

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

**GRADE 7**

<b>PA Academic Standards</b> Student must be able to do	<b>Objective</b> Content or process student will be able to know and do	<b>Instructional Methods</b>	<b>Materials/ Resources</b> Textbooks, trade books, workbooks, software, hardware, etc.	<b>*Assessment Procedures</b> *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP	<b>*Additional Learning</b> Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP	<b>*Extended Learning</b> Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP
10.1 Concepts of Health						
A. Analyze factors that impact growth and development between adolescence and adulthood. <ul style="list-style-type: none"> <li>• Relationships (e.g., dating, friendships, peer pressure)</li> <li>• Interpersonal communication</li> <li>• Risk factors (e.g., physical inactivity, substance abuse, intentional/unintentional injuries, dietary patterns)</li> <li>• Abstinence</li> <li>• STD and HIV prevention</li> </ul> Community						

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10.1 Concepts of Health						
B. Analyze the interdependence existing among the body systems.	Student will: • List and explain the parts and functions of the muscular and integumentary systems.	<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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10.1 Concepts of Health						
<p>C. Analyze factors that impact nutritional choices of adolescents.</p> <ul style="list-style-type: none"> <li>• Body image</li> <li>• Advertising</li> <li>• Dietary guidelines</li> <li>• Eating disorders</li> <li>• Peer influence</li> <li>• Athletic goals</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> </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. Analyze prevention and intervention strategies in relation to adolescent and adult drug use.</p> <ul style="list-style-type: none"> <li>• Decision-making/refusal skills</li> <li>• Situation avoidance</li> <li>• Goal setting</li> <li>• Professional assistance (e.g., medical, counseling, support groups)</li> <li>• Parent involvement</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. Analyze how personal choice, disease, and genetics can impact health maintenance and disease prevention.						

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<p>10.2. Healthful Living</p>						
<p>A. Identify and describe health care products and services that impact adolescent health practices</p>	<p>Students will: • Understand the importance of health examinations for personal health.</p>	<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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<p>10.2 Healthful Living</p>						
<p>B. Analyze the relationship between health-related information and adolescent consumer choices.  <ul style="list-style-type: none"> <li>•Tobacco products</li> <li>•Weight control products</li> </ul> </p>	<p>Students will:  <ul style="list-style-type: none"> <li>•Realize consequences of proper nutrition and sun exposure</li> </ul> </p>	<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>• Field Day</li> <li>• Field Trip</li> </ul>

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<p>10.2 Healthful Living</p>						
<p>C. Analyze media health and safety messages and describe their impact on personal health and safety.</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. Analyze and apply a decision-making process to adolescent health and safety issues.</p>	<p>Student will:</p> <ul style="list-style-type: none"> <li>• Identify good ways to ask for things</li> <li>• List different ways to deal with problems</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> </ul>

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<p>10.2 Healthful Living</p>						
<p>E. Explain the interrelationship between the environment and personal health.</p> <ul style="list-style-type: none"> <li>• Ozone layer/skin cancer</li> <li>• Availability of health care/ individual health</li> <li>• Air pollution/ respiratory disease</li> <li>• Breeding environments/Lyme disease/West Nile virus</li> </ul>	<p>Student will:</p> <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>• 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>• Earth Day activities</li> </ul>

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<p>10.3 Safety and Injury Prevention</p>						
<p>A. Analyze the role of individual responsibility for safe practices and injury prevention in the home, school, and community.</p> <ul style="list-style-type: none"> <li>• Modes of transportation (e.g., pedestrian, bicycle,</li> <li>• Vehicular, passenger, farm vehicle, all-terrain vehicle)</li> <li>• Violence prevention in school</li> <li>• Self-protection in the home</li> <li>• Self-protection in public places</li> </ul>	<p>Student will:</p> <ul style="list-style-type: none"> <li>• Wear proper attire for play/ physical activity</li> <li>• Know and follow rules (group activities and game situations)</li> <li>• Integrate and follow rules/directions for the activity</li> <li>• Respect the space of others</li> <li>• Use appropriate applications (force, speed, etc.) when engaging in activities</li> <li>• Distinguish appropriate/safe conduct when moving throughout the environment</li> <li>• Examine and abide by rules of safe and appropriate conduct</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> <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> <li>• Use adapted equipment</li> <li>• Positive reinforcement</li> <li>• Repeat directions</li> <li>• Check for understanding</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> <li>• Leadership roles</li> </ul>

