

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

GRADE 8

<p style="text-align: center;">PA Academic Standards Student must be able to do</p>	<p style="text-align: center;">Objective Content or process student will be able to know and do</p>	<p style="text-align: center;">Instructional Methods</p>	<p style="text-align: center;">Materials/ Resources Textbooks, trade books, workbooks, software, hardware, etc.</p>	<p style="text-align: center;">*Assessment Procedures *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP</p>	<p style="text-align: center;">*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP</p>	<p style="text-align: center;">*Extended Learning Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP</p>
<p>10.1 Concepts of Health</p>						
<p>A. Analyze factors that impact growth and development between adolescence and adulthood.</p> <ul style="list-style-type: none"> • Relationships (e.g., dating, friendships, peer pressure) • Interpersonal communication • Risk factors (e.g., physical inactivity, substance abuse, intentional/unintentional injuries, dietary patterns) • Abstinence • STD and HIV prevention <p>Community</p>	<p>Student will be able to:</p> <ul style="list-style-type: none"> • Develop strategies for developing health skills and wise consumer habits • Examine positive mental emotional health and issues affecting their social lives • Point out examples of conflicts and violence and ways to deal with each • Examine the importance of engaging in regular physical activity to maintain health • Examine factors that contribute to good nutrition, body image, and eating disorders • Define the terms AIDS and HIV and explain how it is spread and point out how to avoid getting HIV 	<ul style="list-style-type: none"> • Direct Instruction • Independent practice • KWL chart • Research projects using the information Processing Model • Media • Guest speaker • Current events • Lecture • Small/large groups • Discussion 	<ul style="list-style-type: none"> • Textbook • Library resources, print & electronic • Videos 	<ul style="list-style-type: none"> • Worksheets • Discussions • Unit folders • Graphic organizers • Teacher made tests and quizzes • Projects • Charts • Teacher observations • Portfolio 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individual instruction • Pre-teach • Alternative assignments • Extended time • Re-read • Instructional games • Technology • Peer tutoring • Audio/visual 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Research projects

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10.1 Concepts of Health						
	Student will be able to: <ul style="list-style-type: none"> • State what sexually transmitted diseases are and explain why abstinence is the best way to avoid contracting STDs • Compare and contrast some common STDs and explain how some STDs can be treated 					

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<p>10.1 Concepts of Health</p>						
<p>B. Analyze the interdependence existing among the body systems.</p>	<ul style="list-style-type: none"> • Differentiate between the nine body systems • Explain how each system works in relation to each other • Point out the process of growth and development during each of life's stages from conception until adolescence. 	<ul style="list-style-type: none"> • Direct Instruction • Independent practice • KWL chart • Research projects using the information Processing Model • Media • Guest speaker • Current events • Lecture • Small/large groups • Discussion 	<ul style="list-style-type: none"> • Textbook • Library resources, print & electronic • Videos 	<ul style="list-style-type: none"> • Worksheets • Discussions • Unit folders • Graphic organizers • Teacher made tests and quizzes • Projects • Charts • Teacher observations • Portfolio 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individual instruction • Pre-teach • Alternative assignments • Extended time • Re-read • Instructional games • Technology • Peer tutoring • Audio/visual 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Research projects

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<p>10.1 Concepts of Health</p>						
<p>C. Analyze factors that impact nutritional choices of adolescents.</p> <ul style="list-style-type: none"> • Body image • Advertising • Dietary guidelines • Eating disorders • Peer influence • Athletic goals 		<ul style="list-style-type: none"> • Direct Instruction • Modeling • Learning Centers • Independent practice • KWL chart • Discussion groups • Role playing • Guided practice • Research projects • Oral reports 	<ul style="list-style-type: none"> • Videos • Nutrition charts • Worksheets • Food pyramid • Puzzles/Charts • Food group assortment • Primary health/ safety curriculum 	<ul style="list-style-type: none"> • Hands on activities • Discussions • Unit folders • Graphic organizers • Teacher made tests and quizzes • Projects • Charts • Teacher observations 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individual instruction • Pre-teach • Alternative assignments • Extended time • Re-read • Instructional games • Technology • Peer tutoring • Re-teach • Real life applications • Audio/visual 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Research projects • Real life applications

