

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

**GRADE 9**

<p style="text-align: center;"><b>PA Academic Standards</b> Student must be able to do</p>	<p style="text-align: center;"><b>Objective</b> Content or process student will be able to know and do</p>	<p style="text-align: center;"><b>Instructional Methods</b></p>	<p style="text-align: center;"><b>Materials/ Resources</b> Textbooks, trade books, workbooks, software, hardware, etc.</p>	<p style="text-align: center;"><b>*Assessment Procedures</b> *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP</p>	<p style="text-align: center;"><b>*Additional Learning</b> Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP</p>	<p style="text-align: center;"><b>*Extended Learning</b> Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP</p>
<p>10.1 Concepts of Health</p>						
<p>A. Analyze factors that impact growth and development between adolescence and adulthood.</p> <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> <li>• Community</li> </ul>	<p>Students will: Identify the lifetime skills that influence:</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Family</li> <li>• Career</li> <li>• Fitness</li> <li>• Nutrition</li> </ul> <p>Identify STD's and HIV through:</p> <ul style="list-style-type: none"> <li>• Abstinence</li> <li>• Prevention</li> <li>• Medical Facts</li> <li>• Treatments</li> </ul> <p>Demonstrate through discussion the effects of substance abuse and use on their lives.</p> <ul style="list-style-type: none"> <li>• Underage drinking</li> <li>• Binge drinking</li> <li>• Illegal drugs vs. medications</li> <li>• The law</li> <li>• Future effects:                             <ul style="list-style-type: none"> <li>-Education</li> <li>-Careers/job</li> <li>-Loans</li> <li>-Driver's license</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Instruction group</li> <li>• Individual Projects</li> <li>• Video presentation</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Library resources</li> <li>• On-line resources</li> <li>• Films</li> <li>• Current issues</li> <li>• Textbooks</li> <li>• Worksheets</li> <li>• Packets</li> </ul>	<ul style="list-style-type: none"> <li>• Tests</li> <li>• Quizzes</li> <li>• Portfolio</li> <li>• Participation</li> <li>• Discussion</li> <li>• Projects</li> </ul>	<ul style="list-style-type: none"> <li>• Modify Lessons</li> <li>• Additional Practice</li> <li>• Peer Tutored</li> <li>• Extra Study Session</li> </ul>	<ul style="list-style-type: none"> <li>• Research</li> <li>• Peer Tutors</li> <li>• Teacher for a day</li> <li>• Develop Lesson Supplements</li> </ul>

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10.1 Concepts of Health						
B. Analyze the interdependence existing among the body systems.	Students will: <ul style="list-style-type: none"> <li>• List and explain the parts and functions of the muscular and integumentary systems.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Independent practice</li> <li>• KWL chart</li> <li>• Research projects using the information Processing Model</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Library resources, print &amp; electronic</li> <li>• Videos</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Discussion</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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<b>10.1 Concepts of Health</b>						
<b>C. Analyze factors that impact nutritional choices of adolescents.</b> <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>	Students will: <ul style="list-style-type: none"> <li>• Understand the major food groups</li> <li>• Observe connection between calories and energy</li> <li>• Be able to explain why the body needs nutritious food</li> <li>• Be able to identify how advertising impacts their choices around food.</li> <li>• Be able to discuss how physical exercise choices impact their over-all health</li> <li>• Be able to explain how the three nutrition guidelines (Dietary Guidelines for Americans, the Food Guide Pyramid, and the Nutrition Facts Panel) interrelate to make intelligent food choices</li> <li>• Be able to describe how to use the Food Guide Pyramid</li> <li>• Be able to identify the principles of healthy weight loss and healthy weight gain diets</li> <li>• Be able to identify issues around body image</li> <li>• Be able to recognize various eating disorders and have an understanding of the reasons that lead to their occurrence</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> <li>• Guest Speakers</li> <li>• Research papers</li> <li>• Projects</li> <li>• Media</li> <li>• Lecture</li> <li>• Current events</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>• Real life applications</li> <li>• Audio/visual</li> </ul>	<ul style="list-style-type: none"> <li>• Independent projects</li> <li>• Peer teaching</li> <li>• Peer tutoring</li> <li>• Research projects</li> <li>• Real life applications</li> </ul>

