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</table>

**10.1 Concepts of Health**

A. Analyze factors that impact growth and development between adolescence and adulthood.  
- Relationships (e.g., dating, friendships, peer pressure)  
- Interpersonal communication  
- Risk factors (e.g., physical inactivity, substance abuse, intentional/unintentional injuries, dietary patterns)  
- Abstinence  
- STD and HIV prevention

Students will:
- Identify causes and effects of decision making.  
- Recognize the physical, emotional, social aspects of growth

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<thead>
<tr>
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**Gr:7:HealthSafetyPhysEd**
### MCKEESPORT AREA SCHOOL DISTRICT
### HEALTH & PHYSICAL EDUCATION CURRICULUM

### GRADE 7

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</table>

10.1 Concepts of Health

- B. Analyze the interdependence existing among the body systems.
  - Nervous
  - Muscular
  - Circulatory
  - Digestion
  - Endocrine
  - Respiratory
  - Immune
  - Skeletal

- List and explain the parts and functions of the nervous, endocrine, digestion, immune, and respiratory systems.
- Explain how the body systems work together.

- Direct Instruction
- Independent practice
- KWL chart
- Research projects using the information Processing Model

- Textbook
- Library resources, print & electronic
- Videos

- Worksheets
- Discussions
- Unit folders
- Graphic organizers
- Teacher made tests and quizzes
- Projects
- Charts
- Teacher observations

- Review
- Re-teach
- Flexible grouping
- Individual instruction
- Alternative assignments
- Extended time
- Re-read
- Instructional games
- Technology
- Peer tutoring
- Audio/visual

- Independent projects
- Peer teaching
- Peer tutoring
- Research projects
## 10.1 Concepts of Health

### Students will:
- Understand the effects of the six major nutrients, and identify nutritional content of common foods
- Recognize nutrimental content as key to healthful food selection

### Instructional Methods
- Direct Instruction
- Modeling
- Learning Centers
- Independent practice
- KWL chart
- Discussion groups
- Role playing
- Guided practice
- Research projects

### 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
- Additional adaptations, modifications, and accommodations will be provided per IEP

### Extended Learning Opportunities
- Additional enrichment/acceleration will be provided per IEP

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Gr:7:HealthSafetyPhysEd
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**10.1 Concepts of Health**

### D. Analyze prevention and intervention strategies in relation to adolescent and adult drug use.

- Decision-making/refusal skills
- Situation avoidance
- Goal setting
- Professional assistance (e.g., medical, counseling, support groups)
- Parent involvement

Students will:
- Understand the factors that influence adolescent & adult drug use
- Recognize that personal choice affects outcomes
- Identify and apply coping skills

**Instructional Methods**

- Role Playing
- Modeling
- Learning Centers
- Independent practice
- Discussion groups

- Videos
- Textbooks
- Worksheets
- Library resources, print & electronic

- Discussions
- Simulations
- Unit folders
- Graphic organizers
- Teacher made tests and quizzes
- Projects
- Charts
- Teacher observations
- End of unit tests
- Discussion
- Cooperative group projects

- Review
- Re-teach
- Flexible grouping
- Individualized instruction
- Audio/visual

- Independent projects
- Peer teaching
- Peer tutoring
- Research projects
- Real life applications
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<td>10.1 Concepts of Health</td>
<td>E. Analyze how personal choice, disease, and genetics can impact health maintenance and disease prevention.</td>
<td>*Students will identify causes, symptoms and treatments/ prevention for life altering health problems</td>
<td>*Readings on current health issues</td>
<td>*On-line resources</td>
<td>*Unit folders</td>
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<td>Content or process student will be able to know and do</td>
<td>A. Identify and describe health care products and services that impact adolescent health practices</td>
</tr>
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</table>

### Instructional Methods

- **Direct Instruction**
- **Discussion**
- **Teacher created materials**
- **Study guides**
- **Videos**
- **Hands on activities**
- **Discussions**
- **Unit folders**
- **Graphic organizers**
- **Teacher made tests and quizzes**
- **Teacher observations**
- **Student self-assessment**
- **Cooperative group projects**
- **Skits**