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<p>10.1 Concepts of Health</p>						
<p>D. Analyze prevention and intervention strategies in relation to adolescent and adult drug use.</p> <ul style="list-style-type: none"> • Decision-making/refusal skills • Situation avoidance • Goal setting • Professional assistance (e.g., medical, counseling, support groups) • Parent involvement 	<p>Students will:</p> <ul style="list-style-type: none"> • Investigate the dangers of using drugs • Be able to develop strategies to refuse these substances if they are offered • Identify the various agencies in the community – local, state, and national where assistance is available for drug problems 	<ul style="list-style-type: none"> • Role Playing • Modeling • Learning Centers • Independent practice • Discussion groups • Small/large groups • Projects • Current events • Research projects • Discovery 	<ul style="list-style-type: none"> • Videos • Worksheets • Textbooks • 101 Ready To Use Drug Prevention Activities • Nutrition charts • Worksheets • Food pyramid • Food group assortment • Health/safety curriculum • Posters • Research • Computers 	<ul style="list-style-type: none"> • Discussions • Simulations • Unit folders • Graphic organizers • Teacher made tests and quizzes • Projects • Charts • Teacher observations • Portfolios 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individualized instruction • Audio/visual • Extra study sessions • Additional practice 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Research projects • Real life applications

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10.1 Concepts of Health						
E. 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:</p>	<ul style="list-style-type: none"> • Direct Instruction • Discussion 	<ul style="list-style-type: none"> • Teacher created materials • Study guides • Videos 	<ul style="list-style-type: none"> • Hands on activities • Discussions • Unit folders • Graphic organizers • Teacher made tests and quizzes • Teacher observations • Student self-assessment • Cooperative group projects • Skits 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individual instruction • Pre-teach • Alternative assignments • Extended time • Re-read • Instructional games • Technology • Peer tutoring • Re-teach • Real life applications • Audio/visual 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Research projects • Real life applications

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

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

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<p>10.2 Healthful Living</p>						
<p>D. Analyze and apply a decision-making process to adolescent health and safety issues.</p>	<ul style="list-style-type: none"> • Identify various decision making processes and choose one that they feel will work best for them 	<ul style="list-style-type: none"> • Direct Instruction • Modeling • Learning Centers • Independent practice • KWL chart • Discussion groups • Role playing • Guided practice • Research projects • Oral reports • Current events 	<ul style="list-style-type: none"> • Guest Speakers • Visuals • AIU Videos • Safety Signs 	<ul style="list-style-type: none"> • Hands on activities • Discussions • Unit folders • Graphic organizers • Teacher made tests and quizzes • Projects • Charts • Teacher observations • Portfolio 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individual instruction • Pre-teach • Alternative assignments • Extended time • Re-read • Instructional games • Technology • Peer tutoring • Re-teach • Real life applications • Audio/visual • Extra study 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Research projects • Real life applications

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<p>10.2 Healthful Living</p>						
<p>E. Explain the interrelationship between the environment and personal health.</p> <ul style="list-style-type: none"> • Ozone layer/skin cancer • Availability of health care/ individual health • Air pollution/ respiratory disease • Breeding environments/Lyme disease/West Nile virus 		<ul style="list-style-type: none"> • Direct Instruction • Modeling • Learning Centers • Independent practice • KWL chart • Discussion groups • Role playing • Guided practice • Research projects • Oral reports 	<ul style="list-style-type: none"> • Guest Speakers • Visuals • AIU Videos • Safety Signs 	<ul style="list-style-type: none"> • Hands on activities • Discussions • Unit folders • Graphic organizers • Teacher made tests and quizzes • Projects • Charts • Teacher observations 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individual instruction • Pre-teach • Alternative assignments • Extended time • Re-read • Instructional games • Technology • Peer tutoring • Re-teach • Real life applications • Audio/visual 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Research projects • Real life applications • Earth Day activities

