

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

GRADE 10

<p style="text-align: center;">PA Academic Standards Student must be able to do</p>	<p style="text-align: center;">Objective Content or process student will be able to know and do</p>	<p style="text-align: center;">Instructional Methods</p>	<p style="text-align: center;">Materials/ Resources Textbooks, trade books, workbooks, software, hardware, etc.</p>	<p style="text-align: center;">*Assessment Procedures *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP</p>	<p style="text-align: center;">*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP</p>	<p style="text-align: center;">*Extended Learning Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP</p>
<p>10.1 Concepts of Health</p>						
<p>A. Evaluate factors that impact growth and development during adulthood and late adulthood.</p> <ul style="list-style-type: none"> • acute and chronic illness • communicable and non- communicable disease • health status • relationships (e.g., marriage, divorce, loss) • career choice • aging process • retirement 	<p>Students will:</p> <ul style="list-style-type: none"> • Discriminate between communicable and non-communicable diseases • Integrate and explain how relationships spread infectious disease • Formulate a plan for future goals 	<ul style="list-style-type: none"> • Instruction group • Individual Projects • Video presentation • Discussion 	<ul style="list-style-type: none"> • Library resources • On-line resources • Films • Current issues • Textbooks • Worksheets • Packets 	<ul style="list-style-type: none"> • Tests • Quizzes • Portfolio • Participation • Discussion • Projects 	<ul style="list-style-type: none"> • Modify Lessons • Additional Practice • Peer Tutored • Extra Study Session 	<ul style="list-style-type: none"> • Research • Peer Tutors • Teacher for a day • Develop Lesson Supplements

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<p>10.1 Concepts of Health</p>						
<p>B. Evaluate factors that impact the body systems and apply protective/preventive strategies.</p> <ul style="list-style-type: none"> •fitness level •environment (e.g., pollutants, available health care) •health status (e.g., physical, mental, social) •nutrition 	<p>Students will:</p> <ul style="list-style-type: none"> • List and explain the parts and functions of the muscular and integumentary systems. • Integrate how the three aspects of health are affected by the environment. • Assess the symptoms, causes, and treatments of various injuries, diseases, and disorders of the body systems. • Differentiate between the different body parts utilized within each system. • Explain and discuss the relationship between each body system. • Research the effects of improper care of each body system. 	<ul style="list-style-type: none"> • Direct Instruction • Independent practice • KWL chart • Research projects using the information Processing Model 	<ul style="list-style-type: none"> • Textbook • Library resources, print & electronic • Videos 	<ul style="list-style-type: none"> • Worksheets • Discussions • Unit folders • Graphic organizers • Teacher made tests and quizzes • Projects • Charts • Teacher observations 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individual instruction • Pre-teach • Alternative assignments • Extended time • Re-read • Instructional games • Technology • Peer tutoring • Audio/visual 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Research projects

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<p>10.1 Concepts of Health</p>						
<p>C. Analyze factors that impact nutritional choices of adults.</p> <ul style="list-style-type: none"> • cost • food preparation (e.g., time, skills) • consumer skills (e.g., understanding food labels, evaluating fads) • nutritional knowledge • changes in nutritional requirements (e.g., age, physical activity level) 	<p>Students will:</p> <ul style="list-style-type: none"> • Understand the major food groups • Observe connection between calories and energy 	<ul style="list-style-type: none"> • Direct Instruction • Modeling • Learning Centers • Independent practice • KWL chart • Discussion groups • Role playing • Guided practice • Research projects • Oral reports 	<ul style="list-style-type: none"> • Videos • Nutrition charts • Worksheets • Food pyramid • Puzzles/Charts • Food group assortment • Primary health/ safety curriculum 	<ul style="list-style-type: none"> • Hands on activities • Discussions • Unit folders • Graphic organizers • Teacher made tests and quizzes • Projects • Charts • Teacher observations 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individual instruction • Pre-teach • Alternative assignments • Extended time • Re-read • Instructional games • Technology • Peer tutoring • Re-teach • Real life applications • Audio/visual 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Research projects • Real life applications