### 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

- *Additional adaptations, modifications, and accommodations will be provided per IEP*

### Extended Learning Opportunities

- *Additional enrichment/acceleration will be provided per IEP*

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**Gr 7: Health Safety Phys Ed**
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### 10.2 Healthful Living

B. Analyze the relationship between health-related information and adolescent consumer choices.

- Tobacco products
- Weight control products

- Students will understand consequences of proper nutrition and sun exposure

- Direct Instruction
- Modeling
- Learning Centers
- Independent practice
- KWL chart
- Discussion groups
- Role playing
- Guided practice
- Research projects
- Oral reports

- Visuals
- Videos
- Safety Signs

- Hands on activities
- Discussions
- Unit folders
- Graphic organizers
- Teacher made tests and quizzes
- Projects
- Charts
- Teacher observations
- Student self-assessment

- Review
- Re-teach
- Flexible grouping
- Individual instruction
- Alternative assignments
- Extended time
- Re-read
- Instructional games
- Technology
- Peer tutoring
- Real life applications
- Audio/visual

- Independent projects
- Peer teaching
- Peer tutoring
- Research projects
- Real life applications
- Field Trip
- Guest Speakers
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10.2 Healthful Living

C. Analyze media health and safety messages and describe their impact on personal health and safety.

- Students will identify and understand the effect of the media on health and safety issues.

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<td>Research projects</td>
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### MCKEESPORT AREA SCHOOL DISTRICT
### HEALTH & PHYSICAL EDUCATION CURRICULUM
### GRADE 7

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**10.2 Healthful Living**

D. Analyze and apply a decision-making process to adolescent health and safety issues.  

| Student will:  
Identify good ways to ask for things  
List different ways to deal with problems |  
• Direct Instruction  
• Modeling  
• Learning Centers  
• Independent practice  
• KWL chart  
• Discussion groups  
• Role playing  
• Guided practice  
• Research projects |  
• Visuals  
• Videos  
• Safety Signs |  
• Hands on activities  
• Discussions  
• Unit folders  
• Graphic organizers  
• Teacher made tests and quizzes  
• Projects  
• Charts  
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• Audio/visual |  
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• Peer teaching  
• Peer tutoring  
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• Real life applications  
• Guest Speakers |

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# McKeesport Area School District
## Health & Physical Education Curriculum
### Grade 7

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### 10.3 Safety and Injury Prevention

**A. Analyze the role of individual responsibility for safe practices and injury prevention in the home, school, and community.**
- Modes of transportation (e.g., pedestrian, bicycle, vehicular, passenger, farm vehicle, all-terrain vehicle)
- Violence prevention in school
- Self-protection in the home
- Self-protection in public places

**Student will:**
- Wear proper attire for play/physical activity
- Know and follow rules (group activities and game situations)
- Integrate and follow rules/directions for the activity
- Respect the space of others
- Use appropriate applications (force, speed, etc.) when engaging in activities
- Distinguish appropriate/safe conduct when moving throughout the environment
- Examine and abide by rules of safe and appropriate conduct

**Instructional Methods:**
- Direct Instruction
- Modeling
- Learning Centers
- Independent practice
- KWL chart
- Discussion groups
- Role playing
- Guided practice
- Research projects
- Oral reports
- Cooperative Learning

**Materials/Resources:**
- Guest Speakers
- Visuals
- AIU Videos
- Safety Signs
- Power Point

**Assessment Procedures:**
- Hands on activities
- Discussions
- Unit folders
- Graphic organizers
- Teacher made tests and quizzes
- Projects
- Charts
- Teacher observations

**Additional Learning Opportunities for students who do not meet basic standards:**
- Review
- Re-teach
- Flexible grouping
- Individual instruction
- Alternative assignments
- Extended time
- Re-read
- Instructional games
- Technology
- Peer tutoring
- Re-teach
- Real life applications
- Audio/visual