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<p>10.3 Safety and Injury Prevention</p>						
<p>A. 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"> • Modes of transportation (e.g., pedestrian, bicycle, • Vehicular, passenger, farm vehicle, all-terrain vehicle) • Violence prevention in school • Self-protection in the home • Self-protection in public places 	<ul style="list-style-type: none"> • Identify the importance of following safe habits as the best way to prevent injuries • State rules for safe use of various non-motorized and motorized methods of transportation • Identify what factors contribute to team violence and be able to point out what teams and schools can do to prevent and protect individuals against violence • Describe safety hazards in the home and ways to correct them • Explain safety precautions necessary when traveling in the community • Utilize proper attire for physical activity 	<ul style="list-style-type: none"> • Direct Instruction • Modeling • Learning Centers • Independent practice • KWL chart • Discussion groups • Role playing • Guided practice • Research projects • Oral reports 	<ul style="list-style-type: none"> • Guest Speakers • Visuals • AIU Videos • Safety Signs 	<ul style="list-style-type: none"> • Hands on activities • Discussions • Unit folders • Graphic organizers • Teacher made tests and quizzes • Projects • Charts • Teacher observations 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individual instruction • Pre-teach • Alternative assignments • Extended time • Re-read • Instructional games • Technology • Peer tutoring • Re-teach • Real life applications • Audio/visual 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Research projects • Real life applications • Fire and safety drills

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<p>10.3 Safety and Injury Prevention</p>						
	<ul style="list-style-type: none"> • Integrate and follow rules and directions for the activity • Examine and abide by the rules of safe and appropriate conduct • Distinguish appropriate/ safe conduct when moving through the environment • Use appropriate and safe application of force, speed, etc. when participating in activities 					

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<p>10.3 Safety and Injury Prevention</p>						
<p>B. Describe and apply strategies for emergency and long-term management of injuries.</p> <ul style="list-style-type: none"> •Rescue breathing •Water rescue •Self-care •Sport injuries 	<ul style="list-style-type: none"> •Distinguish between common emergencies and the need to ask for medical assistance 	<ul style="list-style-type: none"> • Direct Instruction • Modeling • Learning Centers • Independent practice • KWL chart • Discussion groups • Role playing • Guided practice • Research projects • Oral reports 	<ul style="list-style-type: none"> • Guest Speakers • Visuals • AIU Videos • Safety Signs 	<ul style="list-style-type: none"> • Hands on activities • Discussions • Unit folders • Graphic organizers • Teacher made tests and quizzes • Projects • Charts • Teacher observations 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individual instruction • Pre-teach • Alternative assignments • Extended time • Re-read • Instructional games • Technology • Peer tutoring • Re-teach • Real life applications • Audio/visual 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Research projects • Real life applications • Fire Drills

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<p>10.3 Safety and Injury Prevention</p>						
<p>C. Analyze and apply strategies to avoid or manage conflict and violence during adolescence.</p> <ul style="list-style-type: none"> •Effective negotiation •Assertive behavior 	<ul style="list-style-type: none"> •Discuss skills that can be used to resolve conflicts •Describe the importance of compromise in conflict resolution •Explain how the mediation process works and list the skills needed to become a peer mediator 	<ul style="list-style-type: none"> •Direct Instruction •Modeling •Learning Centers •Independent practice •KWL chart •Discussion groups •Role playing •Guided practice •Research projects •Oral reports 	<ul style="list-style-type: none"> • Guest Speakers • Visuals • AIU Videos • Safety Signs 	<ul style="list-style-type: none"> •Hands on activities •Discussions •Unit folders •Graphic organizers •Teacher made tests and quizzes •Projects •Charts •Teacher observations 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individual instruction • Pre-teach • Alternative assignments • Extended time • Re-read • Instructional games • Technology • Peer tutoring • Re-teach • Real life applications • Audio/visual 	<ul style="list-style-type: none"> •Independent projects •Peer teaching •Peer tutoring •Research projects •Real life applications

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10.3 Safety and Injury Prevention						
<p>D. Analyze the role of individual responsibility for safety during organized group activities.</p>	<p>Students will: •Examine the individual’s role to participate safely during organized group activities</p>	<ul style="list-style-type: none"> • Direct Instruction • Modeling • Learning Centers • Independent practice • KWL chart • Discussion groups • Role playing • Guided practice • Research projects • Oral reports 	<ul style="list-style-type: none"> • Guest Speakers • Visuals • AIU Videos • Safety Signs 	<ul style="list-style-type: none"> • Hands on activities • Discussions • Unit folders • Graphic organizers • Teacher made tests and quizzes • Projects • Charts • Teacher observations 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individual instruction • Pre-teach • Alternative assignments • Extended time • Re-read • Instructional games • Technology • Peer tutoring • Re-teach • Real life applications • Audio/visual 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Research projects • Real life applications

