

**MCKEESPORT AREA SCHOOL DISTRICT
HEALTH & PHYSICAL EDUCATION CURRICULUM**

GRADE 7

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
10.1 Concepts of Health						
<div style="border: 1px solid black; padding: 5px;"> A. Analyze factors that impact growth and development between adolescence and adulthood. <ul style="list-style-type: none"> • 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 </div>	Students will: <ul style="list-style-type: none"> • Identify causes and effects of decision making. • Recognize the physical, emotional, social aspects of growth 	<ul style="list-style-type: none"> • Direct introduction • Brainstorming • KWL charts • Cooperative learning groups • Modeling • Role playing fact sheets • Group discussion 	<ul style="list-style-type: none"> • Worksheets • Library resources • On-line resources • Videos • Textbooks • Readings on current issues 	<ul style="list-style-type: none"> • Worksheets • Discussion • Evaluation • Teacher observation • Quizzes and tests • Skits • Formal/informal quizzes and tests • Teacher created assessments • Skill check list (qualitative, quantitative). 	<ul style="list-style-type: none"> • Review • Re-teach • Reread • Individualized instruction • Peer tutoring • Support • Visual aids • Skits 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Project per student agreement • Research • Field trips

**MCKEESPORT AREA SCHOOL DISTRICT
HEALTH & PHYSICAL EDUCATION CURRICULUM**

GRADE 7

--	--	--	--	--	--	--

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
10.1 Concepts of Health						
<ul style="list-style-type: none"> • B. Analyze the interdependence existing among the body systems. • Nervous • Muscular • Circulatory • Digestion • Endocrine • Respiratory • Immune • Skeletal 	<ul style="list-style-type: none"> • List and explain the parts and functions of the nervous, endocrine, digestion, immune, and respiratory systems. • Explain how the body systems work together. 	<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 • 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

**MCKEESPORT AREA SCHOOL DISTRICT
HEALTH & PHYSICAL EDUCATION CURRICULUM**

GRADE 7

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
10.1 Concepts of Health						
C. Analyze factors that impact nutritional choices of adolescents. <ul style="list-style-type: none"> • Body image • Advertising • Dietary guidelines • Eating disorders • Peer influence • Athletic goals 	Students will: <ul style="list-style-type: none"> • Understand the effects of the six major nutrients, and identify nutritional content of common foods • Recognize nutrimental content as key to healthful food selection 	<ul style="list-style-type: none"> • Direct Instruction • Modeling • Learning Centers • Independent practice • KWL chart • Discussion groups • Role playing • Guided practice • Research projects 	<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 • 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

**MCKEESPORT AREA SCHOOL DISTRICT
HEALTH & PHYSICAL EDUCATION CURRICULUM**

GRADE 7

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
10.1 Concepts of Health						
D. Analyze prevention and intervention strategies in relation to adolescent and adult drug use. <ul style="list-style-type: none"> • Decision-making/refusal skills • Situation avoidance • Goal setting • Professional assistance (e.g., medical, counseling, support groups) • Parent involvement 	Students will: <ul style="list-style-type: none"> • Understand the factors that influence adolescent & adult drug use • Recognize that personal choice affects outcomes • Identify and apply coping skills 	<ul style="list-style-type: none"> • Role Playing • Modeling • Learning Centers • Independent practice • Discussion groups 	<ul style="list-style-type: none"> • Videos • Textbooks • Worksheets • Library resources, print & electronic 	<ul style="list-style-type: none"> • Discussions • Simulations • Unit folders • Graphic organizers • Teacher made tests and quizzes • Projects • Charts • Teacher observations • End of unit tests • Discussion • Cooperative group projects 	<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

**MCKEESPORT AREA SCHOOL DISTRICT
HEALTH & PHYSICAL EDUCATION CURRICULUM**

GRADE 7

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
10.1 Concepts of Health						
E. Analyze how personal choice, disease, and genetics can impact health maintenance and disease prevention.	<ul style="list-style-type: none"> • Students will identify causes, symptoms and treatments/ prevention for life altering health problems 	<ul style="list-style-type: none"> • Readings on current health issues • Processing model • Discussion groups 	<ul style="list-style-type: none"> • On-line resources • Library resources • Textbooks • Worksheets • Videos 	<ul style="list-style-type: none"> • Unit folders • Graphic organizers • Teacher made tests and quizzes • Projects • Charts • Teacher observations • End of unit tests • Discussion • Cooperative group projects 	<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