**Additional adaptations, modifications, and accommodations will be provided per IEP**

**Extended Learning Opportunities for students who can go beyond the basic standards:**
- Independent projects
- Peer teaching
- Peer tutoring
- Research projects
- Real life applications
- Fire and safety drills
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## HEALTH & PHYSICAL EDUCATION CURRICULUM
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### 10.3 Safety and Injury Prevention

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<tr>
<th>B. Describe and apply strategies for emergency and long-term management of injuries.</th>
<th>Student will:</th>
<th>Instructional Methods</th>
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<td>Rescue breathing</td>
<td>• Distinguish between common emergencies and the need to ask for medical assistance</td>
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<td>• Guest Speakers</td>
<td>• Hands on activities</td>
<td>• Independent projects</td>
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<td>• Learning Centers</td>
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<td>Sport injuries</td>
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<td>• Independent practice</td>
<td>• Graphic organizers</td>
<td>• Flexible grouping</td>
<td>• Research projects</td>
</tr>
</tbody>
</table>

### Additional procedures
- Additional adaptations, modifications, and accommodations will be provided per IEP
- Additional enrichment/acceleration will be provided per IEP

### Enrichment tools
- Independent projects
- Peer teaching
- Peer tutoring
- Research projects
- Real life applications
- Fire Drills
# MCKEESSPORT AREA SCHOOL DISTRICT
## HEALTH & PHYSICAL EDUCATION CURRICULUM
### GRADE 7

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<thead>
<tr>
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### 10.3 Safety and Injury Prevention

C. Analyze and apply strategies to avoid or manage conflict and violence during adolescence.
- Effective negotiation
- Assertive behavior

Student will:
- Identify potentially troublesome situations
- Use The Self-Control Skill to stay out of trouble
- List ways to manage peer conflict
- Examine strategies that can be utilized to resolve conflicts

**Instructional Methods**
- Direct Instruction
- Modeling
- Learning Centers
- Independent practice
- Discussion groups
- Role playing
- Bully proofing

**Materials/Resources**
- Guest Speakers
- Visuals
- Videos
- Safety Signs
- Rules
- Posters

**Assessment Procedures**
- Hands on activities
- Discussions
- Unit folders
- Graphic organizers
- Charts
- Teacher observations

**Additional Learning Opportunities**
- Review
- Re-teach
- Flexible grouping
- Individual instruction
- Alternative assignments
- Extended time
- Instructional games
- Technology
- Real life applications
- Audio/visual

**Extended Learning Opportunities**
- Independent projects
- Peer teaching
- Research projects
- Real life applications
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**10.3 Safety and Injury Prevention**

**D. Analyze the role of individual responsibility for safety during organized group activities.**

**Students will:**
- Be prepared with proper footwear 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
- Examine the individual’s role to participate safely during organized activities

**Instructional Cues:**
- Direct Instruction
- Modeling
- Peer reminders
- Group discussion
- Group activity
- Group fitness stations(safety)
- Warnings
- Time out
- Instructional cues

**Materials/ Resources:**
- Guest Speakers
- Visuals
- Videos
- Safety Signs
- Posters
- Class rules

**Assessment Procedures:**
- Hands on activities
- Discussions
- Unit folders
- Graphic organizers
- Teacher made tests and quizzes
- Projects
- Charts
- Teacher observations
- 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”

**Instructional Cues:**
- Re-teach
- Individual instruction
- Alternative assignments
- Extended time
- Instructional games
- Real life applications
- Positive reinforcement of learning/behavior
- 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

**Additional Learning Opportunities for students who do not meet basic standards:**
- *Re-teach*
- *Individual instruction*
- *Alternative assignments*
- *Extended time*
- *Instructional games*
- *Real life applications*
- *Positive reinforcement of learning/behavior*
- *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*

**Additional Adaptations, Modifications, and Accommodations will be provided per IEP:**
- *Re-teach*
- *Individual instruction*
- *Alternative assignments*
- *Extended time*
- *Instructional games*
- *Real life applications*
- *Positive reinforcement of learning/behavior*
- *Use of adapted PE equipment: Use of lighter, brighter, larger balls, softer balls, balloons, lower or enlarged targets or goals, larger striking equipment*
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- *Alternative activity*
### MCKEESSPORT AREA SCHOOL DISTRICT
### HEALTH & PHYSICAL EDUCATION CURRICULUM
### GRADE 7

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10.4 Physical Activity
A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.

