopwatches • Music Player • Tape Measures • Assorted balls • Instructional posters • Worksheets • Track & field equip. • Rackets & shuttlecocks • Nets • Bocce balls • Golf clubs and balls • Horseshoes and stakes • Skates and pads • Self-Defense equipment • Shuffleboard discs and cues • Table tennis tables, balls and paddles • Tennis rackets and balls • Adapted equipment: Balls (lighter, brighter, larger), Lower or enlarge targets, larger striking equipment • Treadmill • Stationary Bike • Elliptical Trainer • Bands • Pedometer 	<ul style="list-style-type: none"> • Skill sheets • Task sheets • Peer and teacher observations • Student participation • Student preparation (appropriate uniform) • Adaptations (see standard 10.4.12A) 	<ul style="list-style-type: none"> • Check for Understanding • Repeat demonstration of instruction (verbal and physical assistance) • Additional practice time • Adapt/breakdown the skill • Modify rules/games and strategies (time/distance/speed/tempo) • Lessen competition • Rest periods • Shorten duration of play • Peer/Adult support • Alternative activity • Adapted equipment • PE Make-ups 	<ul style="list-style-type: none"> • Advanced PE (emphasis on fitness and higher level skills) • Individual research and independent study • Intramurals • Inter-scholastic sports activities • Peer teaching • Community programs

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<p>10.5 Concepts, Principles and Strategies of Movement</p>						
<p>B. Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills.</p> <ul style="list-style-type: none"> • Open and closed skills • Short-term and long-term memory • Aspects of good performance 	<p>Students will:</p> <ul style="list-style-type: none"> • Measure knowledge of activity by demonstrating and explaining proper technique • Fitness activities (Weight Training, Aerobics, C.C. Walking, Track 'N' Field, Rhythmic Activities, Swimming) • Individual activities (Badminton, Bocce, Golf, Horseshoes, In-Line Skating, Self Defense, Shuffleboard, Table Tennis, Tennis) • Low Org Games (Cage Volleyball, Dodgeball, Matball) • Team activities (Basketball, Hockey, Football, Soccer, Softball, Speedball, Handball, Volleyball) • Classify knowledge of activity by demonstrating and explaining proper technique • Fitness activities (Weight Training, Aerobics, C.C. Walking, Track 'N' Field, Rhythmic Activities) • Individual activities (Badminton Bocce, Golf Horseshoes, In-Line Skating, Self-Defense, Shuffleboard, Table Tennis, Tennis) • Low Org Games (Cage Volleyball, Dodgeball, Matball) 		<ul style="list-style-type: none"> • Television & videos • Stopwatches • Music Player • Tape Measures • Assorted balls • Instructional posters • Worksheets • Track & field equip. • Rackets & shuttlecocks • Nets • Bocce balls • Golf clubs and balls • Horseshoes and stakes • Skates and pads • Self-Defense equipment • Shuffleboard discs and cues • Table tennis tables, balls and paddles • Tennis rackets and balls • Mats • Cage Volleyballs • Dodgeballs • Volleyballs • Softball bats • Basketballs • Hockey balls, sticks and nets • Footballs • Soccer balls • Handballs 	<ul style="list-style-type: none"> • Skill sheets • Task sheets • Peer and teacher observations • Student participation • Student preparation (appropriate uniform) • Adaptations (see 10.4.12A) 	<p>Understanding:</p> <ul style="list-style-type: none"> • Repeat demonstration of instruction (verbal and physical assistance) • Additional practice time • Adapt/breakdown the skill • Modify rules/games and strategies (time/distance/speed/te mpo) • Lessen competition • Rest periods • Shorten duration of play • Peer/Adult support • Alternative activity • Adapted equipment • PE Make-ups 	<ul style="list-style-type: none"> • Individual research and independent study • Intramurals • Inter-scholastic sports activities • Peer teaching • Community programs

