

LaSalle-Peru Township High School District 120



Health Education, Physical Education, Driver's Education Curriculum

Adopted by the Board of Education, August 15, 2018

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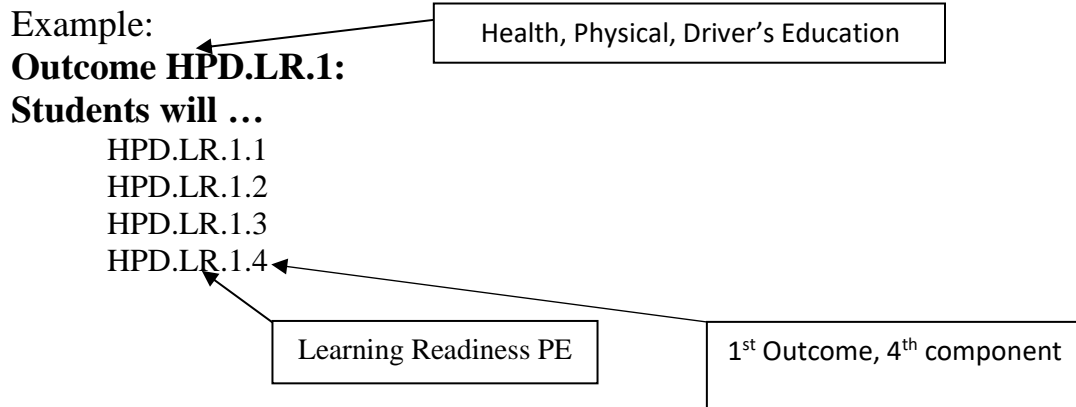
Introduction

The purpose of the LaSalle-Peru Township High School District's Health and Physical Education Curriculum is to aid students in achieving their maximum potential through the acquisition of knowledge and skills necessary to attain healthy levels of well-being and to maintain active lifestyles throughout the lifespan. In addition, Driver's Education's purpose is to increase students' knowledge of basic traffic laws and vehicle handling skills.

The curriculum includes specific outcomes and components for these outcomes which further clarify the skills necessary to achieve each outcome. Each outcome also describes the depth of knowledge and level of rigor required for students to demonstrate their conceptual understanding of the outlined curriculum.

The *Outcomes and Components* are **grade-level/course specific**. These have been carefully aligned to the Illinois Learning Standards for Physical Development and Health and the American Driver and Traffic Safety Education Association National Curriculum Standards. Teachers are expected to align their instruction to the identified outcomes for each course. Outcomes express the essential learning that all students in the grade level/course must know or be able to do in the content area. They make connections among separate concepts or skills described in the components. Outcomes require high cognitive levels and direct assessment. Components state simple and complex concepts or skills that students must know or do in order to perform each outcome. All outcomes and components are to be included within the course of instruction for the year. Assessments will be written at the outcome level.

Each outcome has been assigned a code number consisting of symbols for content area, grade level or course, and outcome number. In the example shown below, HPD stands for Health, Physical, and Driver’s Education (content area) – LR stands for Learning Readiness PE (course) – 1 symbolizes that it is the first outcome in this course.



At the end of each outcome, the code number in parentheses indicates the Illinois Learning Standards to which it aligns and includes the category, domain, and standard number. The following is a link to the complete Illinois Learning Standards for Physical Development and Health –

<http://isbe.state.il.us/ils/pdh/standards.htm#goals>.

The following is a link to the complete American Driver and Traffic Safety Education Association National Curriculum Standards -

<http://adtsea.org/ADTSEA%20National%20Driver%20Educational%20Standards.html>.

There are many steps to the curriculum implementation process. The draft curriculum will be implemented during the 2016-17 school year. During that time, teachers will provide feedback to validate the draft curriculum. Based on teacher feedback, the SAC will then make revisions as deemed necessary and finalize the curriculum. During the 2017-18 school year, the SAC will select aligned resources and develop common outcome assessments. The following year, 2018-19, teachers will use the assessments and provide feedback to validate them. The SAC will make revisions and finalize the assessments. The curriculum and assessments will be fully implemented for several years before the curriculum development process begins again in 2021-22.

We Are



District Mission Statement

The Mission of LaSalle-Peru Township High School is to educate all students to the highest standards in a safe and challenging environment while developing within each of them:

- The ability to think critically, solve problems, and communicate effectively.
- Pride and respect in themselves, school, and community.
- An inspiration to become life-long learners who meet the challenges of an ever-changing and diverse world.

Vision Statement

Learn... Grow... Lead... Excellence is our Standard.

Beliefs

We believe that...

- Every person should strive for excellence.
- Every person is unique and worthy of respect.
- LPHS is the core of the community.
- Students need a safe school.
- Today's learners must be educated to meet tomorrow's challenges.

Health, Physical, Driver's Education Subject Area Mission

Students completing the LPHS Health/Physical/Driver's Education curriculum have developed positive healthy attitudes, knowledge, behaviors, skills, and respect for others. In doing so, students will:

- Be independent critical thinkers and make informed decisions;
- Choose healthy, active lifestyles and habits;
- Exhibit and promote positive relationships;
- Work cooperatively with others; and
- Become lifelong learners and responsible, productive citizens.

Course Purposes

Health Education:

Students will differentiate between a healthy and non-healthy lifestyle by displaying responsible decision making skills.

Learning Readiness PE:

Students will demonstrate knowledge of safety and skills essential to participate in fitness and sports activities. In addition, students will exhibit safe CPR/AED practices.

Enhanced PE:

Students will apply knowledge, rules, and strategies while participating in fitness, team, individual, and lifelong activities.

Driver's Education:

Students will develop good social, physical, and mental skills to become safe, low risk drivers.

Curriculum at a Glance

Health Education

Course Purpose:

Students will differentiate between a healthy and non-healthy lifestyle by displaying responsible decision making skills.