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

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<p>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"> • Stress management • Disease prevention • Weight management 	<p>Students will:</p> <ul style="list-style-type: none"> • Investigate the benefits of exercise as the means to manage stress, disease, and weight 	<ul style="list-style-type: none"> • Teacher directed • Cooperative learning • Peer instruction • Question and answer • Warm up • Anticipatory set • Introduce skill • Guided and independent practice • Lead up games • Games • Closure • Students with specific medical conditions/ limitations may participate in varying levels of activity (mild, moderate, strenuous) upon physician approval. They may also be excused from certain activities based on physician recommendation. These conditions/ limitations may be long or short term. 	<ul style="list-style-type: none"> • Posters • Worksheets 	<ul style="list-style-type: none"> • Participation skill development • Teacher observation • Peer feedback • Students identified with physical handicaps, disabilities, medical conditions, or special needs, performance and test scores will be adapted based on individual abilities • Grading/evaluation will be specifically identified as “adapted curriculum” 	<ul style="list-style-type: none"> • Checking for understanding • Repeat instruction • More practice time • Modeling • Adapt the skill • Break down the skill into parts • Modify rules/game strategies, time of play, distance, boundaries, speed, tempo for student with disabilities • Use of adapted PE equipment: Use of lighter, brighter, larger balls, softer balls, balloons, lower or enlarged targets or goals, larger striking equipment • Peer/adult support • Alternative activity 	<ul style="list-style-type: none"> • Jump rope for heart • Hoops for heart • Field day • NFL Punt, Pass, & Kick Contest • President’s Challenge • Family Fun Night

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<p>10.4 Physical Activity</p>						
<p>C. Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.</p> <ul style="list-style-type: none"> •Exercise (e.g., climate, altitude, •Location, temperature) •Healthy fitness zone •Individual fitness status (e.g., •Cardio respiratory fitness, muscular endurance, muscular strength, flexibility) •Drug/substance use/abuse 	<ul style="list-style-type: none"> • Students will investigate individual heart rates, target fitness zones, and various environmental factors that affect the body’s response to exercise 	<ul style="list-style-type: none"> • Teacher directed • Cooperative learning • Peer instruction • Question and answer • Warm up • Anticipatory set • Introduce skill • Guided and independent practice • Lead up games • Games • Closure • Students with specific medical conditions/ limitations may participate in varying levels of activity (mild, moderate, strenuous) upon physician approval. They may also be excused from certain activities based on physician recommendation. These conditions/ limitations may be long or short term. 	<ul style="list-style-type: none"> • Pinnies • Lines on the floor, • Cones, spots • Batons • Pins • Bean bags • Balls • Rings • Mats • Bases • Scoops • Flag • Cage ball • Paddles • Hockey sticks (Q-tip) • Climbing apparatus • Adapted PE equipment • Juggling equipment • Scarves • Jump ropes • Stop watches • Nets • Rackets • Tape measures • Goals 	<ul style="list-style-type: none"> • Participation skill development • Teacher observation • Peer feedback • Students identified with physical handicaps, disabilities, medical conditions, or special needs, performance and test scores will be adapted based on individual abilities • Grading/evaluation will be specifically identified as “adapted curriculum” • Sportsmanship 	<ul style="list-style-type: none"> • Checking for understanding • Repeat instruction • More practice time • Modeling • Adapt the skill • Break down the skill into parts • Modify rules/game strategies, time of play, distance, boundaries, speed, tempo for student with disabilities • Use of adapted PE equipment: Use of lighter, brighter, larger balls, softer balls, balloons, lower or enlarged targets or goals, larger striking equipment • Peer/adult support • Alternative activity 	<ul style="list-style-type: none"> • Jump rope for heart • Hoops for heart • Field day • NFL Punt, Pass, & Kick Contest • President’s Challenge • Family Fun Night • Leadership roles • Demonstrator • Peer Tutoring