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<p>10.1 Concepts of Health</p>						
<p>D. Evaluate issues relating to the use/non-use of drugs.</p> <ul style="list-style-type: none"> • psychology of addiction • social impact (e.g., cost, relationships) • chemical use and fetal development • laws relating to alcohol, tobacco and chemical substances • impact on the individual • impact on the community 	<p>Students will:</p> <ul style="list-style-type: none"> • Articulate basic refusal skills • Understand that personal choice affects outcomes • Summarize sources and laws that relate to addictive behaviors • Assess the impact of the person's addiction on the community 	<ul style="list-style-type: none"> • Role Playing • Modeling • Learning Centers • Independent practice • Discussion groups 	<ul style="list-style-type: none"> • Videos • Worksheets • Textbooks • 101 Ready To Use Drug Prevention Activities • Nutrition charts • Worksheets • Food pyramid • Food group assortment • Primary health/ safety curriculum 	<ul style="list-style-type: none"> • Discussions • Simulations • Unit folders • Graphic organizers • Teacher made tests and quizzes • Projects • Charts • Teacher observations 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individualized instruction • Audio/visual 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Research projects • Real life applications

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10.1 Concepts of Health						
<p>E. Identify and analyze factors that influence the prevention and control of health problems.</p> <ul style="list-style-type: none"> • research • medical advances • technology • government policies/regulations 	<p>Students will:</p> <ul style="list-style-type: none"> • Summarize information from different sources that will improve health problems. 	<ul style="list-style-type: none"> • Role Playing • Modeling • Learning Centers • Independent practice • Discussion groups 	<ul style="list-style-type: none"> • Videos • Worksheets • Textbooks • 101 Ready To Use Drug Prevention Activities • Nutrition charts • Worksheets • Food pyramid • Food group assortment • Primary health/ safety curriculum 	<ul style="list-style-type: none"> • Discussions • Simulations • Unit folders • Graphic organizers • Teacher made tests and quizzes • Projects • Charts • Teacher observations 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individualized instruction • Audio/visual 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Research projects • Real life applications

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

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

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

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

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10.2 Healthful Living						
E. Analyze the interrelationship between environmental factors and community health. •public health policies and laws/health promotion and disease prevention •individual choices/maintenance of environment •recreational opportunities/ health status	Student will: •List ways to reduce, reuse, and recycle •Explain the importance of reducing, reusing, and recycling on the environment •Select ways that an individual can maintain a healthy living environment •Recommend methods that distinguish health policies and promotions	<ul style="list-style-type: none"> • Direct Instruction • Modeling • Learning Centers • Independent practice • KWL chart • Discussion groups • Role playing • Guided practice • Research projects • Oral reports 	<ul style="list-style-type: none"> • Guest Speakers • Visuals • AIU Videos • Safety Signs 	<ul style="list-style-type: none"> • Hands on activities • Discussions • Unit folders • Graphic organizers • Teacher made tests and quizzes • Projects • Charts • Teacher observations 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individual instruction • Pre-teach • Alternative assignments • Extended time • Re-read • Instructional games • Technology • Peer tutoring • Re-teach • Real life applications • Audio/visual 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Research projects • Real life applications • Earth Day activities

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<p>10.3 Safety and Injury Prevention</p>						
<p>A. Assess the personal and legal consequences of unsafe practices in the home, school or community.</p> <ul style="list-style-type: none"> • loss of personal freedom • personal injury • loss of income • impact on others • loss of motor vehicle operator’s license 	<ul style="list-style-type: none"> • Identify proper bus safety and behavior • Understand proper bicycle etiquette • Explain fire safety techniques • Move through space in a safe manner • Wear proper footwear for play/ physical activity • Listen and follow teacher directions • Know and follow rules (group activities and game situations) 	<ul style="list-style-type: none"> • Direct Instruction • Modeling • Learning Centers • Independent practice • KWL chart • Discussion groups • Role playing • Guided practice • Research projects • Oral reports 	<ul style="list-style-type: none"> • Guest Speakers • Visuals • AIU Videos • Safety Signs 	<ul style="list-style-type: none"> • Hands on activities • Discussions • Unit folders • Graphic organizers • Teacher made tests and quizzes • Projects • Charts • Teacher observations 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individual instruction • Pre-teach • Alternative assignments • Extended time • Re-read • Instructional games • Technology • Peer tutoring • Re-teach • Real life applications • Audio/visual 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Research projects • Real life applications • Fire and safety drills

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<p>10.3 Safety and Injury Prevention</p>						
<p>B. Analyze and apply strategies for the management of injuries. •CPR •advanced first aid</p>	<p>Student will: •Describe ways to help in an emergency (e.g., accidental poisoning) •Integrate first aid techniques to utilize during common medical emergencies</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 • Fire Drills