**MCKEESPORT AREA SCHOOL DISTRICT
HEALTH & PHYSICAL EDUCATION CURRICULUM**

GRADE 7

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
10.2. Healthful Living						
A. Identify and describe health care products and services that impact adolescent health practices	<ul style="list-style-type: none"> • Students will recognize the importance of health examinations for personal health. 	<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 • 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

**MCKEESPORT AREA SCHOOL DISTRICT
HEALTH & PHYSICAL EDUCATION CURRICULUM**

GRADE 7

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
10.2 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	<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"> • 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 • Student self-assessment 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individual instruction • Alternative assignments • Extended time • Re-read • Instructional games • Technology • Peer tutoring • Real life applications • Audio/visual 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Research projects • Real life applications • Field Trip • Guest Speakers

**MCKEESPORT AREA SCHOOL DISTRICT
HEALTH & PHYSICAL EDUCATION CURRICULUM**

GRADE 7

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
10.2 Healthful Living						
C. Analyze media health and safety messages and describe their impact on personal health and safety.	<ul style="list-style-type: none"> • Students will identify and 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 	<ul style="list-style-type: none"> • 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 • Alternative assignments • Extended time • Re-read • Instructional games • Technology • Peer tutoring • Real life applications • Audio/visual 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Research projects • Real life applications • Guest Speakers

**MCKEESPORT AREA SCHOOL DISTRICT
HEALTH & PHYSICAL EDUCATION CURRICULUM**

GRADE 7

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
10.2 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	<ul style="list-style-type: none"> • Direct Instruction • Modeling • Learning Centers • Independent practice • KWL chart • Discussion groups • Role playing • Guided practice • Research projects 	<ul style="list-style-type: none"> • 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 • Alternative assignments • Extended time • Re-read • Instructional games • Technology • Peer tutoring • Real life applications • Audio/visual 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Research projects • Real life applications • Guest Speakers

**MCKEESPORT AREA SCHOOL DISTRICT
HEALTH & PHYSICAL EDUCATION CURRICULUM**

GRADE 7

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
10.3 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	<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 • Cooperative Learning 	<ul style="list-style-type: none"> • Guest Speakers • Visuals • AIU Videos • Safety Signs • Power Point 	<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 • 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

**MCKEESPORT AREA SCHOOL DISTRICT
HEALTH & PHYSICAL EDUCATION CURRICULUM**

GRADE 7

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
10.3 Safety and Injury Prevention						
B. Describe and apply strategies for emergency and long-term management of injuries. <ul style="list-style-type: none"> • Rescue breathing • Water rescue • Self-care • Sport injuries 	Student will: <ul style="list-style-type: none"> • Distinguish between common emergencies and the need to ask for medical assistance 	<ul style="list-style-type: none"> • Direct Instruction • Modeling • Learning Centers • Independent practice • Discussion groups • Role playing • Guided practice • Cooperative Learning 	<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 • Alternative assignments • Extended time • Re-read • Instructional games • Technology • Peer tutoring • Real life applications • Audio/visual 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Research projects • Real life applications • Fire Drills

**MCKEESPORT AREA SCHOOL DISTRICT
HEALTH & PHYSICAL EDUCATION CURRICULUM**

GRADE 7

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
10.3 Safety and Injury Prevention						
C. Analyze and apply strategies to avoid or manage conflict and violence during adolescence. <ul style="list-style-type: none"> • Effective negotiation • Assertive behavior 	Student will: <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"> • Examine strategies that can be utilized to resolve conflicts 	<ul style="list-style-type: none"> • Direct Instruction • Modeling • Learning Centers • Independent practice • Discussion groups • Role playing • Bully proofing 	<ul style="list-style-type: none"> • Guest Speakers • Visuals • Videos • Safety Signs • Rules • Posters 	<ul style="list-style-type: none"> • Hands on activities • Discussions • Unit folders • Graphic organizers • Charts • Teacher observations 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individual instruction • Alternative assignments • Extended time • Instructional games • Technology • Real life applications • Audio/visual 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Research projects • Real life applications