- HPE.HE.9.1** Students will determine physical, psychological, social and legal consequences of use, misuse, and abuse of alcohol, tobacco, and other drugs (22.B.4A, 21.A.4C, 22.B.4A, 22.D.4A)
- HPD.HE.9.2** Students will assess their personal fitness and devise a plan for improvement of personal nutrition and fitness. (20.A.4A, 20.B.4C, 23.A.4A, 23.D.4A, 22.A.4A, 23.B.4A, 21.A.4A, 22.A.4C, 20.B.4A, 20.B.4B, 20.C.4A, 20.C.4D, 20.C.4B)
- HPD.HE.9.3** Students will determine qualities of a socially and emotionally healthy person. (21.A.4c, 21.B.4A, 22.A.B4, 22.D.4A, 23.B.4A, 24.B.4A)
- HPD.HE.9.4** Students will identify the role and the functions of the reproductive system and how they relate to pregnancy and the development of a child. Students will also categorize STD's according to signs, symptoms, disease-causing organisms, and identify preventative measures. (21.A.4C, 21.B.4A, 22.D.4A, 23.D.4A, 24.B.4A)
- HPD.HE.9.5** Students will analyze healthy relationships verses unhealthy relationships by contrasting traits associated with each. (21.B.4A, 21.A.4C, 22.D.4A, 23.C.4A, 24.A.4B, 24.B.4A, 24.A.4A)
- HPD.HE.9.6** Students will research the six components of health and create a flipchart illustrating each component and how each pertains to a healthy lifestyle. (20.C.4C, 21.A.4C, 21.B.4A, 22.A.4D, 24.B.4A, 24.C.4A, 22.C.4A)

Learning Readiness Physical Education

Course Purpose:

Students will demonstrate knowledge of safety and skills essential to participate in fitness and sports activities. In addition, students will exhibit safe CPR/AED practices.

- HPD.LR.1** Students will execute proper techniques for all fitness activities. Students will evaluate their current level of fitness and set personal goals to achieve. (19. A.4a, 19.A.4b, 19.C.4a, 20.A.4a, 20.A.4b, 20.B.4a, 20.B.4b, 20.C.4a, 20.C.4d, 21.A.4a, 21.A.4b, 21.A.4c)
- HPD.LR.2** Students will demonstrate knowledge of rules, equipment, safety, strategy, skills, and scoring while engaged in flag football activities. (19.A.4a, 19.A.4b, 19.B.4a, 19.C.4a, 19.C.4b, 21.A.4a, 21.A.4b, 21.A.4c, 21.B.4)
- HPD-LR-3** Students will demonstrate knowledge of rules and scoring, use equipment properly, and demonstrate safety, strategy, and skills while engaged in softball activities. (19.A.4a, 19.A.4b, 19.B.4a, 19.C.4a, 19.C.4b, 21.A.4a, 21.A.4b, 21.A.4c, 21.B.4a)
- HPD.LR.4** Students will demonstrate knowledge of rules and scoring, use equipment properly, and demonstrate safety, strategy, and skills while engaged in basketball activities. (19.A.4a,,19.A.4b., 19.B.4a., 19.C.4a., 19.C.4b., 21.A.4a., 21.A.4b., 21.A.4c., 21.B.4a.)
- HPD.LR.5** Students will demonstrate knowledge of rules and scoring, use equipment properly, and demonstrate safety, strategy and skills while engaged in volleyball activities. (19.A.4a., 19.A.4b., 19.B.4a., 19.C.4a., 19.C.4b., 21.A.4a., 21.A.4b., 21.A.4c., 21.B.4a.)
- HPD.LR.6** Students will demonstrate knowledge of rules and scoring of games, use equipment properly, demonstrate safety, strokes, and treading skills. (19.A.4a., 19.A.4b., 19.B.4b., 19.C.4a., 19.C.4b., 21.A.4a., 21.A.4b., 21.A.4c., 21.B.4a.)
- HPD-LR-7** Students will demonstrate knowledge of rules and scoring, use equipment properly, and demonstrate safety, strategy, and skills while engaged in tennis activities. (19.A.4a., 19.A.4b., 19.B.4a., 19.C.4a., 19.C.4b., 21.A.4a., 21.A.4b., 21.A.4c, 21.B.4a)
- HPD-LR-8** Students will use equipment properly, demonstrate safety procedures, and practice CPR and use of a trainer AED. (22.A.4c)

Enhanced Physical Education

Course Purpose:

Students will apply knowledge, rules, and strategies while participating in fitness, team, individual, and lifelong activities.

- HPD.EP.1** Students will execute proper techniques for all fitness activities. Students will track their workout data, evaluate their current level of fitness, and set personal goals to achieve. (19.A.5a, 19.B.5a, 19.B.5b, 20.A.5a, 20.A.5b, 20.B.5a, 20.B.5b, 20.B.5c, 20.C.5a, 20.C.5c, 21.B.5a, 24.C.5a)
- HPD.EP.2** Students will demonstrate knowledge of rules, equipment, safety, strategy, skills, and scoring while engaged in flag football activities. (19.A.5a, 19.A.5b, 19.C.5a, 21.A.5a, 21.B.5a)
- HPD.EP.3** Students will demonstrate knowledge of rules, equipment, safety, strategy, skills, and scoring while engaged in the games of bags, bocce ball, disc bonk, and ladder golf. (19.A.5a, 19.B.5a, 19.C.5a, 19.C.5b, 21.A.5a)
- HPD.EP.4** Students will demonstrate knowledge of rules, equipment, safety, strategy, skills, and scoring while engaged in disc golf activities. (19.A.5a, 19.A.5b, 19.B.5a, 19.C.5a, 19.C.5b, 21.A.5a)
- HPD.EP.5** Students will demonstrate knowledge of rules, equipment, safety, strategy, skills, and scoring while engaged in the softball activities. (19.A.5a, 19.A.5b, 19.C.5a, 21.A.5a, 21.B.5a)
- HPD.EP.6** Students will demonstrate knowledge of rules, equipment, safety, strategy, skills, and scoring while engaged in volleyball activities. (19.A.5a, 19.A.5b, 19.C.5a, 21.A.5a, 21.B.5a)
- HPD.EP.7** Students will demonstrate knowledge of rules, equipment, safety, strategy, skills, and scoring while engaged in floor hockey activities. (19.A.5a, 19.A.5b, 19.C.5a, 21.A.5a, 21.B.5a)
- HPD.EP.8** Students will demonstrate knowledge of rules, equipment, safety, strategy, skills, and scoring while engaged in basketball activities. (19.A.5a, 19.A.5b, 19.C.5a, 21.A.5a, 21.B.5a)
- HPD.EP.9** Students will demonstrate knowledge of rules, equipment, safety, strategy, skills, and scoring while engaged in soccer activities. (19.A.5a, 19.A.5b, 19.C.5a, 21.A.5a, 21.B.5a)