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<b>10.3 Safety and Injury Prevention</b>						
B. Describe and apply strategies for emergency and long-term management of injuries. •Rescue breathing •Water rescue •Self-care •Sport injuries	Student will: • Distinguish between common emergencies and the need to ask for medical assistance	<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> <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> <li>• Repeated directions</li> <li>• Check for understanding</li> <li>• Use adapted equipment</li> <li>• Time out</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> <li>• Leadership roles</li> </ul>

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<p>10.3 Safety and Injury Prevention</p>						
<p>C. Analyze and apply strategies to avoid or manage conflict and violence during adolescence. •Effective negotiation •Assertive behavior</p>	<p>Student will: •Identify potentially troublesome situations •Use The Self-Control Skill to stay out of trouble •List ways to manage peer conflict •Examine strategies that can be utilized to resolve conflicts</p>	<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> <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> <li>• Leadership roles</li> </ul>

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<b>10.3 Safety and Injury Prevention</b>						
<b>D. Analyze the role of individual responsibility for safety during organized group activities.</b>	Students will: <ul style="list-style-type: none"> <li>• Be prepared with proper foot ware for play and physical activity</li> <li>• Listen and follow teacher directions</li> <li>• Know and follow rules (group activities and game situations)</li> <li>• Move through space in a safe manner</li> <li>• Use equipment appropriate for individual size, skill, and setting.</li> <li>• Use/wear appropriate clothing and sunscreen for activities and play outdoors.</li> <li>• Participate in stretching activities before and after strenuous activity</li> <li>• Examine the individual's role to participate safely during organized activities</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> <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> <li>• Use of adapted equipment</li> <li>• Repeat instructions</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. Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.	Students will participate in: <ul style="list-style-type: none"> <li>• Games of low organization</li> <li>• Sports related activities</li> <li>• Perceptual motor/ manipulative skills</li> <li>• Rhythmic dance</li> <li>• Stunts &amp; tumbling</li> <li>• Creative movement</li> <li>• Basic loco motor skills</li> <li>• Fitness</li> <li>• Strength training</li> <li>• Personal fitness</li> <li>• Aerobic fitness</li> <li>• Orienteering in-line skating, climbing wall, tumbling, pickle ball, archery, golf, tennis, badminton, bowling, track &amp; field, wrestling</li> <li>• Cooperative games: basketball, football, hockey, lacrosse, soccer, softball, wiffle ball, volleyball</li> </ul>	<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>• Adapted PE equipment</li> <li>• Badminton</li> <li>• Balloons – Balls - Bases</li> <li>• Bean bags</li> <li>• CD's, Tapes</li> <li>• Charts</li> <li>• Climbing apparatus</li> <li>• Cones, spots</li> <li>• Flag - Cage ball</li> <li>• Frisbees</li> <li>• Goals</li> <li>• Golf Clubs</li> <li>• Helmets</li> <li>• Hockey sticks (Q-tips)</li> <li>• Juggling equipment</li> <li>• Jump Ropes</li> <li>• Kneepads</li> <li>• Lines on the floor,</li> <li>• Mats – Bases – Scoops</li> <li>• Nets</li> <li>• Orienteering Equipment</li> <li>• Paddles</li> <li>• Batons - Pins</li> <li>• Pinnies</li> <li>• Rackets – Ropes - Rings</li> <li>• Safety Equipment</li> <li>• Scarves</li> <li>• Tape measure</li> <li>• Tug of war rope</li> <li>• Videos - Whistles</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> <li>• Reading directions</li> <li>• Physical assistance</li> <li>• Modeling</li> </ul>	<ul style="list-style-type: none"> <li>• Jump rope for heart</li> <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>• Intramurals</li> <li>• Interscholastic sports, activity, club participation</li> <li>• Demonstration</li> </ul>