<table>
<thead>
<tr>
<th>Students will participate in:</th>
<th>Teacher directed</th>
<th>Participation skill development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Games of low organization</td>
<td>Cooperative learning</td>
<td>Teacher observation</td>
</tr>
<tr>
<td>Sports related activities</td>
<td>Peer instruction</td>
<td>Peer feedback</td>
</tr>
<tr>
<td>Perceptual motor/ manipulative skills</td>
<td>Question and answer</td>
<td>Students identified with physical handicaps, disabilities, medical conditions, or special needs, performance and test scores will be adapted based on individual abilities</td>
</tr>
<tr>
<td>Rhythmic dance</td>
<td>Warm up</td>
<td>Grading/evaluation will be specifically identified as “adapted curriculum”</td>
</tr>
<tr>
<td>Creative movement</td>
<td>Anticipatory set</td>
<td>Checking for understanding</td>
</tr>
<tr>
<td>Basic loco motor skills</td>
<td>Introduce skill</td>
<td>Repeat instruction</td>
</tr>
<tr>
<td>Fitness</td>
<td>Guided and independent practice</td>
<td>More practice time</td>
</tr>
<tr>
<td>Strength training</td>
<td>Lead up games</td>
<td>Modeling</td>
</tr>
<tr>
<td>Personal fitness</td>
<td>Games</td>
<td>Adapt the skill</td>
</tr>
<tr>
<td>Aerobic fitness</td>
<td>Closure</td>
<td>Break down the skill into parts</td>
</tr>
<tr>
<td>Tennis, badminton, track &amp; field</td>
<td>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.</td>
<td>Modify rules/game strategies, time of play, distance, boundaries, speed, tempo for student with disabilities</td>
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<tr>
<td>Cooperative games: basketball, football, hockey, soccer, softball, wiffle ball, volleyball</td>
<td>Pinnies</td>
<td>Use of adapted PE equipment: Use of lighter, brighter, larger balls, softer balls, balloons, lower or enlarged targets or goals, larger striking equipment</td>
</tr>
<tr>
<td></td>
<td>Lines on the floor,</td>
<td>Peer/adult support</td>
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<td></td>
<td>Cones, spots</td>
<td>Alternative activity</td>
</tr>
<tr>
<td></td>
<td>Pins</td>
<td></td>
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<tr>
<td></td>
<td>Balls</td>
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<td>Mats</td>
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<tr>
<td></td>
<td>Bases</td>
<td></td>
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<tr>
<td></td>
<td>Hockey sticks(Q-tip)</td>
<td></td>
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<tr>
<td></td>
<td>Adapted PE equipment</td>
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</tr>
<tr>
<td></td>
<td>Jump ropes</td>
<td></td>
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<td></td>
<td>Stop watch</td>
<td></td>
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<td></td>
<td>Nets</td>
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<td></td>
<td>Rackets</td>
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<td>Goals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tape measure</td>
<td></td>
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- Pinnies
- Lines on the floor,
- Cones, spots
- Pins
- Balls
- Mats
- Bases
- Hockey sticks(Q-tip)
- Adapted PE equipment
- Jump ropes
- Stop watch
- Nets
- Rackets
- Goals
- Tape measure

- 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
- Jump rope for heart
- Hoops for heart
- Field day
- Family Fun Night
- Peer tutoring
- Stunts tumbling
- Creative movement
- Basic locomotor skills
- Fitness
### MCKEESPORT AREA SCHOOL DISTRICT
#### HEALTH & PHYSICAL EDUCATION CURRICULUM

