

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

**GRADE 8**

<b>PA Academic Standards</b> Student must be able to do	<b>Objective</b> Content or process student will be able to know and do	<b>Instructional Methods</b>	<b>Materials/ Resources</b> Textbooks, trade books, workbooks, software, hardware, etc.	<b>*Assessment Procedures</b> *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP	<b>*Additional Learning</b> Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP	<b>*Extended Learning</b> Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP
10.1 Concepts of Health						
A. Analyze factors that impact growth and development between adolescence and adulthood. <ul style="list-style-type: none"> <li>• Relationships (e.g., dating, friendships, peer pressure)</li> <li>• Interpersonal communication</li> <li>• Risk factors (e.g., physical inactivity, substance abuse, intentional/unintentional injuries, dietary patterns)</li> <li>• Abstinence</li> <li>• STD and HIV prevention</li> <li>Community</li> </ul>	Student will be able to: <ul style="list-style-type: none"> <li>• Develop strategies for developing health skills and wise consumer habits</li> <li>• Examine positive mental emotional health and issues affecting their social lives</li> <li>• Point out examples of conflicts and violence and ways to deal with each</li> <li>• Examine the importance of engaging in regular physical activity to maintain health</li> <li>• Examine factors that contribute to good nutrition, body image, and eating disorders</li> <li>• Define the teams AIDS and HIV and explain how it is spread and point out how to avoid getting HIV</li> </ul>	<ul style="list-style-type: none"> <li>• Direct introduction</li> <li>• Brainstorming</li> <li>• KWL charts</li> <li>• Cooperative learning groups</li> <li>• Modeling</li> <li>• Role playing fact sheets</li> <li>• Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Library resources</li> <li>• On-line resources</li> <li>• Videos</li> <li>• Textbooks</li> <li>• Readings on current issues</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Discussion</li> <li>• Evaluation</li> <li>• Teacher observation</li> <li>• Quizzes and tests</li> <li>• Skits</li> <li>• Formal/informal quizzes and tests</li> <li>• Teacher created assessments</li> <li>• Skill check list (qualitative, quantitative).</li> </ul>	<ul style="list-style-type: none"> <li>• Review</li> <li>• Re-teach</li> <li>• Reread</li> <li>• Individualized instruction</li> <li>• Peer tutoring</li> <li>• Support</li> <li>• Visual aids</li> <li>• Skits</li> </ul>	<ul style="list-style-type: none"> <li>• Independent projects</li> <li>• Peer teaching</li> <li>• Project per student agreement</li> <li>• Research</li> <li>• Field trips</li> </ul>

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10.1 Concepts of Health						
<ul style="list-style-type: none"> <li>• B. Analyze the interdependence existing among the body systems.</li> <li>• Nervous</li> <li>• Muscular</li> <li>• Circulatory</li> <li>• Digestion</li> <li>• Endocrine</li> <li>• Respiratory</li> <li>• Immune</li> <li>• Skeletal</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiate between the nine body systems</li> <li>• Explain how each system works in relation to each other</li> <li>• Point out the process of growth and development during each of life's stages from conception until adolescence.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Independent practice</li> <li>• KWL chart</li> <li>• Research projects using the information Processing Model</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Library resources, print &amp; electronic</li> <li>• Videos</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Discussions</li> <li>• Unit folders</li> <li>• Graphic organizers</li> <li>• Teacher made tests and quizzes</li> <li>• Projects</li> <li>• Charts</li> <li>• Teacher observations</li> </ul>	<ul style="list-style-type: none"> <li>• Review</li> <li>• Re-teach</li> <li>• Flexible grouping</li> <li>• Individual instruction</li> <li>• Alternative assignments</li> <li>• Extended time</li> <li>• Re-read</li> <li>• Instructional games</li> <li>• Technology</li> <li>• Peer tutoring</li> <li>• Audio/visual</li> </ul>	<ul style="list-style-type: none"> <li>• Independent projects</li> <li>• Peer teaching</li> <li>• Peer tutoring</li> <li>• Research projects</li> </ul>