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10.1 Concepts of Health						
<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 test 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.	Students will: <ul style="list-style-type: none"> <li>• Be able to differentiate (explain) how their personal choices can impact the spread of communicable disease, the effects genetics has on their susceptibility for physical or mental problems</li> </ul>					

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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"> <li>• Understand the importance of health examinations for personal health.</li> <li>• Be able to understand how teen buying is influenced</li> <li>• Be able to identify what is involved in becoming an informed consumer of products and services that impact their health</li> </ul>	<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>• 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. •Tobacco products •Weight control products</p>	<p>Students will: •Realize consequences of proper nutrition and sun exposure •Be able to explain why some teens start using tobacco •Be able to identify strategies for avoiding tobacco use •Be able to explain ways tobacco users can quit •Be able to recognize the dangers inherent with weight control products</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> <li>• Be able to identify issues or messages that impact their personal safety</li> <li>• Will be able to identify the importance of safe habits</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>• 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>	<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>• 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> <li>• Be able to recognize the impact the depletion of the ozone layer has on the welfare of their skin and the importance of skin protective measures</li> <li>• Be able to explain the effects that air pollution has on respiratory problems</li> <li>• Be able to recognize how an unsafe environment can lead to the development and spread of various communicable diseases – example, lyme disease, ringworm, etc.</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>• 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>	<ul style="list-style-type: none"> <li>• Identify proper bus safety and behavior</li> <li>• Understand proper bicycle etiquette</li> <li>• Explain fire safety techniques</li> <li>• Move through space in a safe manner</li> <li>• Wear proper footwear for play/physical activity</li> <li>• Listen and follow teacher directions</li> <li>• Know and follow rules (group activities and game situations)</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>• Real life applications</li> <li>• Audio/visual</li> </ul>	<ul style="list-style-type: none"> <li>• Independent projects</li> <li>• Peer teaching</li> <li>• Peer tutoring</li> <li>• Research projects</li> <li>• Real life applications</li> <li>• Fire and safety drills</li> </ul>