**GRADE 7**

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</table>

**10.4 Physical Activity**

**B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.**
- Stress management
- Disease prevention
- Weight management

*Students will:*  
- Investigate the benefits of exercise as the means to manage stress, disease and weight

*Instructional Methods*  
- Teacher directed
- Cooperative learning
- Peer instruction
- Question and answer
- Warm up
- Anticipatory set
- Introduce skill
- Guided and independent practice
- Lead up games
- Games – pair/share
- Closure

*Materials/Resources*  
- Assorted PE equipment

*Assessment Procedures*  
- Students choices of physical activity
- Assorted PE equipment

*Extended Learning Opportunities*  
- Verbal check for understanding
- Classroom discussion
- Adaptations
- Students identified with physical handicaps, disabilities, medical conditions, or special needs, performance and test scores will be adapted based on individual abilities

*Additional Learning Opportunities*  
- Checking for understanding
- Repeat instruction

*Pick-up sports activities*
### PA Academic Standards

**Student must be able to do**

Content or process student will be able to know and do

### Objective

**Objective**

C. Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.

- Exercise (e.g., climate, altitude, location, temperature)
- Healthy fitness zone
- Individual fitness status (e.g., cardio respiratory fitness, muscular endurance, muscular strength, flexibility)
- Drug/substance use/abuse

Students will:
- Investigate individual heart rates, target fitness zones, and various environmental factors that affect the body’s response to exercise

### Instructional Methods

**Teacher directed**
- Question and answer
- Warm up
- Introduce skill
- 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.

**Jump ropes**
- Stopwatches
- Mats
- Assorted PE equipment
- Tape measure
- Lines on floor
- Cones
- Polly spots
- Medicine balls

**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

**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, beanbag, balloons, lower or enlarged targets or goals, larger striking equipment**

**Peer/adult support**
- Alternative activity

### Grading/evaluation will be specifically identified as “adapted curriculum”

- Grading/evaluation will be specifically identified as “adapted curriculum”

### 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**

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**Gr7:HealthSafetyPhysEd**
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<tr>
<td>D. Analyze factors that affect physical activity preferences of adolescents.</td>
<td>Students will:</td>
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<tr>
<td>• Skill competence</td>
<td>• Identify activities they enjoy</td>
<td>Classroom demonstration</td>
<td>Jump ropes</td>
<td>Classroom discussion</td>
<td>Repeat instruction</td>
<td>Instructions for captains of intramural teams</td>
</tr>
<tr>
<td>• Social benefits</td>
<td>• Engage in at home</td>
<td>Question &amp; answer</td>
<td>Stopwatches</td>
<td>Adaptations</td>
<td>Peer discussion</td>
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<td>• Previous experience</td>
<td>• Engage in on teams or classes in the community</td>
<td>Adaptations</td>
<td>Mats</td>
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<td>Parental supervision</td>
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<tr>
<td>• Activity confidence</td>
<td>• Share interest/ enjoyment of various activities</td>
<td></td>
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<td></td>
<td>• Share activities they would like to try if given opportunities</td>
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<td>• Share activities their parents enjoy</td>
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<td></td>
<td>• Share recreational ideas of activities in the Pittsburgh area</td>
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<td></td>
<td>• Sportsmanship</td>
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### MCKEESPORT AREA SCHOOL DISTRICT
**HEALTH & PHYSICAL EDUCATION CURRICULUM**

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#### 10.4 Physical Activity

E. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement.
- Personal choice
- Developmental differences
- Amount of physical activity
- Authentic practice