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<p>10.3 Safety and Injury Prevention</p>						
<p>C. Analyze the impact of violence on the victim and surrounding community</p>	<ul style="list-style-type: none"> • Identify potentially troublesome situations • Use The Self-Control Skill to stay out of trouble • List ways to manage peer conflict 	<ul style="list-style-type: none"> • Direct Instruction • Modeling • Learning Centers • Independent practice • KWL chart • Discussion groups • Role playing • Guided practice • Research projects • Oral reports 	<ul style="list-style-type: none"> • Guest Speakers • Visuals • AIU Videos • Safety Signs 	<ul style="list-style-type: none"> • Hands on activities • Discussions • Unit folders • Graphic organizers • Teacher made tests and quizzes • Projects • Charts • Teacher observations 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individual instruction • Pre-teach • Alternative assignments • Extended time • Re-read • Instructional games • Technology • Peer tutoring • Re-teach • Real life applications • Audio/visual 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Research projects • Real life applications

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10.3 Safety and Injury Prevention						
<p>D. Evaluate the benefits, risks, and safety factors associated with self-selected life-long physical activities.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Be prepared with proper foot ware for play and physical activity • Listen and follow teacher directions • Know and follow rules (group activities and game situations) • Move through space in a safe manner • Use equipment appropriate for individual size, skill, and setting. • Use/wear appropriate clothing and sunscreen for activities and play outdoors. • Participate in stretching activities before and after strenuous activity • Conclude the differences between benefits, risks, and safety factors in life-long activities. 	<ul style="list-style-type: none"> • Direct Instruction • Modeling • Learning Centers • Independent practice • KWL chart • Discussion groups • Role playing • Guided practice • Research projects • Oral reports 	<ul style="list-style-type: none"> • Guest Speakers • Visuals • AIU Videos • Safety Signs 	<ul style="list-style-type: none"> • Hands on activities • Discussions • Unit folders • Graphic organizers • Teacher made tests and quizzes • Projects • Charts • Teacher observations 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individual instruction • Pre-teach • Alternative assignments • Extended time • Re-read • Instructional games • Technology • Peer tutoring • Re-teach • Real life applications • Audio/visual 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Research projects • Real life applications

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10.4 Physical Activity						
A. Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.	<ul style="list-style-type: none"> • Game of low organization • Sports related activities • Perceptual motor/ manipulative skills • Rhythmic dance • Creative movement • Basic loco-motor skills • Fitness • Explain the importance of regular physical activity in the promotion of a desirable level of personal physical fitness • Develop and execute a personalized fitness program that demonstrates satisfactory levels of cardiovascular endurance, muscular strength and endurance, and flexibility • Fitness activities (Weight Training, Aerobics, C.C. Walking, Track “N” Field, Rhythmic Activities) • Individual activities (Badminton, Bocce, Golf, Horseshoes, In-Line Skating, Self-Defense, Shuffleboard, Table Tennis, Tennis) • Model the importance of regular physical activity in the promotion of a desirable level of personal physical fitness • Produce and execute a personalized fitness program that demonstrates satisfactory levels of cardiovascular endurance, muscular strength and endurance, and flexibility • Fitness activities (Weight Training, Aerobics, C.C. Walking, Track “N” Field, Rhythmic Activities) • Individual activities (Badminton, Bocce, Golf, Horseshoes, In-Line Skating, Self-Defense, Shuffleboard, Table Tennis, Tennis) 	<ul style="list-style-type: none"> • Teacher directed • Cooperative learning • Peer instruction • Question and answer • Warm up • Anticipatory set • Introduce skill • Guided and independent practice • Lead up games • Games • Closure • Students with specific medical conditions/ limitations may participate in varying levels of activity (mild, moderate, strenuous) upon physician approval. They may also be excused from certain activities based on physician recommendation. These conditions/ limitations may be long or short term. 	<ul style="list-style-type: none"> • Pinnies • Lines on the floor, • Cones, spots • Hula hoops • Batons • Pins • Bean bags • Balls & Mats • Rings • Bases • Scoops • Flag • Cage ball • Paddles • Hockey sticks • Climbing apparatus • Adapted PE equipment • Juggling equipment 	<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” • Proper preparation • Conduct/Attitude and Performance • Sportsmanship • Written Test 	<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 • Creative movement • Basic loco-motor skills • Fitness • Intramurals • Interscholastic sports • Student Carnival