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10.1 Concepts of Health						
C. Analyze factors that impact nutritional choices of adolescents. <ul style="list-style-type: none"> <li>• Body image</li> <li>• Advertising</li> <li>• Dietary guidelines</li> <li>• Eating disorders</li> <li>• Peer influence</li> <li>• Athletic goals</li> </ul>	Students will: <ul style="list-style-type: none"> <li>• Understand the effects of the six major nutrients, and identify nutritional content of common foods</li> <li>• Recognize nutrimental content as key to healthful food selection</li> </ul>	<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Modeling</li> <li>• Learning Centers</li> <li>• Independent practice</li> <li>• KWL chart</li> <li>• Discussion groups</li> <li>• Role playing</li> <li>• Guided practice</li> <li>• Research projects</li> </ul>	<ul style="list-style-type: none"> <li>• Videos</li> <li>• Nutrition charts</li> <li>• Worksheets</li> <li>• Food pyramid</li> <li>• Puzzles/Charts</li> <li>• Food group assortment</li> <li>• Primary health/ safety curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Hands on activities</li> <li>• Discussions</li> <li>• Unit folders</li> <li>• Graphic organizers</li> <li>• Teacher made tests and quizzes</li> <li>• Projects</li> <li>• Charts</li> <li>• Teacher observations</li> </ul>	<ul style="list-style-type: none"> <li>• Review</li> <li>• Re-teach</li> <li>• Flexible grouping</li> <li>• Individual instruction</li> <li>• Alternative assignments</li> <li>• Extended time</li> <li>• Re-read</li> <li>• Instructional games</li> <li>• Technology</li> <li>• Peer tutoring</li> <li>• Re-teach</li> <li>• Real life applications</li> <li>• Audio/visual</li> </ul>	<ul style="list-style-type: none"> <li>• Independent projects</li> <li>• Peer teaching</li> <li>• Peer tutoring</li> <li>• Research projects</li> <li>• Real life applications</li> </ul>

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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"> <li>• Decision-making/refusal skills</li> <li>• Situation avoidance</li> <li>• Goal setting</li> <li>• Professional assistance (e.g., medical, counseling, support groups)</li> <li>• Parent involvement</li> </ul>	Students will: <ul style="list-style-type: none"> <li>• Investigate the dangers of using drugs</li> <li>• Be able to develop strategies to refuse these substances if they are offered</li> <li>• Identify the various agencies in the community – local, state, and national where assistance is available for drug problems</li> </ul>	<ul style="list-style-type: none"> <li>• Role Playing</li> <li>• Modeling</li> <li>• Learning Centers</li> <li>• Independent practice</li> <li>• Discussion groups</li> </ul>	<ul style="list-style-type: none"> <li>• Videos</li> <li>• Textbooks</li> <li>• Worksheets</li> <li>• Library resources, print &amp; electronic</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions</li> <li>• Simulations</li> <li>• Unit folders</li> <li>• Graphic organizers</li> <li>• Teacher made tests and quizzes</li> <li>• Projects</li> <li>• Charts</li> <li>• Teacher observations</li> <li>• End of unit tests</li> <li>• Discussion</li> <li>• Cooperative group projects</li> </ul>	<ul style="list-style-type: none"> <li>• Review</li> <li>• Re-teach</li> <li>• Flexible grouping</li> <li>• Individualized instruction</li> <li>• Audio/visual</li> </ul>	<ul style="list-style-type: none"> <li>• Independent projects</li> <li>• Peer teaching</li> <li>• Peer tutoring</li> <li>• Research projects</li> <li>• Real life applications</li> </ul>

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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"> <li>• Students will identify causes, symptoms and treatments/ prevention for life altering health problems</li> </ul>	<ul style="list-style-type: none"> <li>• Readings on current health issues</li> <li>• Processing model</li> <li>• Discussion groups</li> </ul>	<ul style="list-style-type: none"> <li>• On-line resources</li> <li>• Library resources</li> <li>• Textbooks</li> <li>• Worksheets</li> <li>• Videos</li> </ul>	<ul style="list-style-type: none"> <li>• Unit folders</li> <li>• Graphic organizers</li> <li>• Teacher made tests and quizzes</li> <li>• Projects</li> <li>• Charts</li> <li>• Teacher observations</li> <li>• End of unit tests</li> <li>• Discussion</li> <li>• Cooperative group projects</li> </ul>	<ul style="list-style-type: none"> <li>• Review</li> <li>• Re-teach</li> <li>• Flexible grouping</li> <li>• Individualized instruction</li> </ul> Audio/visual	<ul style="list-style-type: none"> <li>• Independent projects</li> <li>• Peer teaching</li> <li>• Peer tutoring</li> <li>• Research projects</li> <li>• Real life applications</li> </ul>