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<th>Classroom demonstration</th>
<th>Question &amp; answer</th>
<th>Adoptions</th>
<th>Jump ropes</th>
<th>Stopwatches</th>
<th>Mats</th>
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<th>Cones</th>
<th>Polly spots</th>
<th>Medicine balls</th>
<th>Verbal check for understanding</th>
<th>Classroom discussion</th>
<th>Adptions</th>
<th>Checking for understanding</th>
<th>Repeat instruction</th>
<th>Peer discussion</th>
<th>Peer tutoring</th>
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Instructions for captains of intramural teams
### 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*
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### *Extended Learning Opportunities for students who can go beyond the basic standards*
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<td><strong>Lead up games</strong></td>
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<td></td>
<td><strong>Games</strong></td>
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<td></td>
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</tr>
<tr>
<td><strong>Adaptations</strong></td>
</tr>
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<td><strong>Teacher observation of classroom participation</strong></td>
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<td><strong>larger striking equipment</strong></td>
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<td><strong>Alternative activity</strong></td>
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<td><strong>Peer tutoring</strong></td>
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<td><strong>Instructions for captains of intramural teams</strong></td>
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# MCKEESPORT AREA SCHOOL DISTRICT
## HEALTH & PHYSICAL EDUCATION CURRICULUM
### GRADE 7

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## 10.5 Concepts, Principles, and Strategies of Movement

### A. Describe and apply the components of skill-related fitness to movement performance.
- Agility
- Balance
- Coordination
- Power
- Reaction time
- Speed

Students will:
- Be able to analyze components needed to perform in various movement skills

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<td>*Pair/share</td>
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- Observation of classroom participation
- Checking for understanding
- Repeat instruction
- More practice time
- Positive reinforcement of behavior
- Adapt the skill
- Break down the skill into parts
- Modify rules/game strategies, time, distance, speed, for that student
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- Leadership roles
- Demonstrator
- Community programs
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#### HEALTH & PHYSICAL EDUCATION CURRICULUM

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**10.5 Concepts, Principles, and Strategies of Movement**

**B. Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement.**
- Response selection
- Stages of learning a motor skill (i.e. verbal cognitive, motor, automatic)
- Types of skill (i.e. discrete, serial, continuous)

**Students will:**
- Be able to discover that a complex skill can be performed in various ways and has many components

**Instructional Methods**
- Cooperative learning
- Peer instruction
- Question and answer
- Classroom skill demonstration
- Warm-up
- Guided practice
- Anticipatory set
- Pair/share
- Adaptations
- Teacher directed
- Circuit stations
- Learning cues

**Materials/ Resources**
- Assorted PE equipment
- Adapted PE equipment

**Assessment Procedures**
- Observation of classroom participation
- Verbal check for understanding
- Classroom discussion

**Additional Learning Opportunities for students who do not meet basic standards.**
- Observation of classroom participation
- Verbal check for understanding
- Classroom discussion

**Extended Learning Opportunities for students who can go beyond the basic standards.**
- Leadership roles
- Demonstrator
- Community programs
- Team captains

**Additional adaptations, modifications, and accommodations will be provided per IEP.**

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**Extended Learning Opportunities for students who can go beyond the basic standards.**
- Leadership roles
- Demonstrator
- Community programs
- Team captains
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#### 10.5 Concepts, Principles, and Strategies of Movement

C. Identify and apply practice strategies for skill improvement.

Students will:
- Be able to examine skills that impact movement through the use of blocked, variable, whole part, massed, distributed, and mental practice

- Cooperative learning
- Peer instruction
- Question and answer
- Classroom skill demonstration
- Warm-up
- Guided practice
- Anticipatory set
- Pair/share
- Adaptations

- Posters
- Assorted PE equipment
- Adapted PE equipment

- Verbal check for understanding
- Classroom discussion
- Adaptations
- Teacher observation of classroom participation

