

MCKEESPORT AREA SCHOOL DISTRICT HEALTH, PHYSICAL EDUCATION, AND SWIMMING CURRICULUM

Course Outline	Objective (PA Standard)	Materials	Instruction Method	Assessment
<p>Health Related Fitness</p> <p>A. Pre Tests and Post Tests</p> <p>B. Personal Fitness Plans</p> <p>C. Cardiorespiratory Fitness</p> <p>D. Swimming</p> <p>E. 5 Fitness Components</p>	<p>Execute strength and endurance exercise through a fitness log</p> <p>Show an understanding of cardiorespiratory endurance</p> <p>Understand and identify rules of safety</p> <p>Apply all 5 components of lifetime fitness (10.2, 3, 5, 10.3.6, A, B, D, E, 10.4.6 A, B, D)</p>	<ul style="list-style-type: none"> •Pinnies •Lines on the floor •Cones • Spots •Hula hoops •Pins •Bean bags •Balls •Rings •Mats •Bases •Flags •Bells •Cage ball •Paddles •Hockey sticks •Adapted PE equipment 	<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 <p>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.</p>	<ul style="list-style-type: none"> • Participation skill development • Teacher observation • Self-Assess • Students identified with physical handicaps, disabilities, medical conditions, or special needs, performance and test scores will be adapted based on individual abilities <p>Grading/evaluation will be specifically identified as “adapted curriculum”</p>

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<p>Territory Games</p> <p>A. Football (1st and 4th Nine Weeks)</p> <p>B. Softball (1st and 4th Nine Weeks)</p> <p>D. Basketball (2nd and 3rd Nine Weeks)</p> <p>E. Hockey (2nd and 3rd Nine Weeks)</p> <p>F. Soccer (1st and 4th Nine Weeks)</p>	<p>Demonstrate dynamic movements by improving the flexibility component for 5 minutes of the class period.</p> <p>Show an understanding of hand-eye coordination, teamwork, and moving to open space by performing handball skills for the entire class period (10.3, 4, 5)</p>	<ul style="list-style-type: none"> • Pinnies • Lines on the floor • Cones • Spots • Hula hoops • Pins • Bean bags • Balls • Rings • Mats • Bases • Flags • Bells • Cage ball • Paddles • Hockey sticks • Adapted PE equipment 	<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 <p>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.</p>	<ul style="list-style-type: none"> • Participation skill development • Teacher observation • Self-Assess • Students identified with physical handicaps, disabilities, medical conditions, or special needs, performance and test scores will be adapted based on individual abilities <p>Grading/evaluation will be specifically identified as “adapted curriculum”</p>

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<p>Striking and Fielding</p> <p>A .Softball (1st and 4th Nine Weeks)</p> <p>B. Kickball (1st and 4th Nine Weeks)</p> <p>C. Matball (2nd and 3rd Nine Weeks)</p>	<p>Demonstrate a striking and fielding activity by completing all of the critical elements at 90% accuracy (10.3, 4, 5)</p>	<ul style="list-style-type: none"> • Pinnies • Lines on the floor • Cones • Spots • Hula hoops • Pins • Bean bags • Balls • Rings • Mats • Bases • Flags • Bells • Cage ball • Paddles • Hockey sticks • Adapted PE equipment 	<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 <p>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.</p>	<ul style="list-style-type: none"> • Participation skill development • Teacher observation • Self-Assess • Students identified with physical handicaps, disabilities, medical conditions, or special needs, performance and test scores will be adapted based on individual abilities <p>Grading/evaluation will be specifically identified as “adapted curriculum”</p>

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<p>Net Games/Lifetime Leisure</p> <p>A. Volleyball (2nd and 3rd Nine Weeks)</p> <p>B. Badminton (2nd and 3rd Nine Weeks)</p> <p>C. Ping Pong (2nd and 3rd Nine Weeks)</p> <p>D. Bocce (2nd and 3rd Nine Weeks)</p> <p>E. Corn Hole (2nd and 3rd Nine Weeks)</p>	<p>Learn basic techniques for Volleyball, Badminton, Bocce, Corn Hole and Ping Pong with relation to court boundaries (10.1, 2, 5, 6)</p>	<ul style="list-style-type: none"> • Pinnies • Lines on the floor • Cones • Spots • Hula hoops • Pins • Bean bags • Balls • Rings • Mats • Bases • Flags • Bells • Cage ball • Bocce Set • Corn Hole Set • Paddles • Hockey sticks • Adapted PE equipment 	<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 <p>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.</p>	<ul style="list-style-type: none"> • Participation skill development • Teacher observation • Self-Assess • Students identified with physical handicaps, disabilities, medical conditions, or special needs, performance and test scores will be adapted based on individual abilities <p>Grading/evaluation will be specifically identified as “adapted curriculum”</p>