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<p>10.4 Physical Activity</p>						
<p>D. Analyze factors that affect physical activity preferences of adolescents.</p> <ul style="list-style-type: none"> •Skill competence •Social benefits •Previous experience •Activity confidence 	<ul style="list-style-type: none"> •Students will self evaluate factors that affect their choice of physical activity 	<ul style="list-style-type: none"> • Teacher directed • Cooperative learning • Peer instruction • Question and answer • Warm up • Anticipatory set • Introduce skill • Guided and independent practice • Lead up games • Games • Closure • Students with specific medical conditions/ limitations may participate in varying levels of activity (mild, moderate, strenuous) upon physician approval. They may also be excused from certain activities based on physician recommendation. These conditions/ limitations may be long or short term. 	<ul style="list-style-type: none"> • Pinnies • Lines on the floor, • Cones, spots • Batons • Pins • Bean bags • Balls • Rings • Mats • Bases • Scoops • Flag • Cage ball • Paddles • Hockey sticks (Q-tip) • Climbing apparatus • Adapted PE equipment • Juggling equipment • Scarves • Jump ropes • Stop watches • Nets • Rackets • Tape measures • Goals 	<ul style="list-style-type: none"> • Participation skill development • Teacher observation • Peer feedback • Students identified with physical handicaps, disabilities, medical conditions, or special needs, performance and test scores will be adapted based on individual abilities • Grading/evaluation will be specifically identified as “adapted curriculum” • Sportsmanship 	<ul style="list-style-type: none"> • Checking for understanding • Repeat instruction • More practice time • Modeling • Adapt the skill • Break down the skill into parts • Modify rules/game strategies, time of play, distance, boundaries, speed, tempo for student with disabilities • Use of adapted PE equipment: Use of lighter, brighter, larger balls, softer balls, balloons, lower or enlarged targets or goals, larger striking equipment • Peer/adult support • Alternative activity 	<ul style="list-style-type: none"> • Jump rope for heart • Hoops for heart • Field day • NFL Punt, Pass, & Kick Contest • President’s Challenge • Family Fun Night • Leadership roles • Demonstrator • Peer Tutoring

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

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

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10.5 Concepts, Principles, and Strategies of Movement						
A. Describe and apply the components of skill-related fitness to movement performance. <ul style="list-style-type: none"> • Agility • Balance • Coordination • Power • Reaction time • Speed 	<ul style="list-style-type: none"> • Students will be able to analyze components needed to perform in various movement skills 	<ul style="list-style-type: none"> • Teacher directed • Cooperative learning • Peer instruction • Question and answer • Warm up • Anticipatory set • Introduce skill • Guided and independent practice • Lead up games • Games • Closure • Students with specific medical conditions/ limitations may participate in varying levels of activity (mild, moderate, strenuous) upon physician approval. They may also be excused from certain activities based on physician recommendation. These conditions/ limitations may be long or short term. 	<ul style="list-style-type: none"> • Pinnies • Lines on the floor, • Cones, spots • Batons • Pins • Bean bags • Balls • Rings • Mats • Bases • Scoops • Flag • Cage ball • Paddles • Hockey sticks • Climbing apparatus • Adapted PE equipment • Juggling equipment • Scarves 	<ul style="list-style-type: none"> • Participation skill development • Teacher observation • Peer feedback • Students identified with physical handicaps, disabilities, medical conditions, or special needs, performance and test scores will be adapted based on individual abilities • Grading/evaluation will be specifically identified as “adapted curriculum” • Sportsmanship 	<ul style="list-style-type: none"> • Checking for understanding • Repeat instruction • More practice time • Modeling • Adapt the skill • Break down the skill into parts • Modify rules/game strategies, time of play, distance, boundaries, speed, tempo for student with disabilities • Use of adapted PE equipment: Use of lighter, brighter, larger balls, softer balls, balloons, lower or enlarged targets or goals, larger striking equipment • Peer/adult support • Alternative activity 	<ul style="list-style-type: none"> • Jump rope for heart • Hoops for heart • Field day • NFL Punt, Pass, & Kick Contest • President’s Challenge • Family Fun Night • Leadership roles • Demonstrator • Peer Tutoring