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<p>10.4 Physical Activity</p>						
<p>B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.</p> <ul style="list-style-type: none"> <li>• Stress management</li> <li>• Disease prevention</li> <li>• Weight management</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Investigate the benefits of exercise as the means to manage stress, disease and weight</li> </ul>	<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 – pair/share</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>• Posters</li> <li>• Worksheets</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>• Skill development</li> <li>• Sportsmanship</li> <li>• In-class assignments</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> <li>• Verbal &amp; physical prompt assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Jump rope for heart</li> <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>• Interscholastic sports, activity, club participation</li> <li>• Intramurals</li> <li>• Leadership roles</li> <li>• Peer teacher</li> <li>• Demonstrator</li> <li>• Community fitness</li> </ul>

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<p>10.4 Physical Activity</p>						
<p>C. Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.</p> <ul style="list-style-type: none"> <li>•Exercise (e.g., climate, altitude,</li> <li>•Location, temperature)</li> <li>•Healthy fitness zone</li> <li>•Individual fitness status (e.g.,</li> <li>•Cardio respiratory fitness, muscular endurance, muscular strength, flexibility)</li> <li>•Drug/substance use/abuse</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Investigate individual heart rates, target fitness zones, and various environmental factors that affect the body’s response to exercise</li> </ul>	<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>• 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>• Cage ball</li> <li>• Paddles</li> <li>• Hockey sticks (Q-tip)</li> <li>• Climbing apparatus</li> <li>• Adapted PE equipment</li> <li>• Juggling equipment</li> <li>• Scarves</li> <li>• Nets</li> <li>• Rackets</li> <li>• Tape measure</li> <li>• Goals</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> <li>• Skill development</li> <li>• Sportsmanship</li> <li>• In-class assignments</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>• Jump rope for heart</li> <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>• Interscholastic sports, activity, club participation</li> <li>• Intramurals</li> <li>• Leadership roles</li> <li>• Peer teacher</li> <li>• Demonstrator</li> <li>• Community fitness</li> </ul>

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<p>10.4 Physical Activity</p>						
<p>D. Analyze factors that affect physical activity preferences of adolescents.</p> <ul style="list-style-type: none"> <li>• Skill competence</li> <li>• Social benefits</li> <li>• Previous experience</li> <li>• Activity confidence</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Self-evaluate factors that affect their choice of physical activity</li> </ul>	<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>• 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>• 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>• Nets</li> <li>• Rackets</li> <li>• Tape measure</li> <li>• Goals</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> <li>• Skill development</li> <li>• Sportsmanship</li> <li>• In class assignments</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>• Jump rope for heart</li> <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>• Interscholastic sports, activity, club participation</li> <li>• Intramurals</li> <li>• Leadership roles</li> <li>• Peer teacher</li> <li>• Demonstrator</li> <li>• Community fitness</li> </ul>

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**GRADE 7**

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<p>10.4 Physical Activity</p>						
<p>E. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement.</p> <ul style="list-style-type: none"> <li>• Personal choice</li> <li>• Developmental differences</li> <li>• Amount of physical activity</li> <li>• Authentic practice</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Be able to distinguish how personal choice, developmental differences, amount of physical activity, and authentic practice impacts the relationship between participation in physical activity and motor skill improvement</li> </ul>	<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>• 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>• 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>• Nets</li> <li>• Rackets</li> <li>• Tape measure</li> <li>• Goals</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> <li>• Skill development</li> <li>• Sportsmanship</li> <li>• In class assignments</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>• Jump rope for heart</li> <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>• Interscholastic sports, activity, club participation</li> <li>• Intramurals</li> <li>• Leadership roles</li> <li>• Peer teacher</li> <li>• Demonstrator</li> <li>• Community fitness</li> <li>• Plan and implement a community-based instruction bowling activity using authentic practice.</li> </ul>