**WEST JEFFERSON HILLS SCHOOL DISTRICT
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GRADE 10

PA Academic Standards Student must be able to do	Objective Content or process student will be able to know and do	Instructional Methods	Materials/ Resources Textbooks, trade books, workbooks, software, hardware, etc.	*Assessment Procedures *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP	*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP	*Extended Learning Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP
10.4 Physical Activity						
B. Analyze the effect regular participation in a self-selected program of moderate to vigorous physical activities. <ul style="list-style-type: none"> • social • physiological • psychological 	Students will: <ul style="list-style-type: none"> • Begin to identify the positive effects of regular participation in physical activities • Begin to identify the negative effects of regular participation in physical activities • Summarize through the development of a fitness program how the social, physiological, and psychological aspects of health are affected • Fitness activities (Weight Training, Aerobics, C.C. Walking, Track 'N' Field, Rhythmic Activities) • Individual activities (Badminton, Bocce, Golf, Horseshoes, In-Line Skating, Self-Defense, Shuffleboard, Table Tennis, Tennis) • Low Org Games (Cage Volleyball, Dodgeball, Matball, Gatorball)) • Apply through the development of a fitness program how the social, physiological, and psychological aspects of health are affected • Fitness activities (Weight Training, Aerobics, C.C. Walking, Track 'N' Field, Rhythmic Activities) • Individual activities (Badminton, Bocce, Golf, Horseshoes, In-Line Skating, Self-Defense, Shuffleboard, Table Tennis, Tennis) • Low Org Games (Cage Volleyball, Dodgeball, Matball) 	<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 • Videos, DVD's, CD's, Camcorder 	<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" • Proper preparation, appropriate uniform • Conduct and attitude • Sportsmanship • Written test 	<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 • Student carnival • Intramurals • Interscholastic sports

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HEALTH, SAFETY, & PHYSICAL EDUCATION CURRICULUM**

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10.4 Physical Activity						
<p>C. Evaluate how changes in adult health status may affect the responses of the body systems during moderate to vigorous physical activity.</p> <ul style="list-style-type: none"> •aging •injury •disease •diet 	<ul style="list-style-type: none"> • Students will discuss differences in heart rate and breathing rate during moderate to vigorous physical activity • Assess target heart rate and explain how age, injury, and disease affect how the body functions • Fitness activities (Weight Training, Aerobics, C.C. Walking) • Assess target heart rate and explain how age, injury, and disease affect how the body functions • Fitness activities (Weight Training, Aerobics, C.C. Walking) 	<ul style="list-style-type: none"> • Teacher directed • Cooperative learning • Peer instruction • Question and answer • Warm up • Anticipatory set • Introduce skill • Guided and independent practice • Lead up games • Games • Closure • Students with specific medical conditions/ limitations may participate in varying levels of activity (mild, moderate, strenuous) upon physician approval. They may also be excused from certain activities based on physician recommendation. These conditions/ limitations may be long or short term. 	<ul style="list-style-type: none"> • Pinnies • Lines on the floor, • Cones, spots • Hula hoops • Batons • Pins • Bean bags • Balls • Rings • Mats • Bases • Scoops • Flag • Cage ball • Paddles • Hockey sticks • Climbing apparatus • Adapted PE equipment • Juggling equipment 	<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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10.4 Physical Activity						