**MCKEESPORT AREA SCHOOL DISTRICT
HEALTH & PHYSICAL EDUCATION CURRICULUM**

GRADE 7

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
10.3 Safety and Injury Prevention						
D. Analyze the role of individual responsibility for safety during organized group activities.	Students will: <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Examine the individual's role to participate safely during organized activities 	<ul style="list-style-type: none"> • Direct Instruction • Modeling • Peer reminders • Group discussion • Group activity • Group fitness stations(safety) • Warnings • Time out • Instructional cues 	<ul style="list-style-type: none"> • Guest Speakers • Visuals • Videos • Safety Signs • Posters • Class rules 	<ul style="list-style-type: none"> • 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" 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Research projects • Real life applications

**MCKEESPORT AREA SCHOOL DISTRICT
HEALTH & PHYSICAL EDUCATION CURRICULUM**

GRADE 7

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						

**MCKEESPORT AREA SCHOOL DISTRICT
HEALTH & PHYSICAL EDUCATION CURRICULUM**

GRADE 7

<p>A. Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.</p>	<p>Students will participate in:</p> <ul style="list-style-type: none"> • Games of low organization • Sports related activities • Perceptual motor/ manipulative skills • Rhythmic dance • Creative movement • Basic loco motor skills • Fitness • Strength training • Personal fitness • Aerobic fitness • Tennis, badminton, track & field • Cooperative games: basketball, football, hockey, soccer, softball, wiffle ball, 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 • Pins • Balls • Mats • Bases • Hockey sticks(Q-tip) • Adapted PE equipment • Jump ropes • Stop watch • Nets • Rackets • Goals • Tape measure 	<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” 	<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 • Family Fun Night • Peer tutoring • Stunts tumbling • Creative movement • Basic locomotor skills • Fitness
--	---	---	--	---	--	---

**MCKEESPORT AREA SCHOOL DISTRICT
HEALTH & PHYSICAL EDUCATION CURRICULUM**

GRADE 7

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 effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement. <ul style="list-style-type: none"> • Stress management • Disease prevention • Weight management 	Students will: <ul style="list-style-type: none"> • Investigate the benefits of exercise as the means to manage stress, disease and weight 	<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 – pair/share • 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"> • Students choices of physical activity • Assorted PE equipment 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Checking for understanding • Repeat instruction 	<ul style="list-style-type: none"> • Pick-up sports activities

**MCKEESPORT AREA SCHOOL DISTRICT
HEALTH & PHYSICAL EDUCATION CURRICULUM**

GRADE 7

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						
C. Analyze factors that affect the responses of body systems during moderate to vigorous physical activities. <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Investigate individual heart rates, target fitness zones, and various environmental factors that affect the body’s response to exercise 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Jump ropes • Stopwatches • Mats • Assorted PE equipment • Tape measure • Lines on floor • Cones • Polly spots • Medicine balls 	<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, beanbag, 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 • Family Fun Night • Leadership roles • Demonstrator

**MCKEESPORT AREA SCHOOL DISTRICT
HEALTH & PHYSICAL EDUCATION CURRICULUM**

GRADE 7

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						
D. Analyze factors that affect physical activity preferences of adolescents. <ul style="list-style-type: none"> • Skill competence • Social benefits • Previous experience • Activity confidence 	Students will: <ul style="list-style-type: none"> • Identify activities they enjoy • Engage in at home • Engage in on teams or classes in the community • Share interest/ enjoyment of various activities • Share activities they would like to try if given opportunities • Share activities their parents enjoy • Share recreational ideas of activities in the Pittsburgh area • Sportsmanship 	<ul style="list-style-type: none"> • Teacher directed • Classroom demonstration • Question & answer • Adaptations 	<ul style="list-style-type: none"> • Students' preferences • Jump ropes • Stopwatches • Mats 	<ul style="list-style-type: none"> • Verbal check for understanding • Classroom discussion • Adaptations 	<ul style="list-style-type: none"> • Checking for understanding • Repeat instruction • Peer discussion • Parental supervision 	<ul style="list-style-type: none"> • Peer tutoring Instructions for captains of intramural teams