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

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10.2 Healthful Living						
B. Analyze the relationship between health-related information and adolescent consumer choices. • Tobacco products • Weight control products	• Students will understand consequences of proper nutrition and sun exposure	<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Modeling</li> <li>• Learning Centers</li> <li>• Independent practice</li> <li>• KWL chart</li> <li>• Discussion groups</li> <li>• Role playing</li> <li>• Guided practice</li> <li>• Research projects</li> <li>• Oral reports</li> </ul>	<ul style="list-style-type: none"> <li>• Visuals</li> <li>• Videos</li> <li>• Safety Signs</li> </ul>	<ul style="list-style-type: none"> <li>• Hands on activities</li> <li>• Discussions</li> <li>• Unit folders</li> <li>• Graphic organizers</li> <li>• Teacher made tests and quizzes</li> <li>• Projects</li> <li>• Charts</li> <li>• Teacher observations</li> <li>• Student self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Review</li> <li>• Re-teach</li> <li>• Flexible grouping</li> <li>• Individual instruction</li> <li>• Alternative assignments</li> <li>• Extended time</li> <li>• Re-read</li> <li>• Instructional games</li> <li>• Technology</li> <li>• Peer tutoring</li> <li>• Real life applications</li> <li>• Audio/visual</li> </ul>	<ul style="list-style-type: none"> <li>• Independent projects</li> <li>• Peer teaching</li> <li>• Peer tutoring</li> <li>• Research projects</li> <li>• Real life applications</li> <li>• Field Trip</li> <li>• Guest Speakers</li> </ul>



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

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10.2 Healthful Living						
D. Analyze and apply a decision-making process to adolescent health and safety issues.	Student will: • Identify various decision making processes and choose one that they feel will work best for them	<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Modeling</li> <li>• Learning Centers</li> <li>• Independent practice</li> <li>• KWL chart</li> <li>• Discussion groups</li> <li>• Role playing</li> <li>• Guided practice</li> <li>• Research projects</li> </ul>	<ul style="list-style-type: none"> <li>• Visuals</li> <li>• Videos</li> <li>• Safety Signs</li> </ul>	<ul style="list-style-type: none"> <li>• Hands on activities</li> <li>• Discussions</li> <li>• Unit folders</li> <li>• Graphic organizers</li> <li>• Teacher made tests and quizzes</li> <li>• Projects</li> <li>• Charts</li> <li>• Teacher observations</li> </ul>	<ul style="list-style-type: none"> <li>• Review</li> <li>• Re-teach</li> <li>• Flexible grouping</li> <li>• Individual instruction</li> <li>• Alternative assignments</li> <li>• Extended time</li> <li>• Re-read</li> <li>• Instructional games</li> <li>• Technology</li> <li>• Peer tutoring</li> <li>• Real life applications</li> <li>• Audio/visual</li> </ul>	<ul style="list-style-type: none"> <li>• Independent projects</li> <li>• Peer teaching</li> <li>• Peer tutoring</li> <li>• Research projects</li> <li>• Real life applications</li> <li>• Guest Speakers</li> </ul>

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10.3 Safety and Injury Prevention						