- HPD.EP.10** Students will demonstrate knowledge of rules, equipment, safety, strategy, skills, and scoring while engaged in Ultimate activities. (19.A.5a, 19.B.5a, 19.C.5a, 19.C.5b, 21.A.5a)
- HPD.EP.11** Students will demonstrate knowledge of rules, equipment, safety, strategy, skills, and scoring while engaged in badminton activities. (19.A.5a, 19.A.5b, 19.B.5a, 19.C.5a, 19.C.5b, 21.A.5a)
- HPD.EP.12** Students will demonstrate knowledge of rules, equipment, safety, strategy, skills, and scoring while engaged in tennis activities. (19.A.5a, 19.A.5b, 19.B.5a, 19.C.5a, 19.C.5b, 21.A.5a)
- HPD.EP.13** Students will demonstrate knowledge of rules, equipment, safety, strategy, skills, and scoring while engaged in ping pong activities. (19.A.5a, 19.A.5b, 19.B.5a, 19.C.5a, 19.C.5b, 21.A.5a)
- HPE.EP.14** Students will demonstrate knowledge of rules, equipment, safety, strategy, skills, and scoring while engaged in indoor game activities. (19.A.5a, 19.A.5b, 19.B.5a, 19.C.5a, 19.C.5b, 21.A.5a)

Driver's Education

Course Purpose:

Students will develop good social, physical, and mental skills to become safe, low risk drivers.

- HPD.DE.1. Students will describe the components of the highway transportation system and the need for a systematic approach for low risk habit development. (C 2.0, C 3.0, C 21.0, C 16.0, C 18.0)**
- HPD.DE.2 Students will explain the three major classifications of traffic signs, traffic lights and pavement markings, and their meanings. (C 21.0, C 2.0, C 13.0)**
- HPD.DE.3 Students will explain Illinois laws and regulations related to speed limits, yielding the right of way, and insurance requirements. The student will explain various risk factors associated with driving, and describe how to keep the vehicle in good working condition. (C 2.0, C 17.0, C 16.0, C 43.0, C 4.0, C 33.0)**
- HPD.DE.4 Students will describe different types of perceptual skills and how they relate to the driving task. The student will describe the target area zones and open and closed zones. The student will able explain space and distance as it is measured in seconds and the types of potential problems that can occur within that space. (C 11.0, C 12.0, C 8.0)**
- HPD.DE.5 Students will explain how to send and receive messages effectively using a variety of techniques with other roadway users. The student will identify high risk situations and strategies used to recognize risks when approaching intersections. The students will explain how to search intersections and the risks involved at highway-rail grade crossings. (C 2.0, C 13.0, C 14.0, C 10.0, C 20.0)**
- HPD.DE.6 Students will describe how to search with a purpose, explain safety zones, space and time, entering and exiting, and tracking traffic. (C 22.0, C 23.0, C 24.0, C 25.0, C 26.0, C 27.0 C 28.0, C 29.0, C 30.0)**
- HPD.DE.7 Students will explain how to say 'NO' and the effects of alcohol/drugs on the human body, distracted driving, and emotional driving. (C 31.0, C 32.0)**
- HPD.DE.8 Students will describe characteristics of reduced visibility, tread, and traction. (C 36.0, C 16.0, C 7.0, C 34.0, C 35.0, C 15.0, C 37.0, C 38.0, C 39.0)**
- HPD.DE.9 Students will identify and describe car gauges, car malfunctions/repairs, emergency vehicles, and collision reporting. (C. 19.0, C 40.0, C 41.0, C 44.0)**

Health Education

HPD.HE.9.1 Students will determine physical, psychological, social and legal consequences of use, misuse, and abuse of alcohol, tobacco, and other drugs (22.B.4A, 21.A.4C, 22.B.4A, 22.D.4A)

- HPD.HE.9.1.1 List the short term and long term effects of alcohol, tobacco, and other drugs.
- HPE.HE.9.1.2 Access and evaluate current, accurate information for substance abuse and addiction.
- HPD.HE.9.1.3 Demonstrate and apply decision making strategies for refusal and intervention of tobacco, alcohol, and other drugs.
- HPD.HE.9.1.4 Advocate for anti-drug issues related to alcohol, tobacco, and other drugs.
- HPD.HE.9.1.5 Analyze the difference between the various types of drugs and the physical, mental, and behavioral effects on the body by creating a presentation.
- HPD.HE.9.1.6 Demonstrate how alcohol can impair vision, coordination, and judgment.
- HPD.HE.9.1.7 Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- HPD.HE.9.1.8 Determine physical, psychological, social and legal consequences of use, misuse, and abuse of alcohol, tobacco, and other drugs.