**MCKEESPORT AREA SCHOOL DISTRICT
HEALTH & PHYSICAL EDUCATION CURRICULUM**

GRADE 7

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						
E. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement. <ul style="list-style-type: none"> • Personal choice • Developmental differences • Amount of physical activity • Authentic practice 	Students will: <ul style="list-style-type: none"> • Students will: • Be able to distinguish how personal choice, developmental differences, amount of physical activity, and authentic practice impacts the relationship between participation in physical activity and motor skill improvement 	<ul style="list-style-type: none"> • Teacher directed • Classroom demonstration • Question & answer • Adaptations 	<ul style="list-style-type: none"> • Jump ropes • Stopwatches • Mats • Assorted equipment PE • Tape measure • Lines on floor • Cones • Polly spots • Medicine balls 	<ul style="list-style-type: none"> • Verbal check for understanding • Classroom discussion • Adaptations 	<ul style="list-style-type: none"> • Checking for understanding • Repeat instruction • Peer discussion 	<ul style="list-style-type: none"> • Peer tutoring Instructions for captains of intramural teams

**MCKEESPORT AREA SCHOOL DISTRICT
HEALTH & PHYSICAL EDUCATION CURRICULUM**

GRADE 7

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						
F. Analyze the effects of positive and negative interactions of adolescent group members in physical activities. <ul style="list-style-type: none"> • Group dynamics • Social pressure 	Students will: <ul style="list-style-type: none"> • Discuss good sportsmanship • Give examples of poor sportsmanship • Discuss fair ways to solve conflicts • Describe qualities of a good leader • Discuss the qualities of a good “team player” 	<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"> • Jump ropes • Stopwatches • Mats • Assorted PE equipment • Tape measure • Lines on floor • Cones • Polly spots • Medicine balls 	<ul style="list-style-type: none"> • Verbal check for understanding • Classroom discussion • Adaptations • Teacher observation of classroom participation 	<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, beanbag, balloons, lower or enlarged targets or goals, • larger striking equipment • Peer/adult support • Alternative activity 	<ul style="list-style-type: none"> • Peer tutoring • Instructions for captains of intramural teams

**MCKEESPORT AREA SCHOOL DISTRICT
HEALTH & PHYSICAL EDUCATION CURRICULUM**

GRADE 7

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						
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	<ul style="list-style-type: none"> • Cooperative learning • Peer instruction • Question and answer • Classroom skill demonstration • Warm-up • Guided practice • Anticipatory set • Pair/share • Adaptations 	<ul style="list-style-type: none"> • Assorted PE equipment 	<ul style="list-style-type: none"> • Observation of classroom participation 	<ul style="list-style-type: none"> • 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 • Use of Adapted PE equipment: Use of lighter, brighter, larger, softer balls, balloons, lower or enlarged targets, or goals, larger striking equipment 	<ul style="list-style-type: none"> • Leadership roles • Demonstrator • Community programs

**MCKEESPORT AREA SCHOOL DISTRICT
HEALTH & PHYSICAL EDUCATION CURRICULUM**

GRADE 7

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						
B. Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement. <ul style="list-style-type: none"> • Response selection • Stages of learning a motor skill (i.e. verbal cognitive, motor, automatic) • Types of skill (i.e. discrete, serial, continuous) 	Students will: <ul style="list-style-type: none"> • Be able to discover that a complex skill can be performed in various ways and has many components 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Assorted PE equipment • Adapted PE equipment. 	<ul style="list-style-type: none"> • Observation of classroom participation • Verbal check for understanding • Classroom discussion 	<ul style="list-style-type: none"> • 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 • Use of Adapted PE equipment: Use of lighter, brighter, larger, softer balls, balloons, lower or enlarged targets, or goals, larger striking equipment 	<ul style="list-style-type: none"> • Leadership roles • Demonstrator • Community programs • Team captains