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<p>A. Analyze the role of individual responsibility for safe practices and injury prevention in the home, school, and community.</p> <ul style="list-style-type: none"> <li>• Modes of transportation (e.g., pedestrian, bicycle,</li> <li>• Vehicular, passenger, farm vehicle, all-terrain vehicle)</li> <li>• Violence prevention in school</li> <li>• Self-protection in the home</li> <li>• Self-protection in public places</li> </ul>	<p>Student will:</p> <ul style="list-style-type: none"> <li>• Identify the importance of following safe habits as the best way to prevent injuries</li> <li>• State rules for safe use of various non-motorized and motorized methods of transportation</li> <li>• Identify what factors contribute to team violence and be able to point out what teams and schools can do to prevent and protect individuals against violence</li> <li>• Describe safety hazards in the home and ways to correct them</li> <li>• Explain safety precautions necessary when traveling in the community</li> <li>• Utilize proper attire for physical activity</li> <li>• Integrate and follow rules and directions for the activity</li> <li>• Examine and abide by the rules of safe and appropriate conduct</li> <li>• Distinguish appropriate/ safe conduct when moving through the environment</li> <li>• Use appropriate and safe application of force, speed, etc. when participating in activities</li> </ul>	<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Modeling</li> <li>• Learning Centers</li> <li>• Independent practice</li> <li>• KWL chart</li> <li>• Discussion groups</li> <li>• Role playing</li> <li>• Guided practice</li> <li>• Research projects</li> <li>• Oral reports</li> <li>• Cooperative Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Guest Speakers</li> <li>• Visuals</li> <li>• AIU Videos</li> <li>• Safety Signs</li> <li>• Power Point</li> </ul>	<ul style="list-style-type: none"> <li>• Hands on activities</li> <li>• Discussions</li> <li>• Unit folders</li> <li>• Graphic organizers</li> <li>• Teacher made tests and quizzes</li> <li>• Projects</li> <li>• Charts</li> <li>• Teacher observations</li> </ul>	<ul style="list-style-type: none"> <li>• Review</li> <li>• Re-teach</li> <li>• Flexible grouping</li> <li>• Individual instruction</li> <li>• Alternative assignments</li> <li>• Extended time</li> <li>• Re-read</li> <li>• Instructional games</li> <li>• Technology</li> <li>• Peer tutoring</li> <li>• Re-teach</li> <li>• Real life applications</li> <li>• Audio/visual</li> </ul>	<ul style="list-style-type: none"> <li>• Independent projects</li> <li>• Peer teaching</li> <li>• Peer tutoring</li> <li>• Research projects</li> <li>• Real life applications</li> <li>• Fire and safety drills</li> </ul>
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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"> <li>• Rescue breathing</li> <li>• Water rescue</li> <li>• Self-care</li> <li>• Sport injuries</li> </ul>	Student will: <ul style="list-style-type: none"> <li>• Distinguish between common emergencies and the need to ask for medical assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Modeling</li> <li>• Learning Centers</li> <li>• Independent practice</li> <li>• Discussion groups</li> <li>• Role playing</li> <li>• Guided practice</li> <li>• Cooperative Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Guest Speakers</li> <li>• Visuals</li> <li>• AIU Videos</li> <li>• Safety Signs</li> </ul>	<ul style="list-style-type: none"> <li>• Hands on activities</li> <li>• Discussions</li> <li>• Unit folders</li> <li>• Graphic organizers</li> <li>• Teacher made tests and quizzes</li> <li>• Projects</li> <li>• Charts</li> <li>• Teacher observations</li> </ul>	<ul style="list-style-type: none"> <li>• Review</li> <li>• Re-teach</li> <li>• Flexible grouping</li> <li>• Individual instruction</li> <li>• Alternative assignments</li> <li>• Extended time</li> <li>• Re-read</li> <li>• Instructional games</li> <li>• Technology</li> <li>• Peer tutoring</li> <li>• Real life applications</li> <li>• Audio/visual</li> </ul>	<ul style="list-style-type: none"> <li>• Independent projects</li> <li>• Peer teaching</li> <li>• Peer tutoring</li> <li>• Research projects</li> <li>• Real life applications</li> <li>• Fire Drills</li> </ul>

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

**GRADE 8**

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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"> <li>• Effective negotiation</li> <li>• Assertive behavior</li> </ul>	Student will: <ul style="list-style-type: none"> <li>• Discuss skills that can be used to resolve conflicts</li> <li>• Describe the importance of compromise in conflict resolution                             <ul style="list-style-type: none"> <li>• Explain how the mediation process works and list the skills needed to become a peer mediator</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Modeling</li> <li>• Learning Centers</li> <li>• Independent practice</li> <li>• Discussion groups</li> <li>• Role playing</li> <li>• Bully proofing</li> </ul>	<ul style="list-style-type: none"> <li>• Guest Speakers</li> <li>• Visuals</li> <li>• Videos</li> <li>• Safety Signs</li> <li>• Rules</li> <li>• Posters</li> </ul>	<ul style="list-style-type: none"> <li>• Hands on activities</li> <li>• Discussions</li> <li>• Unit folders</li> <li>• Graphic organizers</li> <li>• Charts</li> <li>• Teacher observations</li> </ul>	<ul style="list-style-type: none"> <li>• Review</li> <li>• Re-teach</li> <li>• Flexible grouping</li> <li>• Individual instruction</li> <li>• Alternative assignments</li> <li>• Extended time</li> <li>• Instructional games</li> <li>• Technology</li> <li>• Real life applications</li> <li>• Audio/visual</li> </ul>	<ul style="list-style-type: none"> <li>• Independent projects</li> <li>• Peer teaching</li> <li>• Research projects</li> <li>• Real life applications</li> </ul>