HPD.HE.9.2 Students will assess their personal fitness and devise a plan for improvement of personal nutrition and fitness. (20.A.4A, 20.B.4C, 23.A.4A, 23.D.4A, 22.A.4A, 23.B.4A, 21.A.4A, 22.A.4C, 20.B.4A, 20.B.4B, 20.C.4A, 20.C.4D, 20.C.4B)

- HPD.HE.9.2.1 Identify the six classes of nutrients and investigate what sources are prevalent.
- HPD.HE.9.2.2 Recommend a nutrition plan that promotes proper eating according to current guidelines.
- HPD.HE.9.2.3 Classify diseases and disorders related to unhealthy eating.
- HPD.HE.9.2.4 Hypothesize how unhealthy eating and a sedentary lifestyle affects various body systems.
- HPD.HE.9.2.5 Compare and contrast the impact of healthy verse unhealthy eating and its effects on the body.
- HPD.HE.9.2.6 Assess their personal fitness
- HPD.HE.9.2.7 Create a personal fitness program using the five components of fitness.

HPD.HE.9.3 Students will determine qualities of a socially and emotionally healthy person. (21.A.4c, 21.B.4A, 22.A.B4, 22.D.4A, 23.B.4A, 24.B.4A)

- HPD.HE.9.3.1 Create and communicate using pictures how self-image and self-esteem are improved through hobbies, interests, and personal experiences.
- HPD.HE.9.3.2 Classify diseases and disorders related to unhealthy social and emotional choices.
- HPD.HE.9.3.4 Identify resources for assistance in dealing with mental/social/emotional disorders.
- HPD.HE.9.3.5 Describe the various causes of stress, the body's physical response to stress, and ways to reduce stress.
- HPD.HE.9.3.6 Differentiate between positive and negative stressors and how stressors affect your performance.
- HPD.HE.9.3.7 Identify the stages of the grieving process and various coping skills associated with life changes that can lead to stress.
- HPD.HE.9.3.8 Construct lists related to prevention and the possible warning signs of suicidal tendencies.

HPD.HE.9.4 Students will identify the role and the functions of the reproductive system and how they relate to pregnancy and the development of a child. Students will also categorize STD's according to signs, symptoms, disease-causing organisms, and identify preventative measures. (21.A.4C, 21.B.4A, 22.D.4A, 23.D.4A, 24.B.4A)

- HPD.HE.9.4.1 Differentiate between the male and female reproductive systems.
- HPD.HE.9.4.2 Identify the functions of the male and female reproductive systems.
- HPD.HE.9.4.3 Identify the problems associated with the male and female reproductive systems.
- HPD.HE.9.4.4 Identify ways to keep the female and male reproductive system healthy.
- HPD.HE.9.4.5 Diagram the menstrual cycle.
- HPD.HE.9.4.6 Identify the stages of childbirth and different ways of delivery.
- HPD.HE.9.4.7 Create a presentation explaining the signs, symptoms, disease-causing organisms, and preventative measures of sexually transmitted diseases.

HPD.HE.9.5 Students will analyze healthy relationships verses unhealthy relationships by contrasting traits associated with each. (21.B.4A, 21.A.4C, 22.D.4A, 23.C.4A, 24.A.4B, 24.B.4A, 24.A.4A)

- HPD.HE.9.5.1 Compare and contrast healthy relationships verses unhealthy relationships and explain how communication contributes to a healthy relationship.
- HPD.HE.9.5.2 Create a list of various forms of conflict resolution/interventions in unhealthy relationships.
- HPD.HE.9.5.3 Create a slogan to avoid bullying/violence in relationships.
- HPD.HE.9.5.4 Demonstrate through role-playing various forms of peer pressure and techniques to resist it.

HPD.HE.9.6 Students will research the six components of health and create a flipchart illustrating each component and how each pertains to a healthy lifestyle. (20.C.4C, 21.A.4C, 21.B.4A, 22.A.4D, 24.B.4A, 24.C.4A, 22.C.4A)

- HPD.HE.9.6.1 Research the six components of health.
- HPD.HE.9.6.2 Distinguish between controllable and uncontrollable risk factors.
- HPD.HE.9.6.3 Create a flipchart illustrating each component and how each pertains to a healthy lifestyle.
- HPD.HE.9.6.4 Compare the major causes of death in the past with major causes of death today.
- HPD.HE.9.6.5 Identify behaviors that put your health at risk.
- HPD.HE.9.6.6 Identify ways to address health issues in the community.

Learning Readiness Physical Education

HPD.LR.1 Students will execute proper techniques for all fitness activities. Students will evaluate their current level of fitness and set personal goals to achieve. (19. A.4a, 19.A.4b, 19.C.4a, 20.A.4a, 20.A.4b, 20.B.4a, 20.B.4b, 20.C.4a, 20.C.4d, 21.A.4a, 21.A.4b, 21.A.4c)

HPD.LR.1.1 Identify and demonstrate safe and appropriate behaviors while in individual and group settings within their environment and with equipment.

HPD.LR.1.2 Cooperate effectively in small and large groups.

HPD.LR.1.3 Demonstrate proper form and technique of exercises.

HPD.LR.1.4 Analyze data from fitness testing to assess areas of strengths and areas in need of improvement.

HPD.LR.1.5 Evaluate their level of fitness with established benchmarks and set goals for personal improvement.

HPD.LR.2 Students will demonstrate knowledge of rules, equipment, safety, strategy, skills, and scoring while engaged in flag football activities. (19.A.4a, 19.A.4b, 19.B.4a, 19.C.4a, 19.C.4b, 21.A.4a, 21.A.4b, 21.A.4c, 21.B.4)

HPD.LR.2.1 Identify and demonstrate safe and appropriate behaviors while in drills, lead-ups games, and during flag football game play.

HPD.LR.2.2 Cooperate effectively in small and large groups/teams.

HPD.LR.2.3 Use equipment properly.