D. Evaluate factors that affect physical activity and exercise preferences of adults. <ul style="list-style-type: none"> •personal challenge •physical benefits •finances •motivation •access to activity •self-improvement 	Students will: <ul style="list-style-type: none"> •State the activities that they like and dislike. •Explain why physical activity decreases while age increases •Fitness activities (Weight Training, Aerobics, C.C. Walking, Track ‘N’ field, Rhythmic) •Report why physical activity decreases while age increases •Fitness activities (Weight Training, Aerobics, C.C. Walking, Track ‘N’ Field, Rhythmic) 	<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 •Batons •Pins •Bean bags •Balls •Rings •Mats •Bases •Scoops •Flag •Cage ball •Paddles •Hockey sticks •Climbing apparatus •Adapted PE equipment •Pedometer •Treadmill •Free Weights •Weight Machine 	<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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10.4 Physical Activity						
E. Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.	Students will: <ul style="list-style-type: none"> • Design and support a program that continues to improve physical activity throughout a lifetime • Fitness activities (Weight Training, Aerobics, C.C. Walking, Track ‘N’ Field, Rhythmic Activities) • Individual activities (Badminton, Bocce, Golf, Horseshoes, In-Line Skating, Self-Defense, Shuffleboard, Table Tennis, Tennis) • Low Org Games (Cage Volleyball, Dodgeball, Matball, Frisbee) • Team activities (Basketball, Hockey, Football, Soccer, Softball, Speedball, Handball, Volleyball, Wiffleball, Stxball) • Discover a program that continues to improve physical activity throughout a lifetime • Fitness activities (Weight Training, Aerobics, C.C. Walking, Track ‘N’ Field, Rhythmic Activities) • Individual activities (Badminton, Bocce, Golf, Horseshoes, In-Line Skating, Self-Defense, Shuffleboard, Table Tennis, Tennis) • Low Org Games (Cage Volleyball, Dodgeball, Matball) • Team activities (Basketball, Hockey, Football, Soccer, Softball, Speedball, Lacrosse, Handball, Volleyball) 	<ul style="list-style-type: none"> • Teacher directed • Cooperative learning • Peer instruction • Question and answer • Warm up • Anticipatory set • Introduce skill • Guided and independent practice • Lead up games • Games • Closure • Students with specific medical conditions/ limitations may participate in varying levels of activity (mild, moderate, strenuous) upon physician approval. They may also be excused from certain activities based on physician recommendation. These conditions/ limitations may be long or short term. 	<ul style="list-style-type: none"> • Pinnies • Lines on the floor • Cones, spots • Hula hoops • Parachute • Batons • Pins • Bean bags • Balls • Rings • Mats • Bases • Scoops • Flags • Cage ball • Paddles • Hockey sticks • Climbing apparatus • Adapted PE equipment • Elliptical Trainer • Weights • Pedometer • Treadmill • Free Weights • Dumbbells 	<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” • Proper preparation • Conduct/Attitude and performance • Sportsmanship • Written tests 	<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 • Creative movement • Basic loco-motor skills • Fitness

