

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

GRADE 12

<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>10.1 Concepts of Health</p>						
<p>A. Evaluate factors that impact growth and development during adulthood and late adulthood.</p> <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 	<p>Student will:</p> <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 • Discriminate between communicable and non-communicable diseases • Integrate and explain how relationships spread infectious disease • Formulate a plan for future goals 	<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 • 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. • Integrate how the three aspects of health are affected by the environment • Assess the symptoms, causes, and treatment of various injuries, diseases, and disorders of the body systems • Differentiate between the different body parts utilized within each system • Explain and discuss the relationship between each body system • Research the effects of improper care of each body system 	<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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<p>10.1 Concepts of Health</p>						
<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 	<ul style="list-style-type: none"> ▪ Summarize information from different sources that will improve health problems 					

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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. 	<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 •Select ways that an individual can maintain a healthy living environment •Recommend methods hat distinguish health policies and promotions 	<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) 	<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	<ul style="list-style-type: none"> •Describe ways to help in an emergency (e.g., accidental poisoning) •Apply and demonstrate knowledge and skills necessary to prevent, recognize and provide basic care for injuries and sudden illnesses until advanced medical personnel arrive and take over. •Integrate first aid techniques to utilize during common medical emergencies 	<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 • CPR mannequins (9 total – ARC requirement of 1 mannequin for every 3 people) • Certification cards (for those who meet Red Cross Certification Requirements: 1 card per student per year) • American Red Cross Videos: Workplace Training - Standard First Aid Video • Adult CPR/AED skills card (35 – 1 per student per section, instructor keeps cards) • First Aid/CPR/AED Program Participants booklet (135 per year – ARC requirement that the students keep booklets) • First Aid Skills card (35 – 1 per student per section, instructor keeps cards) • AED training devices – unable to deliver a shock (9 – ARC requirement of 1 per every 3 students) • Breathing Barriers: Face shields (one time use only, multiple boxes); Resuscitation masks (125 per year – 1 per student per section, students keep) • First Aid Materials: two 4x4 inch gauze pads, one roller bandage, and one pair of disposable gloves. 	<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 • Conclude the differences between benefits, risks, and safety factors in life-long activities 	<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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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
10.4 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 • 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, Swimming) • 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 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 • Track 'N' Field equip. • Rackets & shuttlecocks • Nets • Bocce balls • Golf Clubs & balls • Horseshoes & stakes • Skates and pads • Self-Defense equip. • Shuffleboard discs & cues • Racquetball Rackets • Table tennis tables, balls, and paddles • Tennis rackets and balls • Mats • Adapted equipment: Balls (lighter, brighter, larger), Lower or enlarge targets, Larger striking equipment, Floatation devices 	<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 • Community programs • Peer teaching • Sports activities

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<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 • 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, Swimming) • Individual activities (Badminton, Bocce, Golf, Horseshoes, In-Line Skating, Self-Defense Shuffleboard, Table Tennis, Tennis) • Low Org Games (Cage Volleyball, Dodgeball, Matball, Wileyball) 	<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 • Fitness center equipment • Television and videos • Stopwatches • Music player • Tape measures • Assorted balls • Instructional • Instructional posters • Worksheets • Track 'N' Field equipment • Rackets & shuttlecocks • Nets, bocce balls • Golf clubs and balls • Horseshoes and stakes • Skates and pads • Self-Defense equipment • Shuffleboard discs and cues • Racquetball Rackets • 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, Floatation devices 	<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 • 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						
<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 • Flag • Bells • Cage ball • Paddles • Hockey sticks • Climbing apparatus • Adapted PE equipment • Juggling equipment • Fitness center equipment • 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 • Check for understanding • Repeat demonstration of instruction (verbal and physical assistance) • Additional practice time • Adapt/breakdown the skill • Rest periods • Shorten duration of play • Peer/Adult support • Alternative activity • Adapted equipment • PE Make-ups 	<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 • Interscholastic sports • Demonstrator • Student Carnival • Peer Tutoring • Intramurals • 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>10.4 Physical Activity</p>						
<p>D. Evaluate factors that affect physical activity and exercise preferences of adults.</p> <ul style="list-style-type: none"> •Personal challenge •Physical benefits •Finances •Motivation •Access to activity •Self-improvement 	<p>Students will:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Group and individual instruction • Discovery • Teacher directed • Demonstration • Divergent ad convergent instruction 	<ul style="list-style-type: none"> • Fitness center equipment • Television & videos • Stopwatches • Music player • Tape measures • Assorted balls • Instructional posters • Worksheets • Track 'N' Field equipment • Adapted equipment: Balls (lighter, brighter, larger), Larger striking equipment, Floatation devices 		<ul style="list-style-type: none"> • Check for understanding • Repeat demonstration of instruction (verbal and physical assistance) • Additional practice time • Adapt the skill • Break down 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"> • Advanced PE (emphasis on fitness and higher level skills) • Individual research and independent study • Intramurals • Inter-scholastic sports activities • Peer teaching • Community programs • Student Carnival