HPD.LR.2.4 Show knowledge of scoring, rules, and strategies of the game(s).

HPD.LR.2.5 Complete skills such as passing and receiving with a partner from 10 yards away, demonstrating chasing, fleeing, dodging, and flag pulling skills.

HPS.LR.2.6 Create and execute offensive and defensive strategies/plays.

HPD-LR-3 Students will demonstrate knowledge of rules and scoring, use equipment properly, and demonstrate safety, strategy, and skills while engaged in softball activities. (19.A.4a, 19.A.4b, 19.B.4a, 19.C.4a, 19.C.4b, 21.A.4a, 21.A.4b, 21.A.4c, 21.B.4a)

- HPD.LR.3.1 Identify and demonstrate safe and appropriate behaviors while in drills, lead-up games, and during softball game play.
- HPD.LR.3.2 Cooperate effectively in large/small groups/teams.
- HPD.LR.3.3 Use equipment properly.
- HPD.LR.3.4 Show knowledge of scoring, rules, and strategies of the game.
- HPD.LR.3.5 Complete skills such as throwing and catching with a partner from 20 feet away.
- HPD.LR.3.6 Demonstrate batting skills with 8/10 soft toss throws into the field of play.
- HPD.LR.3.7 During game play, evaluate when to run or stay depending on the scenario and demonstrate skills while participating in the group game.

HPD.LR.4 Students will demonstrate knowledge of rules and scoring, use equipment properly, and demonstrate safety, strategy, and skills while engaged in basketball activities. (19.A.4a.,19.A.4b., 19.B.4a., 19.C.4a., 19.C.4b., 21.A.4a., 21.A.4b., 21.A.4c., 21.B.4a.)

- HPD.LR.4.1 Identify and demonstrate safe and appropriate behaviors while in drills, lead-up games, and during basketball game play.
- HPD.LR.4.2 Cooperate effectively in large and small groups/teams.
- HPD.LR.4.3 List rules of the game and develop strategies.
- HPD.LR.4.4 Use equipment properly.
- HPD.LR.4.5 Show knowledge of scoring: lay-ups, free throws, and jump shots.
- HPD.LR.4.6 Complete skills such as shooting free throws with proper form (toes forward, elbow tight, follow-through), lay-ups (correct footwork while using the backboard), dribbling (correct height, finger pads on ball, no double dribbling), and passing (chest, bounce, overhead).
- HPD.LR.4.7 During game play evaluate when to pass, dribble, or shoot depending on the scenario and demonstrate skills while participating with a group or team.

HPD.LR.5 Students will demonstrate knowledge of rules and scoring, use equipment properly, and demonstrate safety, strategy and skills while engaged in volleyball activities. (19.A.4a., 19.A.4b., 19.B.4a., 19.C.4a., 19.C.4b., 21.A.4a., 21.A.4b., 21.A.4c., 21.B.4a.)

- HPD.LR.5.1 Identify and demonstrate safe and appropriate behaviors while in drills, lead-up games, and during volleyball game play.
- HPD.LR.5.2 Cooperate effectively in large/small groups and teams.
- HPD.LR.5.3 Use equipment properly.
- HPD.LR.5.4 Show knowledge of rally scoring, rules, and strategies of the game(s).
- HPD.LR.5.5 Complete skills such as passing with proper form (knees bent, arms outstretched, one foot slightly in front), setting (finger pads, straight up, follow through), and serving (underhand and overhand while stepping with opposition).
- HPD.LR.5.6 During game play choose the proper hit to use depending on the scenario.

HPD.LR.6 Students will demonstrate knowledge of rules and scoring of games, use equipment properly, demonstrate safety, strokes, and treading skills. (19.A.4a., 19.A.4b., 19.B.4b., 19.C.4a., 19.C.4b., 21.A.4a., 21.A.4b., 21.A.4c., 21.B.4a.)

- HPD.LR.6.1 Identify and demonstrate safe and appropriate behaviors while in water games, during stroke instruction, and during free time activities.
- HPD.LR.6.2 Cooperate effectively in large/small groups or teams.
- HPD.LR.6.3 Use equipment properly.
- HPD.LR.6.4 Show knowledge of scoring, rules, and strategies in water polo.
- HPD.LR.6.5 Complete skills of front crawl (kicking, arms, breathing), backstroke (kicking, arms) and treading (arms and legs, fingers closed) for 20 minutes.
- HPD.LR.6.6 Demonstrate a one-mile swim over the course of two class periods.

HPD-LR-7 Students will demonstrate knowledge of rules and scoring, use equipment properly, and demonstrate safety, strategy, and skills while engaged in tennis activities. (19.A.4a., 19.A.4b., 19.B.4a., 19.C.4a., 19.C.4b., 21.A.4a., 21.A.4b., 21.A.4c, 21.B.4a)

- HPD.LR.7.1 Identify and demonstrate safe and appropriate behaviors while in drills, lead-up games, and during doubles and singles game play.
- HPD.LR.7.2 Cooperate effectively in singles or doubles and in small groups.
- HPD.LR.7.3 Use equipment properly.
- HPD.LR.7.4 Show knowledge of scoring, rules, and strategies in singles and doubles, a set, a match, and court markings.
- HPD.LR.7.5 Complete skills such as serving (toss, racket positioning, contact point, follow-through) and forehand and backhand (body positioning, racket level, contact point, follow-through).
- HPD.LR.7.6 During game play, demonstrate offense and defense strategy including placement of hits.