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<b>10.3 Safety and Injury Prevention</b>						
<b>B. Describe and apply strategies for emergency and long-term management of injuries.</b> •Rescue breathing •Water rescue •Self-care •Sport injuries	The student will: •Describe ways to help in an emergency (e.g., accidental poisoning) •Be able to recognize and evaluate common emergencies, describe first-aid treatments for common emergencies and determine when it is necessary to call for medical assistance •Be able to demonstrate the correct procedure for rescue breathing and all of the emergency steps necessary to follow up to that point •Be able to describe basic non-entry water rescue techniques •Be able to identify ways to minimize the risk of injury when participating in a sport •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> </ul>	<ul style="list-style-type: none"> <li>• Hands on activities</li> <li>• Discussions</li> <li>• Unit folders</li> <li>• Graphic organizers</li> <li>• Teacher made tests and quizzes</li> <li>• Projects</li> <li>• Charts</li> <li>• Teacher observations</li> </ul>	<ul style="list-style-type: none"> <li>• Review</li> <li>• Re-teach</li> <li>• Flexible grouping</li> <li>• Individual instruction</li> <li>• Pre-teach</li> <li>• Alternative assignments</li> <li>• Extended time</li> <li>• Re-read</li> <li>• Instructional games</li> <li>• Technology</li> <li>• Peer tutoring</li> <li>• Real life applications</li> <li>• Audio/visual</li> </ul>	<ul style="list-style-type: none"> <li>• Independent projects</li> <li>• Peer teaching</li> <li>• Peer tutoring</li> <li>• Research projects</li> <li>• Real life applications</li> <li>• Fire Drills</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>Students 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 conflict</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> </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 footwear 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>• Be able to explain the three basic aspects of safety, 1) safe behavior 2) safe and proper equipment 3) knowing their personal limits</li> <li>• Examine the individual's role to participate safely during organized group activity</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>• 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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<b>10.4 Physical Activity</b>						
<b>A. Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.</b>	Students will participate in: <ul style="list-style-type: none"> <li>• Game of low organization</li> <li>• Sports related activities</li> <li>• Perceptual motor/ manipulative skills</li> <li>• Rhythmic dance</li> <li>• Creative movement</li> <li>• Basic loco motor skills</li> <li>• Fitness</li> </ul> Students will: <ul style="list-style-type: none"> <li>• Identify the importance of following safe habits as the best way to prevent injuries</li> <li>• Utilize skills needed to participate in a variety of sports, recreational, and fitness activities</li> <li>• Participate in games of low organization/cooperative games</li> <li>• Participate in team sports, handball, stick ball, speed ball, team handball, gator ball, basketball, football, hockey, Lacrosse, soccer, softball/wiffle ball, volleyball</li> <li>• Participate in individual sports/small group sports</li> <li>• Participate in archery, Frisbee, golf, pickleball, tennis, badminton, bowling, track &amp; field, wrestling, orienteering, wall climbing, in-line skating</li> <li>• Participate in personal fitness: Aerobic fitness, strength training, circuit training</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>• Flags</li> <li>• Cage ball</li> <li>• Paddles</li> <li>• Hockey sticks</li> <li>• Climbing apparatus</li> <li>• Adapted PE equipment</li> <li>• Elliptical trainer</li> <li>• Weight Machines</li> <li>• Free Weight</li> <li>• Dumbbells</li> <li>• Nets</li> <li>• Treadmill</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>• Proper Preparation</li> <li>• Conduct/Attitude and Performance</li> <li>• Sportsmanship</li> <li>• Written Tests</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>• Peer tutoring</li> <li>• Creative movement</li> <li>• Basic loco motor skills</li> <li>• Fitness</li> <li>• Student Carnival</li> <li>• Intramurals</li> <li>• Interscholastic sports</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>• Begin to identify the positive effects of regular participation in physical activities</li> <li>• Begin to identify the negative effects of regular participation in physical activities</li> <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</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> <li>• Videos (DVD's, CD's, Camcorder)</li> </ul>	<ul style="list-style-type: none"> <li>• Participation skill development</li> <li>• Teacher observation</li> <li>• Peer feedback</li> <li>• Students identified with physical handicaps, disabilities, medical conditions, or special needs, performance and test scores will be adapted based on individual abilities</li> <li>• Grading/evaluation will be specifically identified as "adapted curriculum"</li> </ul>	<ul style="list-style-type: none"> <li>• Checking for understanding</li> <li>• Repeat instruction</li> <li>• More practice time</li> <li>• Modeling</li> <li>• Adapt the skill</li> <li>• Break down the skill into parts</li> <li>• Modify rules/game strategies, time of play, distance, boundaries, speed, tempo for student with disabilities</li> <li>• Use of adapted PE equipment: Use of lighter, brighter, larger balls, softer balls, balloons, lower or enlarged targets or goals, larger striking equipment</li> <li>• Peer/adult support</li> <li>• Alternative activity</li> </ul>	<ul style="list-style-type: none"> <li>• 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>• Student Carnival</li> <li>• Intramurals</li> <li>• Interscholastic sports</li> </ul>