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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.	<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, Wileyball) • 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"> • Fitness center equipment • Television & videos • Stopwatches, music player • Tape measures, assorted balls • Instructional posters • Worksheets • Snorkeling equip. • Track 'N' Field equip • Rackets & shuttlecocks • Nets, bocce balls • Golf clubs, and balls • Horseshoes and stakes • Skates and pads • Self-Defense equip. • Shuffleboard discs and cues • Racquetball Rackets • Table tennis tables, balls, and paddles • Tennis rackets and balls • Mats • Cage volleyballs • Dodgeballs • Volleyballs • Softball bats • Basketballs, handballs • Hockey balls, sticks, and nets • Footballs, Soccer balls • Adapted equipment: Balls (lighter, brighter, larger), Lower or enlarge targets, Larger striking equipment, floatation devices 	<ul style="list-style-type: none"> • Task sheets • Skill sheets • Fitness testing • Peer and teacher observation • Student participation • Student 	<ul style="list-style-type: none"> • Check for understanding • Repeat demonstration of instruction (verbal & 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 ad independent study • Intramurals • Inter-scholastic sports activities • Peer teaching • Community programs

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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 	<ul style="list-style-type: none"> • Integrate 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, Floation devices 		<ul style="list-style-type: none"> • Check for understanding • Repeat demonstration of instruction (verbal & 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 	<ul style="list-style-type: none"> • Individual research ad independent study • Intramurals • Inter-scholastic sports activities • Peer teaching • Community programs • Student carnival

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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						
<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>Student 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, Lacrosse, Gatorball) 	<ul style="list-style-type: none"> • Group and individual instruction • Discovery • Teacher directed • Demonstration • Divergent and convergent instruction 	<ul style="list-style-type: none"> • Fitness center equipment • 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 and stakes • Skates and pads • Self-Defense equipment • Shuffleboard discs and cues • Racquetball Rackets • Table tennis tables, balls and paddles • Tennis rackets and balls • Mats 		<ul style="list-style-type: none"> • Check for understanding • Repeat demonstration of instruction (verbal & 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 	<ul style="list-style-type: none"> • Individual research ad independent study • Intramurals • Inter-scholastic sports activities • Peer teaching • Community programs • Student carnival

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10.5 Concepts, Principles and Strategies of Movement						
<p>C. Evaluate the impact of practice strategies on skill development and improvement.</p>	<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) 					

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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>Student 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) • 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, Lacrosse, Gatorball) 	<ul style="list-style-type: none"> • Individual instruction • Discovery • Teacher directed • Demonstration • Divergent and convergent instruction 	<ul style="list-style-type: none"> • Fitness center equipment • Television & videos • Stopwatches • Music player • Tape measures • Assorted balls • Instructional posters • Worksheets 	<ul style="list-style-type: none"> • Task sheets • Skill sheets • Fitness testing • Peer and teacher observations • Student participation • Student preparation (appropriate uniform) 	<ul style="list-style-type: none"> • Check for understanding • Repeat demonstration of instruction (verbal & 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"> • Advanced PE (emphasis on fitness and higher level skills) • Individual research ad independent study • Intramurals • Inter-scholastic sports activities • Peer teaching • Community programs • Student carnival

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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						
<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>Student 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, Swimming) • 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, Lacrosse, Gatorball) 		<ul style="list-style-type: none"> • Fitness center equipment • Television & videos • Stopwatches • Music player • Tape measures • Assorted balls • Instructional posters • Worksheets • Track 'N' Field equip. • Rackets and shuttlecocks • Nets • Bocce balls • Golf Clubs and balls • Horseshoes and stakes • Skates and pads • Self-Defense equipment • Shuffleboard discs and cues • Racquetball Rackets • Table tennis tables, balls, and paddles 		<ul style="list-style-type: none"> • Check for understanding • Repeat demonstration of instruction (verbal & 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 	<ul style="list-style-type: none"> • Individual research ad independent study • Intramurals • Inter-scholastic sports activities • Peer teaching • Community programs • Student carnival