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<p>10.4 Physical Activity</p>						
<p>F. Analyze the effects of positive and negative interactions of adolescent group members in physical activities.</p> <ul style="list-style-type: none"> <li>• Group dynamics</li> <li>• Social pressure</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Examine how group dynamics and social pressures affect adolescent group members in physical activities</li> </ul>	<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>• 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> <li>• Skill development</li> <li>• Sportsmanship</li> <li>• In class assignments</li> <li>• Evaluation will be identified as adopted 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> <li>• Modeling</li> </ul>	<ul style="list-style-type: none"> <li>• Interscholastic sports, activity, club participation</li> <li>• Intramurals</li> <li>• Leadership roles</li> <li>• Peer teacher</li> <li>• Demonstrator</li> <li>• Community fitness</li> </ul>

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<p>10.5 Concepts, Principles, and Strategies of Movement</p>						
<p>A. Describe and apply the components of skill-related fitness to movement performance.</p> <ul style="list-style-type: none"> <li>• Agility</li> <li>• Balance</li> <li>• Coordination</li> <li>• Power</li> <li>• Reaction time</li> <li>• Speed</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Be able to analyze components needed to perform in various movement skills</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>• Bells</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>• Feathers</li> <li>• Plates</li> <li>Drums</li> </ul>			

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10.5 Concepts, Principles, and Strategies of Movement						
B. Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement. •Response selection •Stages of learning a motor skill (i.e. verbal cognitive, motor, automatic) •Types of skill (i.e. discrete, serial, continuous)	Students will: • Be able to discover that a complex skill can be performed in various ways and has many components					

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<p>10.5 Concepts, Principles, and Strategies of Movement</p>						
<p>C. Identify and apply practice strategies for skill improvement.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Be able to examine skills that impact movement through the use of blocked, variable, whole part, massed, distributed, and mental practice</li> </ul>					

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<b>10.5 Concepts, Principles, and Strategies of Movement</b>						
<p>D. Identify and describe the principles of training using appropriate vocabulary.</p> <ul style="list-style-type: none"> <li>• Specificity</li> <li>• Overload</li> <li>• Progression</li> <li>• Aerobic/anaerobic</li> <li>• Circuit/interval</li> <li>• Repetition/set</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Students will obtain knowledge pertaining to principles of training terminology</li> </ul>	<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>• 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>• 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>• Nets</li> <li>• Rackets</li> <li>• Tape measure</li> <li>• Goals</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> <li>• Skill development</li> <li>• Sportsmanship</li> <li>• In class assignments</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>• Jump rope for heart</li> <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>• Interscholastic sports, activity, club participation</li> <li>• Intramurals</li> <li>• Leadership roles</li> <li>• Peer teacher</li> <li>• Demonstrator</li> <li>• Community fitness</li> </ul>

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<p>E. Analyze and apply scientific and biomechanical principles to complex movements.</p> <ul style="list-style-type: none"> <li>• Centripetal/centrifugal force</li> <li>• Linear motion</li> <li>• Rotary motion</li> <li>• Friction/resistance</li> <li>• Equilibrium</li> <li>• Number of moving segments</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Relate knowledge of scientific and biomechanical principle when performing activity skills</li> </ul>	<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>• 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>• 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>• Nets</li> <li>• Rackets</li> <li>• Tape measure</li> <li>• Goals</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> <li>• Skill development</li> <li>• Sportsmanship</li> <li>• In class assignments</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>• Jump rope for heart</li> <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>• Interscholastic sports, activity, club participation</li> <li>• Intramurals</li> <li>• Leadership roles</li> <li>• Peer teacher</li> <li>• Demonstrator</li> <li>• Community fitness</li> </ul>

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**GRADE 7**

<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>
10.5 Concepts, Principles, and Strategies of Movement						
<p>F. Describe and apply game strategies to complex games and physical activities.</p> <ul style="list-style-type: none"> <li>• Offensive strategies</li> <li>• Defensive strategies</li> <li>• Time management</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Utilize their knowledge of offensive and defensive strategies as well as time management when participating in activities</li> </ul>					