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<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>	<ul style="list-style-type: none"> <li>• Students will discuss differences in heart rate and breathing rate during moderate to vigorous physical activity</li> <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>• Flags</li> <li>• Cage ball</li> <li>• Paddles</li> <li>• Hockey sticks</li> <li>• Climbing apparatus</li> <li>• Adapted PE equipment</li> <li>• Elliptical trainer</li> <li>• Weight machines</li> <li>• Dumb bells</li> <li>• Free weights</li> <li>• Treadmill</li> </ul>	<ul style="list-style-type: none"> <li>• Participation skill development</li> <li>• Teacher observation</li> <li>• Peer feedback</li> <li>• Students identified with physical handicaps, disabilities, medical conditions, or special needs, performance and test scores will be adapted based on individual abilities</li> <li>• Grading/evaluation will be specifically identified as “adapted curriculum”</li> <li>• Sportsmanship</li> </ul>	<ul style="list-style-type: none"> <li>• Checking for understanding</li> <li>• Repeat instruction</li> <li>• More practice time</li> <li>• Modeling</li> <li>• Adapt the skill</li> <li>• Break down the skill into parts</li> <li>• Modify rules/game strategies, time of play, distance, boundaries, speed, tempo for student with disabilities</li> <li>• Use of adapted PE equipment: Use of lighter, brighter, larger balls, softer 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>• Student Carnival</li> <li>• Intramurals</li> <li>• Interscholastic sports</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>• State the activities that they like and dislike</li> <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>• Flags</li> <li>• Cage ball</li> <li>• Paddles</li> <li>• Hockey sticks</li> <li>• Adapted PE equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Participation skill development</li> <li>• Teacher observation</li> <li>• Peer feedback</li> <li>• Students identified with physical handicaps, disabilities, medical conditions, or special needs, performance and test scores will be adapted based on individual abilities</li> <li>• Grading/evaluation will be specifically identified as “adapted curriculum”</li> <li>• Sportsmanship</li> <li>• Proper preparation</li> <li>• Conduct/attitude performance</li> <li>• Written tests</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>• Student Carnival</li> <li>• Intramurals</li> <li>• Interscholastic sports</li> </ul>

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E. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement. <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>	Student will: <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 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>• Flags</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>• Elliptical trainer</li> <li>• Dumb bells</li> <li>• Free weights</li> <li>• Treadmill</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>• Proper preparation</li> <li>• Conduct/attitude performance</li> <li>• Written tests</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>• Student Carnival</li> <li>• Intramurals</li> <li>• Interscholastic sports</li> </ul>

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<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>• 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>• Flags</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>• Elliptical trainer</li> <li>• Dumb bells</li> <li>• Free weights</li> <li>• Treadmill</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>• Proper preparation</li> <li>• Conduct/attitude performance</li> <li>• Written tests</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>• Student Carnival</li> <li>• Intramurals</li> <li>• Interscholastic sports</li> </ul>

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<b>10.5 Concepts, Principles, and Strategies of Movement</b>						
<b>A. Describe and apply the components of skill-related fitness to movement performance.</b> <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> <li>• Strength</li> <li>• Endurance</li> </ul>	<b>Student will:</b> <ul style="list-style-type: none"> <li>▪ Be able to analyze components needed to perform in various movement skills and individual and team sports</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>• Flags</li> <li>• Cage ball</li> <li>• Paddles</li> <li>• Hockey sticks</li> <li>• Climbing apparatus</li> <li>• Adapted PE equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Participation skill development</li> <li>• Teacher observation</li> <li>• Peer feedback</li> <li>• Students identified with physical handicaps, disabilities, medical conditions, or special needs, performance and test scores will be adapted based on individual abilities</li> <li>• Grading/evaluation will be specifically identified as “adapted curriculum”</li> <li>• Proper preparation</li> <li>• Conduct/attitude and performance</li> <li>• Sportsmanship</li> <li>• Written tests</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>• Peer Tutoring</li> <li>• Creative movement</li> <li>• Basic loco motor skills</li> <li>• Fitness</li> </ul>