HPD-LR-8 Students will use equipment properly, demonstrate safety procedures, and practice CPR and use of a trainer AED. (22.A.4c)

- HPD.LR.8.1 Identify safety procedures with use of the provided equipment.
- HPD.LR.8.2 Identify safety procedures utilized within the CPR/AED protocol.
- HPD.LR.8.3 Cooperate with a partner or small group to correctly conduct chest compressions using provided equipment.
- HPD.LR.8.4 Identify correct procedures for use of a trainer AED.
- HPD.LR.8.5 Cooperate with a partner or small group to correctly use a trainer AED.
- HPD.LR.8.6 Describe the steps taken in an emergency situation.
- HPD.LR.8.7 Evaluate an emergency scene and determine the appropriate course of action (survey the scene, call 911, begin CPR, use AED if available).
- HPD.LR.8.8 Demonstrate correct use of a trainer AED and demonstrate CPR from initial survey of the scene to one full cycle of compressions only CPR.

Enhanced Physical Education

HPD.EP.1 Students will execute proper techniques for all fitness activities. Students will track their workout data, evaluate their current level of fitness, and set personal goals to achieve. (19.A.5a, 19.B.5a, 19.B.5b, 20.A.5a, 20.A.5b, 20.B.5a, 20.B.5b, 20.B.5c, 20.C.5a, 20.C.5c, 21.B.5a, 24.C.5a)

- HPD.EP.1.1 Identify and demonstrate safe and appropriate behaviors while in individual and group settings within their environment and with equipment.
- HPD.EP.1.2 Cooperate safely and effectively in small and large group settings.
- HPD.EP.1.3 Demonstrate proper form and technique of exercises.
- HPD.EP.1.4 Analyze data from fitness testing in order to assess areas of strengths and areas in need of improvement.
- HPD.EP.1.5 Track their workout data to help assess their current level of fitness.

HPD.EP.2 Students will demonstrate knowledge of rules, equipment, safety, strategy, skills, and scoring while engaged in flag football activities. (19.A.5a, 19.A.5b, 19.C.5a, 21.A.5a, 21.B.5a)

- HPD.EP.2.1 Identify and demonstrate safe and appropriate behaviors towards each other and equipment while participating in flag football activities.
- HPD.EP.2.2 Cooperate safely and effectively in small and large group settings.
- HPD.EP.2.3 Demonstrate the flag football skills of passing and catching.
- HPD.EP.2.4 Differentiate the rules between flag football vs. “tackle” football.
- HPD.EP.2.5 Properly apply rules, strategy, skills, and scoring in a flag football gameplay activity.

HPD.EP.3 Students will demonstrate knowledge of rules, equipment, safety, strategy, skills, and scoring while engaged in the games of bags, bocce ball, disc bonk, and ladder golf. (19.A.5a, 19.B.5a, 19.C.5a, 19.C.5b, 21.A.5a)

- HPD.EP.3.1 Identify and demonstrate safe and appropriate behaviors toward each other and equipment while participating in bags, bocce ball, disc bonk, and ladder golf.
- HPD.EP.3.2 Cooperate safely and effectively in small and large group settings.
- HPD.EP.3.3 Demonstrate the skills of properly throwing underhand.
- HPD.EP.3.4 Properly apply rules, strategy, skills, and scoring in the gameplay activities of bags, bocce ball, disc bonk, and/or ladder golf.

HPD.EP.4 Students will demonstrate knowledge of rules, equipment, safety, strategy, skills, and scoring while engaged in disc golf activities. (19.A.5a, 19.A.5b, 19.B.5a, 19.C.5a, 19.C.5b, 21.A.5a)

- HPD.EP.4.1 Identify and demonstrate safe and appropriate behaviors toward each other and equipment while participating in disc golf activities.
- HPD.EP.4.2 Cooperate safely and effectively in small and large group settings.
- HPD.EP.4.3 Show knowledge of scoring consisting of counting strokes at each hole and overall total for each game and identify the rules and terminology of disc golf.
- HPD.EP.4.4 Demonstrate the disc golf throws of: backhand, forehand, putting.
- HPD.EP.4.5 Properly apply rules, strategy, skills, and scoring during disc golf activities.

HPD.EP.5 Students will demonstrate knowledge of rules, equipment, safety, strategy, skills, and scoring while engaged in the softball activities. (19.A.5a, 19.A.5b, 19.C.5a, 21.A.5a, 21.B.5a)

- HPD.EP.5.1 Identify and demonstrate safe and appropriate behaviors towards each other and equipment while participating in softball activities.
- HPD.EP.5.2 Cooperate safely and effectively in small and large group settings.
- HPD.EP.5.3 Demonstrate the ability to perform offensive and defensive skills and strategies in softball gameplay.
- HPD.EP.5.4 Identify the terminology of: batting order, positions, tagging up, cut off, double play, force out, strike out, fly ball, and ground ball.
- HPD.EP.5.5 Demonstrate the softball skills of throwing, catching, hitting, pitching and base running.
- HPD.EP.5.6 Identify the rules of slow pitch softball.
- HPD.EP.5.7 Properly apply rules, strategy, skills, and scoring in a softball game.

HPD.EP.6 Students will demonstrate knowledge of rules, equipment, safety, strategy, skills, and scoring while engaged in volleyball activities. (19.A.5a, 19.A.5b, 19.C.5a, 21.A.5a, 21.B.5a)

- HPD.EP.6.1 Identify and demonstrate safe and appropriate behaviors towards each other and equipment while participating in volleyball activities.
- HPD.EP.6.2 Cooperate safely and effectively in small and large group settings.
- HPD.EP.6.3 Demonstrate the ability to perform offensive and defensive skills and strategies in volleyball gameplay.
- HPD.EP.6.4 Demonstrate the volleyball skills of serving, passing, setting, and hitting.
- HPD.EP.6.5 Describe the proper way to rotate positions during a volleyball game.
- HPD.EP.6.6 Properly apply rules, strategy, skills, and scoring in a volleyball game.