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HEALTH, SAFETY, & PHYSICAL EDUCATION CURRICULUM**

GRADE 10

<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>
10.4 Physical Activity						
<p>F. Assess and use strategies for enhancing adult group interaction in physical activities.</p> <ul style="list-style-type: none"> • shared responsibility • open communication • goal setting 	<p>Students will:</p> <ul style="list-style-type: none"> • Integrate qualities of good sportsmanship, fair play, positive group interaction, and cooperation in a social setting • Team activities (Basketball, Hockey, Football, Soccer, Softball, Speedball, Handball, Volleyball, Wiffleball) • Apply qualities of good sportsmanship, fair play, positive group interaction, and cooperation in a social setting • Team activities (Basketball, Hockey, Football, Soccer, Softball, Speedball, Handball, Volleyball, Wiffleball) 	<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 • Batons • Pins • Bean bags • Balls • Rings • Mats • Bases • Scoops • Flags • Cage ball • Paddles • Hockey sticks • Climbing apparatus • Adapted PE equipment 	<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” • Proper preparation • Conduct/Attitude and performance • Sportsmanship • Written Tests 	<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 • Creative movement • Basic loco-motor skills • Peer Tutoring • Fitness

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10.5 Concepts, Principles and Strategies of Movement						
<p>A. Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.</p>	<p>Student will:</p> <ul style="list-style-type: none"> • Support reasons for proper warm-up and cool down exercises associated with various types of physical fitness activity • Explain the importance of regular physical activity in the promotion of a desirable level of personal physical fitness • Fitness activities (Weight Training, Aerobics, C.C. Walking, Track 'N' Field, Rhythmic Activities, Swimming) • Individual activities (Badminton, Bocce, Golf, Horseshoes, In-Line Skating, Self-defense, Shuffleboard, Table Tennis, Tennis) • Classify reasons for proper warm-up and cool down exercises associated with various types of physical fitness activity • Show the importance of regular physical activity in the promotion of a desirable level of personal physical fitness • Fitness activities (Weight Training, Aerobics, C.C. Walking, Track 'N' Field, Rhythmic Activities, Swimming) • Individual activities (Badminton, Bocce, Golf, Horseshoes, In-Line Skating, Self-Defense, Shuffleboard, Table Tennis, Tennis) 	<ul style="list-style-type: none"> • Teacher directed • Cooperative learning • Peer instruction • Question and answer • Warm up • Anticipatory set • Introduce skill • Guided and independent practice • Lead up games • Games • Closure • Students with specific medical conditions/ limitations may participate in varying levels of activity (mild, moderate, strenuous) upon physician approval. They may also be excused from certain activities based on physician recommendation. These conditions/ limitations may be long or short term. 	<ul style="list-style-type: none"> • Pinnies • Lines on the floor • Cones, spots • Hula hoops • Batons • Pins • Bean bags • Balls • Rings • Mats • Bases • Scoops • Flags • Cage ball • Paddles • Hockey sticks • Climbing apparatus • Adapted PE equipment • Weights • Treadmill • Pedometers • Elliptical Training 	<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” • Proper preparation • Conduct/Attitude and performance • Sportsmanship • Written Tests 	<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 • Creative movement • Basic loco-motor skills • Peer Tutoring • Fitness • Intramurals • Interscholastic Sports • Student Carnival

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GRADE 10

<p style="text-align: center;">PA Academic Standards</p> <p style="text-align: center;">Student must be able to do</p>	<p style="text-align: center;">Objective</p> <p style="text-align: center;">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</p> <p style="text-align: center;">Textbooks, trade books, workbooks, software, hardware, etc.</p>	<p style="text-align: center;">*Assessment Procedures</p> <p style="text-align: center;">*Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP</p>	<p style="text-align: center;">*Additional Learning</p> <p style="text-align: center;">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</p> <p style="text-align: center;">Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP</p>
10.5 Concepts, Principles and Strategies of Movement						
<p>B. Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills.</p> <ul style="list-style-type: none"> • open and closed skills • short-term and long-term memory • aspects of good performance 	<p>Student will:</p> <ul style="list-style-type: none"> • Measure knowledge of activity by demonstrating, and explaining proper technique • Fitness activities (Weight Training, Aerobics, C.C. Walking, Track 'N' Field, Rhythmic Activities) • Individual activities (Badminton, Bocce, Golf, Horseshoes, In-Line Skating, Self-defense, Shuffleboard, Table Tennis, Tennis) • Low Org Games (Cage Volleyball Dodgeball, Matball, Wileyball) • Team activities (Basketball, Hockey, Football, Soccer, Softball, Speedball, Handball, Volleyball, Wiffleball) • Produce knowledge of activity by demonstrating & explaining proper technique • Fitness activities (Weight Training, Aerobics, C.C. Walking, Track 'N' Field, Rhythmic Activities) • Individual activities (Badminton, Bocce, Golf, Horseshoes, In-Line Skating, Self-Defense, Shuffleboard, Table Tennis, Tennis, Frisbee) • Low Org Games (Cage Volleyball, Dodgeball, Matball Wileyball) • Team activities (Basketball, Hockey, Football, Soccer, Softball, Speedball, Handball, Volleyball, Wiffleball, Lacrosse) 	<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 • Batons • Pins • Bean bags • Balls • Rings • Mats • Bases • Scoops • Flags • Cage ball • Paddles • Hockey sticks • Climbing apparatus • Adapted PE equipment • Juggling equipment 	<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” • Proper preparation • Conduct/Attitude and performance • Sportsmanship • Written Tests 	<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 • Student carnival