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<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"> <li>•Response selection</li> <li>•Stages of learning a motor skill (i.e. verbal cognitive, motor, automatic)</li> <li>•Types of skill (i.e. discrete, serial, continuous)</li> </ul>	<p>Student will:</p> <ul style="list-style-type: none"> <li>▪ Be able to discover that a complex skill can be performed in various ways and has many components</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>• Flags</li> <li>• Cage ball</li> <li>• Paddles</li> <li>• Hockey sticks</li> <li>• Climbing apparatus</li> <li>• Adapted PE equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Participation skill development</li> <li>• Teacher observation</li> <li>• Peer feedback</li> <li>• Students identified with physical handicaps, disabilities, medical conditions, or special needs, performance and test scores will be adapted based on individual abilities</li> <li>• Grading/evaluation will be specifically identified as “adapted curriculum”</li> <li>• Proper preparation</li> <li>• Conduct/attitude and performance</li> <li>• Sportsmanship</li> <li>• Written tests</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>• Peer Tutoring</li> <li>• Creative movement</li> <li>• Basic loco motor skills</li> <li>• Fitness</li> </ul>

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<p>C. Identify and apply practice strategies for skill improvement.</p>	<p>Student 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>	<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>• Flags</li> <li>• Cage ball</li> <li>• Paddles</li> <li>• Hockey sticks</li> <li>• Climbing apparatus</li> <li>• Adapted PE equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Participation skill development</li> <li>• Teacher observation</li> <li>• Peer feedback</li> <li>• Students identified with physical handicaps, disabilities, medical conditions, or special needs, performance and test scores will be adapted based on individual abilities</li> <li>• Grading/evaluation will be specifically identified as “adapted curriculum”</li> <li>• Proper preparation</li> <li>• Conduct/attitude and performance</li> <li>• Sportsmanship</li> <li>• Written tests</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>• Peer Tutoring</li> <li>• Creative movement</li> <li>• Basic loco motor skills</li> <li>• Fitness</li> </ul>

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<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>Student will:</p> <ul style="list-style-type: none"> <li>▪ 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>• Flags</li> <li>• Cage ball</li> <li>• Paddles</li> <li>• Hockey sticks</li> <li>• Climbing apparatus</li> <li>• Adapted PE equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Participation skill development</li> <li>• Teacher observation</li> <li>• Peer feedback</li> <li>• Students identified with physical handicaps, disabilities, medical conditions, or special needs, performance and test scores will be adapted based on individual abilities</li> <li>• Grading/evaluation will be specifically identified as “adapted curriculum”</li> <li>• Proper preparation</li> <li>• Conduct/attitude and performance</li> <li>• Sportsmanship</li> <li>• Written tests</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>• Peer Tutoring</li> <li>• Creative movement</li> <li>• Basic loco motor skills</li> <li>• 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>Student will:</p> <ul style="list-style-type: none"> <li>▪ Relate the knowledge of scientific and biomechanical principles 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>• Flags</li> <li>• Cage ball</li> <li>• Paddles</li> <li>• Hockey sticks</li> <li>• Climbing apparatus</li> <li>• Adapted PE equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Participation skill development</li> <li>• Teacher observation</li> <li>• Peer feedback</li> <li>• Students identified with physical handicaps, disabilities, medical conditions, or special needs, performance and test scores will be adapted based on individual abilities</li> <li>• Grading/evaluation will be specifically identified as “adapted curriculum”</li> <li>• Proper preparation</li> <li>• Conduct/attitude and performance</li> <li>• Sportsmanship</li> <li>• Written tests</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>• Peer Tutoring</li> <li>• Creative movement</li> <li>• Basic loco motor skills</li> <li>• Fitness</li> </ul>

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<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>	<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>• Flags</li> <li>• Cage ball</li> <li>• Paddles</li> <li>• Hockey sticks</li> <li>• Climbing apparatus</li> <li>• Adapted PE equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Participation skill development</li> <li>• Teacher observation</li> <li>• Peer feedback</li> <li>• Students identified with physical handicaps, disabilities, medical conditions, or special needs, performance and test scores will be adapted based on individual abilities</li> <li>• Grading/evaluation will be specifically identified as “adapted curriculum”</li> <li>• Proper preparation</li> <li>• Conduct/attitude and performance</li> <li>• Sportsmanship</li> <li>• Written tests</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>• Peer Tutoring</li> <li>• Creative movement</li> <li>• Basic loco motor skills</li> <li>• Fitness</li> </ul>