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10.5 Concepts, Principles and Strategies of Movement						
C. Evaluate the impact of practice strategies on skill development and improvement.	Students will: <ul style="list-style-type: none"> • Judge how practicing a skill leads to skill improvement • Fitness activities (Weight Training, Aerobics, C.C. Walking, Track 'N' Field, Rhythmic Activities) • Individual activities (Badminton, Bocce, Golf, Horseshoes, In-Line Skating, Self Defense, Shuffleboard, Table Tennis, Tennis) • Low Org Games (Cage Volleyball, Dodgeball, Matball) • Team activities (Basketball, Hockey, Football, Soccer, Softball, Speedball, Handball, Volleyball) • Examine how practicing a skill leads to skill improvement • Fitness activities (Weight Training, Aerobics, C.C. Walking, Track 'N' Field, Rhythmic Activities) • Individual activities (Badminton Bocce, Golf Horseshoes, In-Line Skating, Self-Defense, Shuffleboard, Table Tennis, Tennis) • Low Org Games (Cage Volleyball, Dodgeball, Matball) • Team activities (Basketball, Hockey, Football, Soccer, Softball, Speedball, Handball, Volleyball) 		<ul style="list-style-type: none"> • Mats • Cage Volleyballs • Dodgeballs • Volleyballs • Softball bats • Basketballs • Hockey balls, sticks and nets • Footballs • Soccer Balls • Handballs • Adapted equipment: Balls (lighter, brighter, larger), Lower or enlarge targets, larger striking equipment • Treadmill • Stationary Bike • Elliptical Trainer • Bands • Pedometer 			

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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>	<p>Students will:</p> <ul style="list-style-type: none"> • Explain verbally or in writing the factors involved in the development of a personal fitness program • Fitness activities (Weight Training, Aerobics, C.C. Walking, Rhythmic Activities) • Explain verbally or in writing the factors involved in the development of a personal fitness program • Fitness activities (Weight Training, Aerobics, C.C. Walking, Rhythmic Activities) 		<ul style="list-style-type: none"> • Fitness center equipment • Television and videos • Stopwatches • Music player • Tape measures • Assorted balls • Instructional posters • Worksheets • Snorkeling equipment • Adapted equipment 	<ul style="list-style-type: none"> • Skill sheets • Task sheets • Fitness testing • Peer and teacher observations • Student participation • Student preparation (appropriate uniform) • Adaptations 	<ul style="list-style-type: none"> • Check for understanding • Repeat demonstration of instruction (verbal and physical assistance) • Additional practice time • Adapt/breakdown the skill • Lessen competition 	<ul style="list-style-type: none"> • Advanced PE (emphasis on fitness and higher level skills) • Individual research and independent study • Intramurals • Inter-scholastic sports activities • Peer teaching • Community programs

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

GRADE 11

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
10.5 Concepts, Principles and Strategies of Movement						
E. Evaluate movement forms for appropriate application of scientific and biomechanical principles. <ul style="list-style-type: none"> • Efficiency of movement • Mechanical advantage • Kinetic energy • Potential energy • Inertia • Safety 	Students will: <ul style="list-style-type: none"> • Assess the mechanical movement of individual and team sports through technology • Fitness activities (Weight Training, Aerobics, C.C. Walking, Track 'N' Field, Rhythmic Activities) • Individual activities (Badminton, Bocce, Golf, Horseshoes, In-Line Skating, Self Defense, Shuffleboard, Table Tennis, Tennis) • Low Org Games (Cage Volleyball, Dodgeball, Matball) • Team activities (Basketball, Hockey, Football, Soccer, Softball, Speedball, Handball, Volleyball) • Fitness activities (Weight Training, Aerobics, C.C. Walking, Track 'N' Field, Rhythmic Activities) • Individual activities (Badminton Bocce, Golf Horseshoes, In-Line Skating, Self-Defense, Shuffleboard, Table Tennis, Tennis) • Low Org Games (Cage Volleyball, Dodgeball, Matball) • Team activities (Basketball, Hockey, Football, Soccer, Softball, Speedball, Handball, Volleyball, Wiffleball, Gatorball) 		<ul style="list-style-type: none"> • Fitness center equipment • Television & videos • Stopwatches, music player • Tape Measures, assorted balls • Instructional posters, worksheets • Track & field equip. • Rackets & shuttlecocks • Nets, bocce balls • Golf clubs and balls • Horseshoes and stakes • Skates and pads • Self-Defense equipment • Shuffleboard discs and cues • Table tennis tables, balls and paddles • Tennis rackets and balls • Mats • Cage Volleyballs • Dodgeballs, volleyballs, softball bats • Basketballs, footballs, soccer balls • Hockey balls, sticks and nets • Handballs • Adapted equipment: Balls (lighter, brighter, larger), lower or enlarge targets, larger striking equipment • Treadmill • Stationary Bikes • Elliptical Trainer • Bands • Pedometers 			