HPD.EP.7 Students will demonstrate knowledge of rules, equipment, safety, strategy, skills, and scoring while engaged in floor hockey activities. (19.A.5a, 19.A.5b, 19.C.5a, 21.A.5a, 21.B.5a)

- HPD.EP.7.1 Identify and demonstrate safe and appropriate behaviors towards each other and equipment while participating in floor hockey activities.
- HPD.EP.7.2 Cooperate safely and effectively in small and large group settings.
- HPD.EP.7.3 Demonstrate the ability to perform offensive and defensive skills and strategies in floor hockey gameplay.
- HPD.EP.7.5 Demonstrate the floor hockey skills of: passing, catching, shooting, and stick handling.
- HPD.EP.7.6 Identify the floor hockey positions of: goalie, wings, center, and defensemen.
- HPD.EP.7.7 Properly apply rules, strategy, skills, and scoring in a floor hockey game.

HPD.EP.8 Students will demonstrate knowledge of rules, equipment, safety, strategy, skills, and scoring while engaged in basketball activities. (19.A.5a, 19.A.5b, 19.C.5a, 21.A.5a, 21.B.5a)

- HPD.EP.8.1 Identify and demonstrate safe and appropriate behaviors towards each other and equipment while participating in basketball activities.
- HPD.EP.8.2 Cooperate safely and effectively in small and large group settings.
- HPD.EP.8.3 Demonstrate the ability to perform offensive and defensive skills and strategies in basketball gameplay.
- HPD.EP.8.4 Identify points given for the different basketball shots of: lay-up, jump shot, 3-point shot, and free throw.
- HPD.EP.8.5 Demonstrate the basketball skills of: passing, dribbling, shooting, and catching.
- HPD.EP.8.6 Properly apply rules, strategy, skills, and scoring in a basketball game.

HPD.EP.9 Students will demonstrate knowledge of rules, equipment, safety, strategy, skills, and scoring while engaged in soccer activities. (19.A.5a, 19.A.5b, 19.C.5a, 21.A.5a, 21.B.5a)

- HPD.EP.9.1 Identify and demonstrate safe and appropriate behaviors towards each other and equipment while participating in soccer activities.
- HPD.EP.9.2 Cooperate safely and effectively in small and large group settings.
- HPD.EP.9.3 Demonstrate the soccer skills of: passing, dribbling and kicking.
- HPD.EP.9.4 Properly apply rules, strategies, skills, and scoring in a soccer game.

HPD.EP.10 Students will demonstrate knowledge of rules, equipment, safety, strategy, skills, and scoring while engaged in Ultimate activities. (19.A.5a, 19.B.5a, 19.C.5a, 19.C.5b, 21.A.5a)

- HPD.EP.10.1 Identify and demonstrate safe and appropriate behaviors towards each other and equipment while participating in Ultimate activities.
- HPD.EP.10.2 Cooperate safely and effectively in small and large group settings.
- HPD.EP.10.3 Demonstrate the Ultimate skills of: backhand, forehand, and catching.
- HPD.EP.10.4 Properly apply rules, strategy, skills, and scoring in an Ultimate game.

HPD.EP.11 Students will demonstrate knowledge of rules, equipment, safety, strategy, skills, and scoring while engaged in badminton activities. (19.A.5a, 19.A.5b, 19.B.5a, 19.C.5a, 19.C.5b, 21.A.5a)

HPD.EP.11.1 Identify and demonstrate safe and appropriate behaviors towards each other and equipment while participating in badminton activities.

HPD.EP.11.2 Cooperate safely and effectively in small and large group settings.

HPD.EP.11.3 Demonstrate the badminton skills of serving, forehand, and backhand.

HPD.EP.11.4 Properly apply rules, strategies, skills, and scoring in a badminton game.

HPD.EP.12 Students will demonstrate knowledge of rules, equipment, safety, strategy, skills, and scoring while engaged in tennis activities. (19.A.5a, 19.A.5b, 19.B.5a, 19.C.5a, 19.C.5b, 21.A.5a)

HPD.EP.12.1 Identify and demonstrate safe and appropriate behaviors towards each other and equipment while participating in tennis activities.

HPD.EP.12.2 Cooperate safely and effectively in small and large group settings.

HPD.EP.12.3 Demonstrate the tennis skills of: serving, forehand, and backhand.

HPD.EP.12.4 Properly apply rules, strategies, skills, and scoring in a tennis match.

HPD.EP.13 Students will demonstrate knowledge of rules, equipment, safety, strategy, skills, and scoring while engaged in ping pong activities. (19.A.5a, 19.A.5b, 19.B.5a, 19.C.5a, 19.C.5b, 21.A.5a)

HPD.EP.13.1 Identify and demonstrate safe and appropriate behaviors towards each other and equipment while participating in ping pong activities.

HPD.EP.13.2 Cooperate safely and effectively in small and large group settings.

HPD.EP.13.3 Demonstrate the ping pong skills of: serving, forehand, and backhand.

HPD.EP.13.4 Properly apply rules, strategy, skills, and scoring in a ping pong game.

HPE.EP.14 Students will demonstrate knowledge of rules, equipment, safety, strategy, skills, and scoring while engaged in indoor game activities. (19.A.5a, 19.A.5b, 19.B.5a, 19.C.5a, 19.C.5b, 21.A.5a)

- HPD.EP.14.1 Identify and demonstrate safe and appropriate behaviors toward each other and equipment while participating in indoor game activities such as whiffle ball, kickball, Cav ball, blast ball, and Danish long ball.
- HPD.EP.14.2 Cooperate safely and effectively in small and large group settings.
- HPD.EP.14.3 Show knowledge of scoring during gameplay.
- HPD.EP.14.4 Demonstrate the skills of: throwing, catching, kicking, hitting, and running as it applies to the selected activity.
- HPD.EP.14.6 Properly apply rules, strategy, skills, and scoring in the game play activities such as whiffle ball, kickball, Cav ball, blast ball, and Danish long ball.