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

**GRADE 8**

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10.3 Safety and Injury Prevention						
D. Analyze the role of individual responsibility for safety during organized group activities.	Students will: • Examine the individual's role to participate safely during organized group activities	<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Modeling</li> <li>• Peer reminders</li> <li>• Group discussion</li> <li>• Group activity</li> <li>• Group fitness stations(safety)</li> <li>• Warnings</li> <li>• Time out</li> <li>• Instructional cues</li> </ul>	<ul style="list-style-type: none"> <li>• Guest Speakers</li> <li>• Visuals</li> <li>• Videos</li> <li>• Safety Signs</li> <li>• Posters</li> <li>• Class rules</li> </ul>	<ul style="list-style-type: none"> <li>• Hands on activities</li> <li>• Discussions</li> <li>• Unit folders</li> <li>• Graphic organizers</li> <li>• Teacher made tests and quizzes</li> <li>• Projects</li> <li>• Charts</li> <li>• Teacher observations</li> <li>• Students identified with physical handicaps, disabilities, medical conditions, or special needs, performance and test scores will be adapted based on individual abilities</li> <li>• Grading/evaluation will be specifically identified as "adapted curriculum"</li> </ul>	<ul style="list-style-type: none"> <li>• Re-teach</li> <li>• Individual instruction</li> <li>• Alternative assignments</li> <li>• Extended time</li> <li>• Instructional games</li> <li>• Real life applications</li> <li>• Positive reinforcement of learning/behavior</li> <li>• Use of adapted PE equipment: Use of lighter, brighter, larger balls, softer balls, balloons, lower or enlarged targets or goals, larger striking equipment</li> <li>• Peer/adult support</li> <li>• Alternative activity</li> </ul>	<ul style="list-style-type: none"> <li>• Independent projects</li> <li>• Peer teaching</li> <li>• Research projects</li> <li>• Real life applications</li> </ul>

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

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10.4 Physical Activity						
A. Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.	Students will participate in: <ul style="list-style-type: none"> <li>• Utilize skills needed to participate in a variety of sports, recreational, and fitness activities</li> <li>• Participate in games of low organization, individual sports, cooperative games, team sports</li> <li>• Personal fitness</li> <li>• Aerobic fitness</li> <li>• Strength training</li> <li>• Cooperative games: basketball, football, hockey, soccer, softball, wiffle ball, volleyball</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher directed</li> <li>• Cooperative learning</li> <li>• Peer instruction</li> <li>• Question and answer</li> <li>• Warm up</li> <li>• Anticipatory set</li> <li>• Introduce skill</li> <li>• Guided and independent practice</li> <li>• Lead up games</li> <li>• Games</li> <li>• Closure</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Pinnies</li> <li>• Lines on the floor,</li> <li>• Cones, spots</li> <li>• Pins</li> <li>• Balls</li> <li>• Mats</li> <li>• Bases</li> <li>• Hockey sticks(Q-tip)</li> <li>• Adapted PE equipment</li> <li>• Jump ropes</li> <li>• Stop watch</li> <li>• Nets</li> <li>• Rackets</li> <li>• Goals</li> <li>• Tape measure</li> </ul>	<ul style="list-style-type: none"> <li>• Participation skill development</li> <li>• Teacher observation</li> <li>• Peer feedback</li> <li>• Students identified with physical handicaps, disabilities, medical conditions, or special needs, performance and test scores will be adapted based on individual abilities</li> <li>• Grading/evaluation will be specifically identified as “adapted curriculum”</li> </ul>	<ul style="list-style-type: none"> <li>• Checking for understanding</li> <li>• Repeat instruction</li> <li>• More practice time</li> <li>• Modeling</li> <li>• Adapt the skill</li> <li>• Break down the skill into parts</li> <li>• Modify rules/game strategies, time of play, distance, boundaries, speed, tempo for student with disabilities</li> <li>• Use of adapted PE equipment: Use of lighter, brighter, larger balls, softer balls, balloons, lower or enlarged targets or goals, larger striking equipment</li> <li>• Peer/adult support</li> <li>• Alternative activity</li> </ul>	<ul style="list-style-type: none"> <li>• Jump rope for heart</li> <li>• Hoops for heart</li> <li>• Field day</li> <li>• Family Fun Night</li> <li>• Peer tutoring</li> <li>• Stunts tumbling</li> <li>• Creative movement</li> <li>• Basic locomotor skills</li> <li>• Fitness</li> </ul>