**MCKEESPORT AREA SCHOOL DISTRICT
HEALTH & PHYSICAL EDUCATION CURRICULUM**

GRADE 7

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						
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	<ul style="list-style-type: none"> • Cooperative learning • Peer instruction • Question and answer • Classroom skill demonstration • Warm-up • Guided practice • Anticipatory set • Pair/share • Adaptations 	<ul style="list-style-type: none"> • Posters • Assorted PE equipment • Adapted PE equipment 	<ul style="list-style-type: none"> • Verbal check for understanding • Classroom discussion • Adaptations • Teacher observation of classroom participation 	<ul style="list-style-type: none"> • 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 • Use of Adapted PE equipment: Use of lighter, brighter, larger, softer balls, balloons, lower or enlarged targets, or goals, larger striking equipment 	<ul style="list-style-type: none"> • Group work

**MCKEESPORT AREA SCHOOL DISTRICT
HEALTH & PHYSICAL EDUCATION CURRICULUM**

GRADE 7

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						
D. Identify and describe the principles of training using appropriate vocabulary. <ul style="list-style-type: none"> • Specificity • Overload • Progression • Aerobic/anaerobic • Circuit/interval • Repetition/set 	Students will: <ul style="list-style-type: none"> • Students will obtain knowledge pertaining to principles of training terminology 	<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"> • Assorted PE equipment • Posters • 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" • Sportsmanship • Skill development • Sportsmanship • In class assignments 	<ul style="list-style-type: none"> • Use of Adapted PE equipment: Use of lighter, brighter, larger, softer balls, balloons, lower or enlarged targets, or goals, larger striking equipment 	<ul style="list-style-type: none"> • Group work

**MCKEESPORT AREA SCHOOL DISTRICT
HEALTH & PHYSICAL EDUCATION CURRICULUM**

GRADE 7

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						

**MCKEESPORT AREA SCHOOL DISTRICT
HEALTH & PHYSICAL EDUCATION CURRICULUM**

GRADE 7

<p>E. Analyze and apply scientific and biomechanical principles to complex movements.</p> <ul style="list-style-type: none"> • Centripetal/centrifugal force • Linear motion • Rotary motion • Friction/resistance • Equilibrium • Number of moving segments 	<p>Students will:</p> <ul style="list-style-type: none"> • Relate knowledge of scientific and biomechanical principle when performing activity skills 	<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 • Bean bags • Balls • Rings • Mats • Bases • Flag • Paddles • Hockey sticks • Adapted PE equipment • Nets • Rackets • Tape measure • Goals 	<ul style="list-style-type: none"> • Verbal check for understanding • Classroom discussion • Adaptations • Teacher observation of classroom participation 	<ul style="list-style-type: none"> • Use of Adapted PE equipment: Use of lighter, brighter, larger, softer balls, balloons, lower or enlarged targets, or goals, larger striking equipment 	<ul style="list-style-type: none"> • Group work
--	--	---	--	---	---	--

**MCKEESPORT AREA SCHOOL DISTRICT
HEALTH & PHYSICAL EDUCATION CURRICULUM**

GRADE 7

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	•	
10.5 Concepts, Principles, and Strategies of Movement					*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
F. Describe and apply game strategies to complex games and physical activities. <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Teacher directed • Classroom demonstration • Question & answer • Adaptations Co-operative learning	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Observation of classroom participation • Adaptations

**MCKEESPORT AREA SCHOOL DISTRICT
HEALTH & PHYSICAL EDUCATION CURRICULUM**

GRADE 7

					<ul style="list-style-type: none">• Checking for understanding• Repeat instruction• Peer discussion• Adapt the skill• Break down the skill into parts• Modify rules/ game strategies, time, distance, speed for that student• Use of Adapted PE equipment: Use of lighter, brighter, larger, softer balls, balloons, lower or enlarged targets, or goals, larger striking equipment	<ul style="list-style-type: none">• Group work• Intramurals• Leadership roles• Demonstrations• Community programs
--	--	--	--	--	---	---