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<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>
10.5 Concepts, Principles and Strategies of Movement						
<p>C. Evaluate the impact of practice strategies on skill development and improvement.</p>	<p>Student will:</p> <ul style="list-style-type: none"> • Judge how practicing a skill leads to skill improvement • Fitness activities (Weight Training, Aerobics, C.C. Walking, Track 'N' Field, Rhythmic Activities) • Individual activities (Badminton, Bocce, Golf, Horseshoes, In-Line Skating, Self-defense, Shuffleboard, Table Tennis, Tennis) • Low Org Games (Cage Volleyball Dodgeball, Matball) • Team activities (Basketball, Hockey, Football, Soccer, Softball, Speedball, Handball, Volleyball, Wiffleball) • Introduce how practicing a skill leads to skill improvement • Fitness activities (Weight Training, Aerobics, C.C. Walking, Track 'N' Field, Rhythmic Activities) • Individual activities (Badminton, Bocce, Golf, Horseshoes, In-Line Skating, Self-Defense, Shuffleboard, Table Tennis, Tennis) • Low Org Games (Cage Volleyball, Dodgeball, Matball) • Team activities (Basketball, Hockey, Football, Soccer, Softball, Speedball, Handball, Volleyball, Wiffleball, Gatorball, Lacrosse) 	<ul style="list-style-type: none"> • Teacher directed • Peer instruction • Warm up • Introduce skill • Lead up games • Closure • Adaptive and restricted activity – mild, moderate, strenuous – based on physician recommendations 	<ul style="list-style-type: none"> • Pinnies • Lines on the floor • Cones, spots • Hula hoops • Batons • Pins • Bean bags • Balls • Rings • Mats • Bases • Scoops • Flags • Cage ball • Paddles • Hockey sticks • Climbing apparatus • Adapted PE equipment 	<ul style="list-style-type: none"> • Proper class preparation • Conduct/Attitude and performance • Sportsmanship • Skills Tests • Written Tests • Teacher observation • Peer Feedback • Team Teaching • Class participation 	<ul style="list-style-type: none"> • Checking for understanding • Modeling • Practice time • Adapt the skill to level and modify rules/game strategies • Use of adapted PE equipment: Use of lighter, larger balls, softer balls, enlarged targets or goals 	<ul style="list-style-type: none"> • Peer Tutoring • Fitness Testing • Obstacle course challenge • Field Days • Jump Rope for Heart • President's challenge • Student Carnival • Intramurals • Interscholastic sports

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GRADE 10

<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>
10.5 Concepts, Principles and Strategies of Movement						
<p>D. Incorporate and synthesize knowledge of exercise principles, training principles and health and skill-related fitness components to create a fitness program for personal use.</p>	<p>Student will:</p> <ul style="list-style-type: none"> • Explain verbally or in writing the factors involved in the development of a personal fitness program • Fitness activities (Weight Training, Aerobics, C.C. Walking, Rhythmic Activities) • Explain verbally or in writing the factors involved in the development of a personal fitness program • Fitness activities (Weight Training, Aerobics, C.C. Walking, Rhythmic Activities) 	<ul style="list-style-type: none"> • Teacher directed • Peer instruction • Warm up • Introduce skill • Lead up games • Closure • Adaptive and restricted activity – mild, moderate, strenuous – based on physician recommendations 	<ul style="list-style-type: none"> • Pinnies • Lines on the floor • Cones, spots • Hula hoops • Batons • Pins • Bean bags • Balls • Rings • Mats • Bases • Scoops • Flags • Cage ball • Paddles • Hockey sticks • Climbing apparatus • Adapted PE equipment 	<ul style="list-style-type: none"> • Proper class preparation • Conduct/Attitude and performance • Sportsmanship • Skills Tests • Written Tests • Teacher observation • Peer Feedback • Team Teaching • Class participation 	<ul style="list-style-type: none"> • Checking for understanding • Modeling • Practice time • Adapt the skill to level and modify rules/game strategies • Use of adapted PE equipment: Use of lighter, larger balls, softer balls, enlarged targets or goals 	<ul style="list-style-type: none"> • Peer Tutoring • Fitness Testing • Obstacle course challenge • Field Days • Jump Rope for Heart • President’s challenge • Student Carnival • Intramurals • Interscholastic sports

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PA Academic Standards Student must be able to do	Objective Content or process student will be able to know and do	Instructional Methods	Materials/ Resources Textbooks, trade books, workbooks, software, hardware, etc.	*Assessment Procedures *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP	*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP	*Extended Learning Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP
10.5 Concepts, Principles and Strategies of Movement						
E. Evaluate movement forms for appropriate application of scientific and biomechanical principles. • efficiency of movement • mechanical advantage • kinetic energy • potential energy • inertia • safety	Student will: <ul style="list-style-type: none"> • Assess the mechanical movement of individual and team sports through technology • Fitness activities (Weight Training, Aerobics, C.C. Walking, Track 'N' Field, Rhythmic Activities) • Individual activities (Badminton, Bocce, Golf, Horseshoes, In-Line Skating, Self-defense, Shuffleboard, Table Tennis, Tennis) • Low Org Games (Cage Volleyball Dodgeball, Matball) • Team activities (Basketball, Hockey, Football, Soccer, Softball, Speedball, Handball, Volleyball) • Dramatize the mechanical movement of individual and team technology • Fitness activities (Weight Training, Aerobics, C.C. Walking, Track 'N' Field, Rhythmic Activities) • Individual activities (Badminton, Bocce, Golf, Horseshoes, In-Line Skating, Self-Defense, Shuffleboard, Table Tennis, Tennis) • Low Org Games (Cage Volleyball, Dodgeball, Matball) • Team activities (Basketball, Hockey, Football, Soccer, Softball, Speedball, Handball, Volleyball, Wiffleball, Gatorball, Lacrosse) 	<ul style="list-style-type: none"> • Teacher directed • Peer instruction • Warm up • Introduce skill • Lead up games • Closure • Adaptive and restricted activity – mild, moderate, strenuous – based on physician recommendations 	<ul style="list-style-type: none"> • Pinnies • Lines on the floor • Cones, spots • Hula hoops • Batons • Pins • Bean bags • Balls • Rings • Mats • Bases • Scoops • Flags • Cage ball • Paddles • Hockey sticks • Climbing apparatus • Adapted PE equipment 	<ul style="list-style-type: none"> • Proper class preparation • Conduct/Attitude and performance • Sportsmanship • Skills Tests • Written Tests • Teacher observation • Peer Feedback • Team Teaching • Class participation 	<ul style="list-style-type: none"> • Checking for understanding • Modeling • Practice time • Adapt the skill to level and modify rules/game strategies • Use of adapted PE equipment: Use of lighter, larger balls, softer balls, enlarged targets or goals 	<ul style="list-style-type: none"> • Peer Tutoring • Fitness Testing • Obstacle course challenge • Field Days • Jump Rope for Heart • President's challenge • Student Carnival • Intramurals • Interscholastic sports

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10.5 Concepts, Principles and Strategies of Movement						
F. Analyze the application of game strategies for different categories of physical activities. • individual • team • lifetime • outdoor	Student will: <ul style="list-style-type: none"> • Demonstrate qualities of good sportsmanship, fair play, positive group interaction, and cooperation in a social setting • Fitness activities (Weight Training, Aerobics, C.C. Walking, Track 'N' Field, Rhythmic Activities) • Individual activities (Badminton, Bocce, Golf, Horseshoes, In-Line Skating, Self-defense, Shuffleboard, Table Tennis, Tennis) • Low Org Games (Cage Volleyball Dodgeball, Matball) • Team activities (Basketball, Hockey, Football, Soccer, Softball, Speedball, Handball, Volleyball) • Model qualities of good sportsmanship, fair play, positive group interaction, and cooperation in a social setting • Fitness activities (Weight Training, Aerobics, C.C. Walking, Track 'N' Field, Rhythmic Activities) • Individual activities (Badminton, Bocce, Golf, Horseshoes, In-Line Skating, Self-Defense, Shuffleboard, Table Tennis, Tennis) • Low Org Games (Cage Volleyball, Dodgeball, Matball) • Team activities (Basketball, Hockey, Football, Soccer, Softball, Speedball, Handball, Volleyball, Wiffleball, Gatorball, Lacrosse) 	<ul style="list-style-type: none"> • Teacher directed • Peer instruction • Warm up • Introduce skill • Lead up games • Closure • Adaptive and restricted activity – mild, moderate, strenuous – based on physician recommendations 	<ul style="list-style-type: none"> • Pinnies • Lines on the floor • Cones, spots • Hula hoops • Batons • Pins • Bean bags • Balls • Rings • Mats • Bases • Scoops • Flags • Cage ball • Paddles • Hockey sticks • Climbing apparatus • Adapted PE equipment 	<ul style="list-style-type: none"> • Proper class preparation • Conduct/Attitude and performance • Sportsmanship • Skills Tests • Written Tests • Teacher observation • Peer Feedback • Team Teaching • Class participation 	<ul style="list-style-type: none"> • Checking for understanding • Modeling • Practice time • Adapt the skill to level and modify rules/game strategies • Use of adapted PE equipment: Use of lighter, larger balls, softer balls, enlarged targets or goals 	<ul style="list-style-type: none"> • Peer Tutoring • Fitness Testing • Obstacle course challenge • Field Days • Jump Rope for Heart • President's challenge • Student Carnival • Intramurals • Interscholastic sports