**WEST JEFFERSON HILLS SCHOOL DISTRICT
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GRADE 11

<p style="text-align: center;">PA Academic Standards</p> <p style="text-align: center;">Student must be able to do</p>	<p style="text-align: center;">Objective</p> <p style="text-align: center;">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</p> <p style="text-align: center;">Textbooks, trade books, workbooks, software, hardware, etc.</p>	<p style="text-align: center;">*Assessment Procedures</p> <p style="text-align: center;">*Additional adaptations, modifications, accommodations, and enrichment/acceleration will be provided per IEP</p>	<p style="text-align: center;">*Additional Learning</p> <p style="text-align: center;">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</p> <p style="text-align: center;">Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP</p>
10.5 Concepts, Principles and Strategies of Movement						
<p>F. Analyze the application of game strategies for different categories of physical activities.</p> <ul style="list-style-type: none"> • Individual • Team • Lifetime • Outdoor 	<p>Students will:</p> <ul style="list-style-type: none"> • Demonstrate qualities of good sportsmanship, fair play, positive group interaction and cooperation in a social setting • Fitness activities (Weight Training, Aerobics, C.C. Walking, Track 'N' Field, Rhythmic Activities) • Individual activities (Badminton, Bocce, Golf, Horseshoes, In-Line Skating, Self Defense, Shuffleboard, Table Tennis, Tennis) • Low Org Games (Cage Volleyball, Dodgeball, Matball, Wileyball) • Team activities (Basketball, Hockey, Football, Soccer, Softball, Speedball, Handball, Volleyball) • Develop the mechanical movement of individual and team sports through technology • Combine qualities of good sportsmanship, fair play, positive group interaction, and cooperation in a social setting • Fitness activities (Weight Training, Aerobics, C.C. Walking, Track 'N' Field, Rhythmic Activities) • Individual activities (Badminton Bocce, Golf, Horseshoes, In-Line Skating, Self-Defense, Shuffleboard, Table Tennis, Tennis) • Low Org Games (Cage Volleyball, Dodgeball, Matball) • Team activities (Basketball, Hockey, Football, Soccer, Softball, Speedball, Handball, Volleyball, Gatorball) 		<ul style="list-style-type: none"> • Fitness center equipment • Television & videos • Stopwatches, music player • Tape Measures, assorted balls • Instructional posters, worksheets • Track & field equipment • Snorkeling equipment • Rackets & shuttlecocks • Nets, bocce balls • Golf clubs and balls • Horseshoes and stakes • Skates and pads • Self-Defense equipment • Shuffleboard discs and cues • Table tennis tables, balls and paddles • Tennis rackets and balls • Mats • Cage Volleyballs • Dodgeballs, volleyballs, softball bats • Basketballs, footballs, soccer balls • Hockey balls, sticks and nets • Handballs • Adapted equipment: Balls (lighter, brighter, larger), lower or enlarge targets, larger striking equipment • Treadmill • Stationary Bikes • Elliptical Trainer • Bands • Pedometers 			