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

**GRADE 8**

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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"> <li>• Stress management</li> <li>• Disease prevention</li> <li>• Weight management</li> </ul>	Students will: <ul style="list-style-type: none"> <li>• Investigate the benefits of exercise as the means to manage stress, disease and weight</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher directed</li> <li>• Cooperative learning</li> <li>• Peer instruction</li> <li>• Question and answer</li> <li>• Warm up</li> <li>• Anticipatory set</li> <li>• Introduce skill</li> <li>• Guided and independent practice</li> <li>• Lead up games</li> <li>• Games – pair/share</li> <li>• Closure</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Students choices of physical activity</li> <li>• Assorted PE equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal check for understanding</li> <li>• Classroom discussion</li> <li>• Adaptations</li> <li>• Students identified with physical handicaps,</li> <li>• disabilities, medical conditions, or special needs, performance and test scores will be adapted based on individual abilities</li> </ul>	<ul style="list-style-type: none"> <li>• Checking for understanding</li> <li>• Repeat instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Pick-up sports activities</li> </ul>

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

**GRADE 8**

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<p>10.4 Physical Activity</p>						
<p>C. Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.</p> <ul style="list-style-type: none"> <li>• Exercise (e.g., climate, altitude,</li> <li>• Location, temperature)</li> <li>• Healthy fitness zone</li> <li>• Individual fitness status (e.g.,</li> <li>• Cardio respiratory fitness, muscular endurance, muscular strength, flexibility)</li> <li>• Drug/substance use/abuse</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Investigate individual heart rates, target fitness zones, and various environmental factors that affect the body’s response to exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher directed</li> <li>• Question and answer</li> <li>• Warm up</li> <li>• Introduce skill</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Jump ropes</li> <li>• Stopwatches</li> <li>• Mats</li> <li>• Assorted PE equipment</li> <li>• Tape measure</li> <li>• Lines on floor</li> <li>• Cones</li> <li>• Polly spots</li> <li>• Medicine balls</li> </ul>	<ul style="list-style-type: none"> <li>• Participation skill development</li> <li>• Teacher observation</li> <li>• Peer feedback</li> <li>• Students identified with physical handicaps, disabilities, medical conditions, or special needs, performance and test scores will be adapted based on individual abilities</li> <li>• Grading/evaluation will be specifically identified as “adapted curriculum”</li> <li>• Sportsmanship</li> </ul>	<ul style="list-style-type: none"> <li>• Checking for understanding</li> <li>• Repeat instruction</li> <li>• More practice time</li> <li>• Modeling</li> <li>• Adapt the skill</li> <li>• Break down the skill into parts</li> <li>• Modify rules/game strategies, time of play, distance, boundaries, speed, tempo for student with disabilities</li> <li>• Use of adapted PE equipment: Use of lighter, brighter, larger balls, softer balls, beanbag, balloons, lower or enlarged targets or goals, larger striking equipment</li> <li>• Peer/adult support</li> <li>• Alternative activity</li> </ul>	<ul style="list-style-type: none"> <li>• Jump rope for heart</li> <li>• Hoops for heart</li> <li>• Field day</li> <li>• Family Fun Night</li> <li>• Leadership roles</li> <li>• Demonstrator</li> </ul>

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

**GRADE 8**

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

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

**GRADE 8**

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

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

**GRADE 8**

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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"> <li>• Group dynamics</li> <li>• Social pressure</li> </ul>	Students will: <ul style="list-style-type: none"> <li>• