

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

**GRADE 5**

<p style="text-align: center;"><b>PA Academic Standards</b> Student must be able to do</p>	<p style="text-align: center;"><b>Objective</b> Content or process student will be able to know and do</p>	<p style="text-align: center;"><b>Instructional Methods</b></p>	<p style="text-align: center;"><b>Materials/ Resources</b> Textbooks, trade books, workbooks, software, hardware, etc.</p>	<p style="text-align: center;"><b>*Assessment Procedures</b> *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP</p>	<p style="text-align: center;"><b>*Additional Learning</b> 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;"><b>*Extended Learning</b> 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. Describe growth and development changes that occur between childhood and adolescence and Identify factors that can influence these changes. •Education •Socioeconomic</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Identify and describe the stages of growth using a time line</li> <li>• Describe how education influences growth and development</li> <li>• Describe how socioeconomic factors influence growth and development</li> </ul>	<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Modeling</li> <li>• Learning centers</li> <li>• Independent practice</li> <li>• KWL chart</li> <li>• Discussion groups</li> <li>• Role playing</li> <li>• Guided practice</li> <li>• Research projects</li> <li>• Oral reports</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Role-playing</li> <li>• Visuals</li> <li>• Timelines</li> <li>• Videos</li> </ul>	<ul style="list-style-type: none"> <li>• Hands-on activities</li> <li>• Discussions</li> <li>• Unit folders</li> <li>• Graphic organizers</li> <li>• Teacher-made tests and quizzes</li> <li>• Projects</li> <li>• Charts</li> <li>• Teacher observations</li> </ul>	<ul style="list-style-type: none"> <li>• Review</li> <li>• Re-teach</li> <li>• Flexible grouping</li> <li>• Individual instruction</li> <li>• Pre-teach</li> <li>• Alternative assignments</li> <li>• Extended time</li> <li>• Re-read</li> <li>• Instructional games</li> <li>• Technology</li> <li>• Peer tutoring</li> <li>• Real-life applications</li> <li>• Audio/visual</li> </ul>	<ul style="list-style-type: none"> <li>• Independent projects</li> <li>• Peer teaching</li> <li>• Peer tutoring</li> <li>• Research projects</li> <li>• Real-life applications</li> </ul>

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<p>10.1 Concepts of Health</p>						
<p>B. Identify and describe the structure and function of the major body systems.</p> <ul style="list-style-type: none"> <li>• Nervous</li> <li>• Muscular</li> <li>• Integumentary</li> <li>• Urinary</li> <li>• Endocrine</li> <li>• Reproductive</li> <li>• Immune</li> </ul>	<p>Students will list and explain the parts and functions of each of the following systems:</p> <ul style="list-style-type: none"> <li>• Nervous</li> <li>• Muscular</li> <li>• Integumentary</li> <li>• Urinary</li> <li>• Endocrine</li> <li>• Reproductive</li> <li>• Immune</li> </ul>	<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Independent practice</li> <li>• KWL chart</li> <li>• Research projects using the information Processing Model</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Library resources, print &amp; electronic</li> <li>• Videos</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Discussions</li> <li>• Unit folders</li> <li>• Graphic organizers</li> <li>• Teacher made tests and quizzes</li> <li>• Projects</li> <li>• Charts</li> <li>• Teacher observations</li> </ul>	<ul style="list-style-type: none"> <li>• Review</li> <li>• Re-teach</li> <li>• Flexible grouping</li> <li>• Individual instruction</li> <li>• Pre-teach</li> <li>• Alternative assignments</li> <li>• Extended time</li> <li>• Re-read</li> <li>• Instructional games</li> <li>• Technology</li> <li>• Peer tutoring</li> <li>• Audio/visual</li> </ul>	<ul style="list-style-type: none"> <li>• Independent projects</li> <li>• Peer teaching</li> <li>• Peer tutoring</li> <li>• Research projects</li> </ul>

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<p>10.1 Concepts of Health</p>						
<p>C. Analyze nutritional concepts that impact health.</p> <ul style="list-style-type: none"> <li>• Caloric content of foods</li> <li>• Relationship of food intake and physical activity (energy output)</li> <li>• Nutrient requirements</li> <li>• Label reading</li> <li>• Healthful food selection</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Understand the major food groups</li> <li>• Observe connection between calories and energy</li> <li>• Identify nutritional value in foods</li> <li>• List ingredients from labels on foods</li> <li>• Understand healthy food selections</li> </ul>	<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Modeling</li> <li>• Learning Centers</li> <li>• Independent practice</li> <li>• KWL chart</li> <li>• Discussion groups</li> <li>• Role playing</li> <li>• Guided practice</li> <li>• Research projects</li> <li>• Oral reports</li> </ul>	<ul style="list-style-type: none"> <li>• Videos</li> <li>• Nutrition charts</li> <li>• Worksheets</li> <li>• Food pyramid</li> <li>• Puzzles/Charts</li> <li>• Food group assortment</li> <li>• Primary health/ safety curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Hands on activities</li> <li>• Discussions</li> <li>• Unit folders</li> <li>• Graphic organizers</li> <li>• Teacher made tests and quizzes</li> <li>• Projects</li> <li>• Charts</li> <li>• Teacher observations</li> </ul>	<ul style="list-style-type: none"> <li>• Review</li> <li>• Re-teach</li> <li>• Flexible grouping</li> <li>• Individual instruction</li> <li>• Pre-teach</li> <li>• Alternative assignments</li> <li>• Extended time</li> <li>• Re-read</li> <li>• Instructional games</li> <li>• Technology</li> <li>• Peer tutoring</li> <li>• Re-teach</li> <li>• Real life applications</li> <li>• Audio/visual</li> </ul>	<ul style="list-style-type: none"> <li>• Independent projects</li> <li>• Peer teaching</li> <li>• Peer tutoring</li> <li>• Research projects</li> <li>• Real life applications</li> </ul>

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<p>10.1 Concepts of Health</p>						
<p>D. Explain factors that influence childhood and adolescent drug use.</p> <ul style="list-style-type: none"> <li>• Peer influence</li> <li>• Body image (e.g., steroids, enhancers)</li> <li>• Social acceptance</li> <li>• Stress</li> <li>• Media influence</li> <li>• Decision-making/refusal skills</li> <li>• Rules, regulations and laws</li> <li>• Consequences</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Articulate basic refusal skills</li> <li>• Understand that personal choice affects outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Role Playing</li> <li>• Modeling</li> <li>• Learning Centers</li> <li>• Independent practice</li> <li>• Discussion groups</li> </ul>	<ul style="list-style-type: none"> <li>• Videos</li> <li>• Worksheets</li> <li>• Textbooks</li> <li>• 101 Ready To Use Drug Prevention Activities</li> <li>• Nutrition charts</li> <li>• Worksheets</li> <li>• Food pyramid</li> <li>• Food group assortment</li> <li>• Primary health/safety curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions</li> <li>• Simulations</li> <li>• Unit folders</li> <li>• Graphic organizers</li> <li>• Teacher made tests and quizzes</li> <li>• Projects</li> <li>• Charts</li> <li>• Teacher observations</li> </ul>	<ul style="list-style-type: none"> <li>• Review</li> <li>• Re-teach</li> <li>• Flexible grouping</li> <li>• Individualized instruction</li> <li>• Audio/visual</li> </ul>	<ul style="list-style-type: none"> <li>• Independent projects</li> <li>• Peer teaching</li> <li>• Peer tutoring</li> <li>• Research projects</li> <li>• Real life applications</li> </ul>

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10.1 Concepts of Health						
E. Identify health problems that can occur throughout life and describe ways to prevent them. • Diseases (e.g., cancer, diabetes, STD/HIV/AIDS, cardiovascular disease) • Preventions (i.e. do not smoke, maintain proper weight, eat a balanced diet, practice sexual abstinence, be physically active)	Students will: <ul style="list-style-type: none"> <li>• Identify STD/HIV/AIDS</li> <li>• Demonstrate how healthy lifestyles can prevent the onset of these diseases</li> </ul>	<ul style="list-style-type: none"> <li>• Role Playing</li> <li>• Modeling</li> <li>• Learning centers</li> <li>• Independent practice</li> <li>• Discussion groups</li> </ul>	<ul style="list-style-type: none"> <li>• Videos</li> <li>• Worksheets</li> <li>• Textbooks</li> <li>• Nutrition Charts</li> <li>• Primary Health/safety curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions</li> <li>• Simulation</li> <li>• Unit folders</li> <li>• Graphic organizers</li> <li>• Teacher made tests and quizzes</li> <li>• Projects</li> <li>• Charts</li> <li>• Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>• Review</li> <li>• Re-teach</li> <li>• Flexible grouping</li> <li>• Individualized instruction</li> <li>• Audio/visual</li> </ul>	<ul style="list-style-type: none"> <li>• Independent projects</li> <li>• Peer teaching</li> <li>• Peer tutoring</li> <li>• Research projects</li> <li>• Real life applications</li> </ul>

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

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

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

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

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<p>10.2 Healthful Living</p>						
<p>E. Analyze environmental factors that impact health.</p> <ul style="list-style-type: none"> <li>•Indoor air quality (e.g., second-hand smoke, allergens)</li> <li>•Chemicals, metals, gases (e.g., lead, radon, carbon monoxide)</li> <li>•Radiation</li> <li>•Natural disasters</li> </ul>	<ul style="list-style-type: none"> <li>•List ways to reduce, reuse, and recycle</li> <li>•Explain the importance of reducing, reusing, and recycling on the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Modeling</li> <li>• Learning Centers</li> <li>• Independent practice</li> <li>• KWL chart</li> <li>• Discussion groups</li> <li>• Role playing</li> <li>• Guided practice</li> <li>• Research projects</li> <li>• Oral reports</li> </ul>	<ul style="list-style-type: none"> <li>• Guest Speakers</li> <li>• Visuals</li> <li>• Videos</li> <li>• Safety Signs</li> </ul>	<ul style="list-style-type: none"> <li>• Hands on activities</li> <li>• Discussions</li> <li>• Unit folders</li> <li>• Graphic organizers</li> <li>• Teacher made tests and quizzes</li> <li>• Projects</li> <li>• Charts</li> <li>• Teacher observations</li> </ul>	<ul style="list-style-type: none"> <li>• Review</li> <li>• Re-teach</li> <li>• Flexible grouping</li> <li>• Individual instruction</li> <li>• Pre-teach</li> <li>• Alternative assignments</li> <li>• Extended time</li> <li>• Re-read</li> <li>• Instructional games</li> <li>• Technology</li> <li>• Peer tutoring</li> <li>• Re-teach</li> <li>• Real life applications</li> <li>• Audio/visual</li> </ul>	<ul style="list-style-type: none"> <li>• Independent projects</li> <li>• Peer teaching</li> <li>• Peer tutoring</li> <li>• Research projects</li> <li>• Real life applications</li> <li>• Earth Day activities</li> </ul>

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**GRADE 5**

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<p>10.3 Safety and Injury Prevention</p>						
<p>A. Explain and apply safe practices in the home, school and community.</p> <ul style="list-style-type: none"> <li>• Emergencies (e.g., fire, natural disasters)</li> <li>• Personal safety (e.g., home alone, latch key, harassment)</li> <li>• Communication (e.g., telephone, Internet)</li> <li>• Violence prevention (e.g., gangs, weapons)</li> </ul>	<p>Students will</p> <ul style="list-style-type: none"> <li>• Know basic first aid and personal/ household safety techniques.</li> <li>• Identify ways to be safe when on the phone and Internet</li> <li>• Understand the danger of weapons</li> </ul>	<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Modeling</li> <li>• Learning Centers</li> <li>• Independent practice</li> <li>• KWL chart</li> <li>• Discussion groups</li> <li>• Role playing</li> <li>• Guided practice</li> <li>• Research projects</li> <li>• Oral reports</li> </ul>	<ul style="list-style-type: none"> <li>• Guest Speakers</li> <li>• Visuals</li> <li>• AIU Videos</li> <li>• Safety Signs</li> </ul>	<ul style="list-style-type: none"> <li>• Hands on activities</li> <li>• Discussions</li> <li>• Unit folders</li> <li>• Graphic organizers</li> <li>• Teacher made tests and quizzes</li> <li>• Projects</li> <li>• Charts</li> <li>• Teacher observations</li> </ul>	<ul style="list-style-type: none"> <li>• Review</li> <li>• Re-teach</li> <li>• Flexible grouping</li> <li>• Individual instruction</li> <li>• Pre-teach</li> <li>• Alternative assignments</li> <li>• Extended time</li> <li>• Re-read</li> <li>• Instructional games</li> <li>• Technology</li> <li>• Peer tutoring</li> <li>• Re-teach</li> <li>• Real life applications</li> <li>• Audio/visual</li> </ul>	<ul style="list-style-type: none"> <li>• Independent projects</li> <li>• Peer teaching</li> <li>• Peer tutoring</li> <li>• Research projects</li> <li>• Real life applications</li> <li>• Fire and safety drills</li> </ul>

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10.3 Safety and Injury Prevention						
B. Know and apply appropriate emergency responses. • Basic first aid • Heimlich maneuver • Universal precautions	Students will: • Apply basic emergency response techniques.	<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Modeling</li> <li>• Learning Centers</li> <li>• Independent practice</li> <li>• Discussion groups</li> <li>• Role playing</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Guest Speakers</li> <li>• Visuals</li> <li>• AIU Videos</li> <li>• Safety Signs</li> </ul>	<ul style="list-style-type: none"> <li>• Hands on activities</li> <li>• Discussions</li> <li>• Unit folders</li> <li>• Graphic organizers</li> <li>• Teacher made tests and quizzes</li> <li>• Projects</li> <li>• Charts</li> <li>• Teacher observations</li> </ul>	<ul style="list-style-type: none"> <li>• Review</li> <li>• Re-teach</li> <li>• Flexible grouping</li> <li>• Individual instruction</li> <li>• Pre-teach</li> <li>• Alternative assignments</li> <li>• Extended time</li> <li>• Re-read</li> <li>• Instructional games</li> <li>• Technology</li> <li>• Peer tutoring</li> <li>• Re-teach</li> <li>• Real life applications</li> <li>• Audio/visual</li> </ul>	<ul style="list-style-type: none"> <li>• Independent projects</li> <li>• Peer teaching</li> <li>• Peer tutoring</li> <li>• Research projects</li> <li>• Real life applications</li> <li>• Fire Drills</li> </ul>

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<p>10.3 Safety and Injury Prevention</p>						
<p>C. Describe strategies to avoid or manage conflict and violence.</p> <ul style="list-style-type: none"> <li>• Anger management</li> <li>• Peer mediation</li> <li>• Reflective listening</li> <li>• Negotiation</li> </ul>	<ul style="list-style-type: none"> <li>• Students will</li> <li>• Identify strategies to manage/avoid conflict and violence.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Modeling</li> <li>• Learning Centers</li> <li>• Independent practice</li> <li>• Discussion groups</li> <li>• Role playing</li> <li>• Warnings</li> <li>• Time out</li> <li>• Bully proofing</li> </ul>	<ul style="list-style-type: none"> <li>• Guest Speakers</li> <li>• Visuals</li> <li>• Videos</li> <li>• Safety Signs</li> <li>• Rules</li> <li>• Posters</li> </ul>	<ul style="list-style-type: none"> <li>• Hands on activities</li> <li>• Discussions</li> <li>• Unit folders</li> <li>• Graphic organizers</li> <li>• Teacher made tests and quizzes</li> <li>• Projects</li> <li>• Charts</li> <li>• Teacher observations</li> </ul>	<ul style="list-style-type: none"> <li>• Review</li> <li>• Re-teach</li> <li>• Flexible grouping</li> <li>• Individual instruction</li> <li>• Pre-teach</li> <li>• Alternative assignments</li> <li>• Extended time</li> <li>• Re-read</li> <li>• Instructional games</li> <li>• Technology</li> <li>• Peer tutoring</li> <li>• Re-teach</li> <li>• Real life applications</li> <li>• Audio/visual</li> </ul>	<ul style="list-style-type: none"> <li>• Independent projects</li> <li>• Peer teaching</li> <li>• Peer tutoring</li> <li>• Research projects</li> <li>• Real life applications</li> </ul>

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<p>10.3 Safety and Injury Prevention</p>						
<p>D. Analyze the role of individual responsibility for safety during physical activity.</p>	<ul style="list-style-type: none"> <li>• Students will</li> <li>• Wear proper attire for physical activity</li> <li>• Remove dangerous jewelry</li> <li>• Listen and follow rules/directions for the activity</li> <li>• Know and abide by rules of safe and appropriate conduct</li> <li>• Move through space in a safe manner</li> <li>• Respect the space of others</li> <li>• Use appropriate force</li> <li>• Stop when directed</li> <li>• Importance of warm-up/cool-down exercise</li> <li>• Addressing Asthmatic concerns</li> </ul>	<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Modeling</li> <li>• Peer reminders</li> <li>• Group discussion</li> <li>• Warnings</li> <li>• Time out</li> </ul>	<ul style="list-style-type: none"> <li>• Guest Speakers</li> <li>• Visuals</li> <li>• Videos</li> <li>• Safety Signs</li> <li>• Posters</li> <li>• Class rules</li> </ul>	<ul style="list-style-type: none"> <li>• Hands on activities</li> <li>• Discussions</li> <li>• Unit folders</li> <li>• Graphic organizers</li> <li>• Teacher made tests and quizzes</li> <li>• Projects</li> <li>• Charts</li> <li>• Teacher observations</li> <li>• Students identified with physical handicaps, disabilities, medical conditions, or special needs, performance and test scores will be adapted based on individual abilities</li> <li>• Grading/evaluation will be specifically identified as “adapted curriculum”</li> </ul>	<ul style="list-style-type: none"> <li>• Re-teach</li> <li>• Individual instruction</li> <li>• Pre-teach</li> <li>• Alternative assignments</li> <li>• Extended time</li> <li>• Instructional games</li> <li>• Peer tutoring</li> <li>• Real life applications</li> <li>• Positive reinforcement of learning/behavior</li> <li>• Use of adapted PE equipment: Use of lighter, brighter, larger balls, softer balls, balloons, lower or enlarged targets or goals, larger striking equipment</li> <li>• Peer/adult support</li> <li>• Alternative activity</li> </ul>	<ul style="list-style-type: none"> <li>• Independent projects</li> <li>• Peer teaching</li> <li>• Peer tutoring</li> <li>• Research projects</li> <li>• Real life applications</li> </ul>

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<b>10.4 Physical Activity</b>						
A. Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.	Students will participate in: •Games of low organization •Sports related activities •Perceptual motor/manipulative skills •Rhythmic dance •Stunts & tumbling •Creative movement •Basic loco motor skills •Fitness	<ul style="list-style-type: none"> <li>• Teacher directed</li> <li>• Cooperative learning</li> <li>• Peer instruction</li> <li>• Question and answer</li> <li>• Warm up</li> <li>• Anticipatory set</li> <li>• Introduce skill</li> <li>• Guided and independent practice</li> <li>• Lead up games</li> <li>• Games</li> <li>• Closure</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Pinnies</li> <li>• Lines on the floor,</li> <li>• Cones, spots</li> <li>• Hula hoops</li> <li>• Parachute</li> <li>• Batons</li> <li>• Pins</li> <li>• Bean bags</li> <li>• Balls</li> <li>• Rings</li> <li>• Mats</li> <li>• Bases</li> <li>• Scoops</li> <li>• Flag</li> <li>• Scooters</li> <li>• Nets</li> <li>• Rubber animals</li> <li>• Cage ball</li> <li>• Paddles</li> <li>• Hockey sticks</li> <li>• Climbing apparatus</li> <li>• Adapted PE equipment</li> <li>• Juggling equipment</li> <li>• Scarves</li> <li>• Skip-its</li> <li>• Skiers</li> </ul>	<ul style="list-style-type: none"> <li>• Participation skill development</li> <li>• Teacher observation</li> <li>• Peer feedback</li> <li>• Students identified with physical handicaps, disabilities, medical conditions, or special needs, performance and test scores will be adapted based on individual abilities</li> <li>• Grading/evaluation will be specifically identified as “adapted curriculum”</li> </ul>	<ul style="list-style-type: none"> <li>• Checking for understanding</li> <li>• Repeat instruction</li> <li>• More practice time</li> <li>• Modeling</li> <li>• Adapt the skill</li> <li>• Break down the skill into parts</li> <li>• Modify rules/game strategies, time of play, distance, boundaries, speed, tempo for student with disabilities</li> <li>• Use of adapted PE equipment: Use of lighter, brighter, larger balls, softer balls, balloons, lower or enlarged targets or goals, larger striking equipment</li> <li>• Peer/adult support</li> <li>• Alternative activity</li> </ul>	<ul style="list-style-type: none"> <li>• Hoops for heart</li> <li>• Field day</li> <li>• NFL Punt, Pass, &amp; Kick Contest</li> <li>• President’s Challenge</li> <li>• Family Fun Night</li> <li>• Peer tutoring</li> <li>• Stunts tumbling</li> <li>• Creative movement</li> <li>• Basic loco motor skills</li> <li>• Fitness</li> <li>• Pitch, hit and run contest</li> </ul>

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10.4 Physical Activity						
B. Explain the effects of regular participation in moderate to vigorous physical activities on the body systems.	Students will: <ul style="list-style-type: none"> <li>• Identify light, moderate, and vigorous activities.</li> <li>• Rate various activities by which are the most demanding.</li> <li>• Explain the effect of exercise on the heart circulatory, muscular, skeletal, and respiratory systems.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher directed</li> <li>• Question and answer</li> <li>• Adaptations</li> </ul>	<ul style="list-style-type: none"> <li>• Students choices of physical activity</li> <li>• Assorted PE equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal check for understanding</li> <li>• Classroom discussion</li> <li>• Adaptations</li> </ul>	<ul style="list-style-type: none"> <li>• Checking for understanding</li> <li>• Repeat instruction</li> <li>• Adult Aide</li> </ul>	<ul style="list-style-type: none"> <li>• Peer Tutoring</li> <li>• 15 min of whole school exercise, pamphlets, nutrition, &amp; exercise.</li> </ul>

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<p>10.4 Physical Activity</p>						
<p>C. Identify and apply ways to monitor and assess the body’s response to moderate to vigorous physical activity.</p> <ul style="list-style-type: none"> <li>• Heart rate monitoring</li> <li>• Checking blood pressure</li> <li>• Fitness assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Students will:</li> <li>• Explain that the heart beats faster after exercise.</li> <li>• Participate in selected fitness assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher directed</li> <li>• Question and answer</li> <li>• Warm up</li> <li>• Introduce skill</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Sit and reach</li> <li>• Jump ropes</li> <li>• Stopwatches</li> <li>• Mats</li> <li>• Assorted PE equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Participation skill development</li> <li>• Teacher observation</li> <li>• Peer feedback</li> <li>• Students identified with physical handicaps, disabilities, medical conditions, or special needs, performance and test scores will be adapted based on individual abilities</li> <li>• Grading/evaluation will be specifically identified as “adapted curriculum”</li> <li>• Sportsmanship</li> </ul>	<ul style="list-style-type: none"> <li>• Checking for understanding</li> <li>• Repeat instruction</li> <li>• More practice time</li> <li>• Modeling</li> <li>• Adapt the skill</li> <li>• Break down the skill into parts</li> <li>• Modify rules/game strategies, time of play, distance, boundaries, speed, tempo for student with disabilities</li> <li>• Use of adapted PE equipment: Use of lighter, brighter, larger balls, softer balls, balloons, lower or enlarged targets or goals, larger striking equipment</li> <li>• Peer/adult support</li> <li>• Alternative activity</li> </ul>	<ul style="list-style-type: none"> <li>• Hoops for heart</li> <li>• Field day</li> <li>• NFL Punt, Pass, &amp; Kick Contest</li> <li>• President’s Challenge</li> <li>• Family Fun Night</li> <li>• Leadership roles</li> <li>• Demonstrator</li> <li>• Peer Tutoring</li> <li>• Pitch, hit and run contest</li> </ul>

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10.4 Physical Activity						
D. Describe factors that affect childhood physical activity preferences. <ul style="list-style-type: none"> <li>• Enjoyment</li> <li>• Personal interest</li> <li>• Social experience</li> <li>• Opportunities to learn new activities</li> <li>• Parental preference</li> <li>• Environment</li> </ul>	Students will: <ul style="list-style-type: none"> <li>• Identify activities they enjoy</li> <li>• Engage in at home</li> <li>• Engage in on teams or classes in the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher directed</li> <li>• Classroom demonstration</li> <li>• Question &amp; answer</li> <li>• Adaptations</li> </ul>	<ul style="list-style-type: none"> <li>• Students' preferences</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal check for understanding</li> <li>• Classroom discussion</li> <li>• Adaptations</li> </ul>	<ul style="list-style-type: none"> <li>• Checking for understanding</li> <li>• Repeat instruction</li> <li>• Peer discussion</li> <li>• Adult aide</li> </ul>	<ul style="list-style-type: none"> <li>• Peer tutoring</li> </ul>

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10.4 Physical Activity						
E. Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement. <ul style="list-style-type: none"> <li>•Success-oriented activities</li> <li>•School-community resources</li> <li>•Variety of activities</li> <li>•Time on task</li> </ul>	<ul style="list-style-type: none"> <li>•Students will identify outstanding student athletes in selected activities and ask them how much time they spend practicing their skills.</li> </ul>	<ul style="list-style-type: none"> <li>•Teacher directed</li> <li>•Classroom demonstration</li> <li>•Question &amp; answer</li> <li>•Adaptations</li> </ul>	<ul style="list-style-type: none"> <li>•Individual students' skill development</li> </ul>	<ul style="list-style-type: none"> <li>•Verbal check for understanding</li> <li>•Classroom discussion</li> <li>•Adaptations</li> </ul>	<ul style="list-style-type: none"> <li>•Checking for understanding</li> <li>•Repeat instruction</li> <li>•Peer discussion</li> <li>•Adult aide</li> </ul>	<ul style="list-style-type: none"> <li>•Peer tutoring</li> </ul>

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10.4 Physical Activity						
Identify and describe positive and negative interactions of group members in physical activities. •Leading •Following •Teamwork •Etiquette •Adherence to rules	Students will: •Discuss good sportsmanship •Give examples of poor sportsmanship •Discuss fair ways to solve conflicts •Describe qualities of a good leader •Discuss the qualities of a good “team player”	<ul style="list-style-type: none"> <li>•Teacher directed</li> <li>•Classroom demonstration</li> <li>•Question &amp; answer</li> <li>•Adaptations</li> <li>•Co-operative learning</li> </ul>	<ul style="list-style-type: none"> <li>•Student interaction</li> <li>•Assorted PE equipment</li> </ul>	<ul style="list-style-type: none"> <li>•Verbal check for understanding</li> <li>•Classroom discussion</li> <li>•Adaptations</li> <li>•Teacher observation of classroom participation</li> </ul>	<ul style="list-style-type: none"> <li>•Checking for understanding</li> <li>•Repeat instruction</li> <li>•Peer discussion</li> <li>•Adult aide</li> </ul>	<ul style="list-style-type: none"> <li>•Peer tutoring</li> <li>•Instructions for captains of intramural teams</li> </ul>

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<b>10.5 Concepts, Principles, and Strategies of Movement</b>						
A. Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.	Student will explain how he/she is performing selected skills in: <ul style="list-style-type: none"> <li>•Sports related activities</li> <li>•Perceptual motor/ manipulative skills</li> <li>•Stunts/tumbling</li> <li>•Fitness activities</li> </ul>	<ul style="list-style-type: none"> <li>•Cooperative learning</li> <li>•Peer instruction</li> <li>•Question and answer</li> <li>•Classroom skill demonstration</li> <li>•Warm-up</li> <li>•Guided practice</li> <li>•Anticipatory set</li> <li>•Pair/share</li> <li>•Adaptations</li> </ul>	<ul style="list-style-type: none"> <li>• Assorted Physical Education Equipment</li> </ul>	<ul style="list-style-type: none"> <li>•Observation of classroom participation</li> </ul>	<ul style="list-style-type: none"> <li>• Checking for understanding</li> <li>• Repeat instruction</li> <li>• More practice time</li> <li>• Positive reinforcement of behavior</li> <li>• Adapt the skill</li> <li>• Break down the skill into parts</li> <li>• Modify rules/ game strategies, time, distance, speed, for that student</li> <li>• Use of Adapted PE equipment: Use of lighter, brighter, larger, softer balls, balloons, lower or enlarged targets, or goals, larger striking equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership roles</li> <li>• Demonstrator</li> <li>• Community programs</li> </ul>

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<b>10.5 Concepts, Principles, and Strategies of Movement</b>						
B. Identify and apply the concepts of motor skill development to a variety of basic skills. <ul style="list-style-type: none"> <li>• Transfer between skills</li> <li>• Selecting relevant cues</li> <li>• Types of feedback</li> <li>• Movement efficiency</li> <li>• Product (outcome/result)</li> </ul>	Student will explain how he/she is performing selected skills in: <ul style="list-style-type: none"> <li>•Sports related activities</li> <li>•Perceptual motor/ manipulative skills</li> <li>•Stunts/tumbling</li> <li>•Fitness activities</li> </ul>	<ul style="list-style-type: none"> <li>•Cooperative learning</li> <li>•Peer instruction</li> <li>•Question and answer</li> <li>•Classroom skill demonstration</li> <li>•Warm-up</li> <li>•Guided practice</li> <li>•Anticipatory set</li> <li>•Pair/share</li> <li>•Adaptations</li> </ul>	<ul style="list-style-type: none"> <li>• Videos</li> <li>• Posters</li> <li>• Individual Students' skill development</li> </ul>	<ul style="list-style-type: none"> <li>•Observation of classroom participation</li> </ul>	<ul style="list-style-type: none"> <li>• Checking for understanding</li> <li>• Repeat instruction</li> <li>• More practice time</li> <li>• Positive reinforcement of behavior</li> <li>• Adapt the skill</li> <li>• Break down the skill into parts</li> <li>• Modify rules/ game strategies, time, distance, speed, for that student</li> <li>• Use of Adapted PE equipment: Use of lighter, brighter, larger, softer balls, balloons, lower or enlarged targets, or goals, larger striking equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership roles</li> <li>• Demonstrator</li> <li>• Community programs</li> </ul>

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10.5 Concepts, Principles, and Strategies of Movement						
C. Describe the relationship between practice and skill development	Students will describe the effect of practice in learning skills.	<ul style="list-style-type: none"> <li>•Cooperative learning</li> <li>•Peer instruction</li> <li>•Question and answer</li> <li>•Classroom skill demonstration</li> <li>•Warm-up</li> <li>•Guided practice</li> <li>•Anticipatory set</li> <li>•Pair/share</li> <li>•Adaptations</li> </ul>	<ul style="list-style-type: none"> <li>•Posters</li> <li>• Assorted PE equipment</li> </ul>	<ul style="list-style-type: none"> <li>•Verbal check for understanding</li> <li>•Classroom discussion</li> <li>•Adaptations</li> <li>•Teacher observation of classroom participation</li> </ul>	<ul style="list-style-type: none"> <li>•Checking for understanding</li> <li>•Repeat instruction</li> <li>•Peer discussion</li> <li>•Adult aide</li> </ul>	<ul style="list-style-type: none"> <li>•Peer tutoring</li> </ul>

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<p>10.5 Concepts, Principles, and Strategies of Movement</p>						
<p>D. Describe and apply the principles of exercise to the components of health-related and skill-related fitness.</p> <ul style="list-style-type: none"> <li>• Cardio respiratory endurance</li> <li>• Muscular strength</li> <li>• Muscular endurance</li> <li>• Flexibility</li> <li>• Body composition</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Identify exercises/ activities that improve various aspects of fitness.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher directed</li> <li>• Classroom demonstration</li> <li>• Question &amp; answer</li> <li>• Adaptations</li> <li>• Co-operative learning</li> </ul>	<ul style="list-style-type: none"> <li>• Assorted PE equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal check for understanding</li> <li>• Classroom discussion</li> <li>• Adaptations</li> <li>• Teacher observation of classroom participation</li> </ul>	<ul style="list-style-type: none"> <li>• Checking for understanding</li> <li>• Repeat instruction</li> <li>• Peer discussion</li> <li>• Adult aide</li> </ul>	<ul style="list-style-type: none"> <li>• Peer tutoring</li> </ul>

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<p>10.5 Concepts, Principles, and Strategies of Movement</p>						
<p>E. Identify and use scientific principles that affect basic movement and skills using appropriate vocabulary.</p> <ul style="list-style-type: none"> <li>• Newton’s Laws of Motion</li> <li>• Application of force</li> <li>• Static/dynamic balance</li> <li>• Levers</li> <li>• Flight</li> </ul>	<p>Student will explain how he/she is performing selected skills in:</p> <ul style="list-style-type: none"> <li>• Sports related activities</li> <li>• Perceptual motor/ manipulative skills</li> <li>• Stunts/tumbling</li> <li>• Fitness activities</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher directed</li> <li>• Classroom demonstration</li> <li>• Question &amp; answer</li> <li>• Adaptations</li> <li>• Co-operative learning</li> </ul>	<ul style="list-style-type: none"> <li>• Assorted PE equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal check for understanding</li> <li>• Classroom discussion</li> <li>• Adaptations</li> <li>• Teacher observation of classroom participation</li> </ul>	<ul style="list-style-type: none"> <li>• Checking for understanding</li> <li>• Repeat instruction</li> <li>• Peer discussion</li> <li>• Adult aide</li> </ul>	<ul style="list-style-type: none"> <li>• Peer tutoring</li> </ul>

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<p>10.5 Concepts, Principles, and Strategies of Movement</p>						
<p>F. Identify and apply game strategies to basic games and physical activities.</p> <ul style="list-style-type: none"> <li>•Give and go</li> <li>•One-on-one</li> <li>•Peer communication</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>•Demonstrate understanding of these game strategies in various Lead Up games and Sports Related Activities.</li> </ul>	<ul style="list-style-type: none"> <li>•Teacher directed</li> <li>•Classroom demonstration</li> <li>•Question &amp; answer</li> <li>•Adaptations</li> <li>•Co-operative learning</li> </ul>	<ul style="list-style-type: none"> <li>• Assorted PE equipment</li> </ul>	<ul style="list-style-type: none"> <li>•Observation of classroom participation</li> <li>•Adaptations</li> </ul>	<ul style="list-style-type: none"> <li>•Checking for understanding</li> <li>•Repeat instruction</li> <li>•Peer discussion</li> <li>•Adult aide</li> <li>•Adapt the skill</li> <li>•Break down the skill into parts</li> <li>•Modify rules/ game strategies, time, distance, speed for that student</li> <li>•Use of Adapted PE equipment: Use of lighter, brighter, larger, softer balls, balloons, lower or enlarged targets, or goals, larger striking equipment</li> </ul>	<ul style="list-style-type: none"> <li>•Peer tutoring</li> <li>•Intramurals</li> <li>•Leadership roles</li> <li>•Demonstrations</li> <li>•Community programs</li> </ul>