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<td><strong>D. Identify and describe the principles of training using appropriate vocabulary.</strong></td>
<td><strong>Students will:</strong></td>
<td><strong>Instructional Methods</strong></td>
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<tr>
<td>• Specificity</td>
<td>• Students will obtain knowledge pertaining to principles of training terminology</td>
<td><strong>Teacher directed</strong></td>
<td>Textbooks, trade books</td>
<td><strong>Participation skill development</strong></td>
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<td>• Overload</td>
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<td><strong>Cooperative learning</strong></td>
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<td>• Progression</td>
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<td><strong>Peer instruction</strong></td>
<td>software, hardware, etc.</td>
<td><strong>Peer feedback</strong></td>
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<td>• Aerobic/anaerobic</td>
<td></td>
<td><strong>Question and answer</strong></td>
<td></td>
<td><strong>Students identified with physical handicaps, disabilities, medical conditions, or special needs, performance and test scores will be adapted based on individual abilities</strong></td>
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<td>• Circuit/interval</td>
<td></td>
<td><strong>Warm up</strong></td>
<td></td>
<td><strong>Grading/evaluation will be specifically identified as “adapted curriculum”</strong></td>
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<td>• Repetition/set</td>
<td></td>
<td><strong>Anticipatory set</strong></td>
<td></td>
<td><strong>Sportsmanship</strong></td>
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*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.*

*Use of Adapted PE equipment: Use of lighter, brighter, larger, softer balls, balloons, lower or enlarged targets, or goals, larger striking equipment*

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10.5 Concepts, Principles, and Strategies of Movement
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### HEALTH & PHYSICAL EDUCATION CURRICULUM
### GRADE 7

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<th>Students will:</th>
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<td>• Relate knowledge of scientific and biomechanical principle when performing activity skills</td>
<td>• Cooperative learning</td>
</tr>
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<td>• Centripetal/centrifugal force</td>
<td>• Peer instruction</td>
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<td>• Linear motion</td>
<td>• Question and answer</td>
</tr>
<tr>
<td>• Rotary motion</td>
<td>• Warm up</td>
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<tr>
<td>• Friction/resistance</td>
<td>• Anticipatory set</td>
</tr>
<tr>
<td>• Equilibrium</td>
<td>• Introduce skill</td>
</tr>
<tr>
<td>• Number of moving segments</td>
<td>• Guided and independent practice</td>
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- 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.

- Pinnies
- Lines on the floor,
- Cones, spots
- Hula hoops
- Bean bags
- Balls
- Rings
- Mats
- Bases
- Flag
- Paddles
- Hockey sticks
- Adapted PE equipment
- Nets
- Rackets
- Tape measure
- Goals

- Verbal check for understanding
- Classroom discussion
- Adaptations
- Teacher observation of classroom participation

- Use of Adapted PE equipment: Use of lighter, brighter, larger, softer balls, balloons, lower or enlarged targets, or goals, larger striking equipment

- Group work

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**Gr.7:HealthSafetyPhysEd**
# MCKEESPORT AREA SCHOOL DISTRICT
## HEALTH & PHYSICAL EDUCATION CURRICULUM

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### 10.5 Concepts, Principles, and Strategies of Movement

| Students will: Utilize their knowledge of offensive and defensive strategies as well as time management when participating in activities | • Teacher directed | • Classroom demonstration | • Question & answer | • Adaptations Co-operative learning | • Pinnies | • Lines on the floor, | • Cones, spots | • Hula hoops | • Bean bags | • Balls | • Rings | • Mats | • Bases | • Flag | • Paddles | • Hockey sticks | • Adapted PE equipment | • Nets | • Rackets | • Tape measure | • Goals | • Observation of classroom participation | • Adaptations |

### F. Describe and apply game strategies to complex games and physical activities.

- Offensive strategies
- Defensive strategies
- Time management

| Students will: Utilize their knowledge of offensive and defensive strategies as well as time management when participating in activities | • Teacher directed | • Classroom demonstration | • Question & answer | • Adaptations Co-operative learning | • Pinnies | • Lines on the floor, | • Cones, spots | • Hula hoops | • Bean bags | • Balls | • Rings | • Mats | • Bases | • Flag | • Paddles | • Hockey sticks | • Adapted PE equipment | • Nets | • Rackets | • Tape measure | • Goals | • Observation of classroom participation | • Adaptations |

Gr:7:HealthSafetyPhysEd
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