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10.5 Concepts, Principles, and Strategies of Movement						
<p>B. Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement.</p> <ul style="list-style-type: none"> •Response selection •Stages of learning a motor skill (i.e. verbal cognitive, motor, automatic) •Types of skill (i.e. discrete, serial, continuous) 	<ul style="list-style-type: none"> • Students will be able to discover that a complex skill can be performed in various ways and has many components 	<ul style="list-style-type: none"> • Teacher directed • Cooperative learning • Peer instruction • Question and answer • Warm up • Anticipatory set • Introduce skill • Guided and independent practice • Lead up games • Games • Closure • Students with specific medical conditions/ limitations may participate in varying levels of activity (mild, moderate, strenuous) upon physician approval. They may also be excused from certain activities based on physician recommendation. These conditions/ limitations may be long or short term. 	<ul style="list-style-type: none"> • Pinnies • Lines on the floor, • Cones, spots • Hula hoops • Parachute • Batons • Pins • Bean bags • Balls • Rings • Mats • Bases • Scoops • Flag • Bells • Cage ball • Paddles • Hockey sticks • Climbing apparatus • Adapted PE equipment • Juggling equipment • Scarves • Feathers • Plates • Drums 	<ul style="list-style-type: none"> • Participation skill development • Teacher observation • Peer feedback • Students identified with physical handicaps, disabilities, medical conditions, or special needs, performance and test scores will be adapted based on individual abilities • Grading/evaluation will be specifically identified as “adapted curriculum” • Sportsmanship 	<ul style="list-style-type: none"> • Checking for understanding • Repeat instruction • More practice time • Modeling • Adapt the skill • Break down the skill into parts • Modify rules/game strategies, time of play, distance, boundaries, speed, tempo for student with disabilities • Use of adapted PE equipment: Use of lighter, brighter, larger balls, softer balls, balloons, lower or enlarged targets or goals, larger striking equipment • Peer/adult support • Alternative activity 	<ul style="list-style-type: none"> • Jump rope for heart • Hoops for heart • Field day • NFL Punt, Pass, & Kick Contest • President’s Challenge • Family Fun Night • Leadership roles • Demonstrator • Peer Tutoring

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

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

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

GRADE 8

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10.5 Concepts, Principles, and Strategies of Movement						
<p>E. Analyze and apply scientific and biomechanical principles to complex movements.</p> <ul style="list-style-type: none"> • Centripetal/centrifugal force • Linear motion • Rotary motion • Friction/resistance • Equilibrium • Number of moving segments 	<ul style="list-style-type: none"> • Students will relate the knowledge of scientific and biomedical principles when performing activity skills 	<ul style="list-style-type: none"> • Teacher directed • Cooperative learning • Peer instruction • Question and answer • Warm up • Anticipatory set • Introduce skill • Guided and independent practice • Lead up games • Games • Closure • Students with specific medical conditions/ limitations may participate in varying levels of activity (mild, moderate, strenuous) upon physician approval. They may also be excused from certain activities based on physician recommendation. These conditions/ limitations may be long or short term. 	<ul style="list-style-type: none"> • Pinnies • Lines on the floor, • Cones, spots • Hula hoops • Parachute • Batons • Pins • Bean bags • Balls • Rings • Mats • Bases • Scoops • Flag • Bells • Cage ball • Paddles • Hockey sticks • Climbing apparatus • Adapted PE equipment • Juggling equipment • Scarves • Feathers • Plates • Drums 	<ul style="list-style-type: none"> • Participation skill development • Teacher observation • Peer feedback • Students identified with physical handicaps, disabilities, medical conditions, or special needs, performance and test scores will be adapted based on individual abilities • Grading/evaluation will be specifically identified as “adapted curriculum” • Sportsmanship 	<ul style="list-style-type: none"> • Checking for understanding • Repeat instruction • More practice time • Modeling • Adapt the skill • Break down the skill into parts • Modify rules/game strategies, time of play, distance, boundaries, speed, tempo for student with disabilities • Use of adapted PE equipment: Use of lighter, brighter, larger balls, softer balls, balloons, lower or enlarged targets or goals, larger striking equipment • Peer/adult support • Alternative activity 	<ul style="list-style-type: none"> • Jump rope for heart • Hoops for heart • Field day • NFL Punt, Pass, & Kick Contest • President’s Challenge • Family Fun Night • Leadership roles • Demonstrator • Peer Tutoring

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