Driver Education

HPD.DE.1. Students will describe the components of the highway transportation system and the need for a systematic approach for low risk habit development. (C 2.0, C 3.0, C 21.0, C 16.0, C 18.0)

HPD.DE.1.1 Describe the three components of the highway transportation system and identify risk factors generated by each.

HPD.DE.1.2 Describe how low risk driving habits are developed and explain the reasons why such habits are important for future crash-avoidance behavior.

HPD.DE.2 Students will explain the three major classifications of traffic signs, traffic lights and pavement markings, and their meanings. (C 21.0, C 2.0, C 13.0)

HPD.DE.2.1 Identify traffic signs, symbols, and pavement markings.

HPD.DE.2.2 Explain the significance of the use of signs, symbols, and pavement markings through classification.

HPD.DE.3 Students will explain Illinois laws and regulations related to speed limits, yielding the right of way, and insurance requirements. The student will explain various risk factors associated with driving, and describe how to keep the vehicle in good working condition. (C 2.0, C 17.0, C 16.0, C 43.0, C 4.0, C 33.0)

HPD.DE.3.1 Explain various risk factors associated with driving.

HPD.DE.3.2 Identify speed limits and explain right of way rules.

HPD.DE.3.3 Describe how to keep the vehicle in good working condition.

HPD.DE.4 Students will describe different types of perceptual skills and how they relate to the driving task. The student will describe the target area zones and open and closed zones. The student will be able to explain space and distance as it is measured in seconds and the types of potential problems that can occur within that space. (C 11.0, C 12.0, C 8.0)

HPD.DE.4.1 Explain how to effectively search the driving path the car intends to occupy.

HPD.DE.4.2 Demonstrate an effective searching pattern from target area to target area.

HPD.DE.4.3 Explain how to determine and establish a safe three to four second following distance.

HPD.DE.4.4 Identify types of potential hazards that can occur within a four seconds space cushion.

HPD.DE.5 Students will explain how to send and receive messages effectively using a variety of techniques with other roadway users. The student will identify high risk situations and strategies used to recognize risks when approaching intersections. The students will explain how to search intersections and the risks involved at highway-rail grade crossings. (C 2.0, C 13.0, C 14.0, C 10.0, C 20.0)

HPD.DE.5.1 Demonstrate how to send and receive messages effectively using a variety of techniques.

HPD.DE.5.2 Identify high risk moments that affect the control of the vehicle.

HPD.DE.5.3 Identify intersection types and controls.

HPD.DE.5.4 Explain how to approach intersections including RR crossings and roundabouts.

HPD.DE.6 Students will describe how to search with a purpose, explain safety zones, space and time, entering and exiting, and tracking traffic. (C 22.0, C 23.0, C 24.0, C 25.0, C 26.0, C 27.0, C 28.0, C 29.0, C 30.0)

HPD.DE.6.1 Describe and demonstrate how to use an orderly visual search pattern

HPD.DE.6.2 Describe special roadway conditions that may be encountered on the expressway and strategies to reduce the risk when dealing with them.

HPD.DE.6.3 Identify and describe risk reducing strategies for entering and exiting an expressway.

HPD.DE.6.4 Describe the dangers associated with passing on expressways and strategies used to reduce risk when passing. Identify responsibilities when being passed on the expressway.

HPD.DE.6.5 Describe laws and speed adjustments necessary to reduce risks in expressway driving.

HPD.DE.6.6 Describe special characteristics and problems associated with merging and lane changing on the expressway.

HPD.DE.6.7 Describe the characteristics of a controlled access highway and identify the types of interchanges associated with expressways.

HPD.DE.7 Students will explain how to say ‘NO’ and the effects of alcohol/drugs on the human body, distracted driving, and emotional driving. (C 31.0, C 32.0)

HPD.DE.7.1 Explain how to say ‘NO’ in regards to using alcohol and other drugs while operating a motor vehicle.

HPD.DE.7.2 Describe the state’s alcohol/drug-related driving laws.

HPD.DE.7.3 Explain physiological and psychological effects of alcohol and the driving task.

HPD.DE.7.4 Explain how alcohol and other drugs affects driving ability.

HPD.DE.7.5 Explain how fatigue affects driving and how to reduce the effects of fatigue.

HPD.DE.7.6 List how emotions relate to driving and explain how road rage can lead to distracted driving.

HPD.DE.8 Students will describe characteristics of reduced visibility, tread, and traction. (C 36.0, C 16.0, C 7.0, C 34.0, C 35.0, C 15.0, C 37.0, C 38.0, C 39.0)

- HPD.DE.8.1 Explain the problem associated with reduced visibility such as night driving, fog, rain, snow, smoke, wind, and glare conditions. Describe strategies to reduce risks in these situations.
- HPD.DE.8.2 Explain the actions necessary to control the vehicle if a crash appears imminent.
- HPD.DE.8.3 Describe the actions that influence the level of traction or adhesion between tires, road surface, and vehicle control.
- HPD.DE.8.4 Describe the characteristics of front wheel and rear wheel traction loss.
- HPD.DE.8.5 List the actions to take in order to return the vehicle to the road surface under control, after having steered or drifted onto the shoulder.

HPD.DE.9 Students will identify and describe car gauges, car malfunctions/repairs, emergency vehicles, and collision reporting. (C. 19.0, C 40.0, C 41.0, C 44.0)

- HPD.DE.9.1 Explain the different types of warning lights and gauges on the dashboard and what actions to take if a warning light illuminates and what the light indicates during a vehicle malfunction.
- HPD.DE.9.2 Describe the correct actions to take in response to driving emergencies caused by vehicular malfunctions and demonstrate changing a tire.
- HPD.DE.9.3 Describe how to interact with other highway users in a time of emergency.
- HPD.DE.9.4 Explain the requirements for yielding the right of way to emergency vehicles.
- HPD.DE.9.5 Describe the actions to take when involved in a collision.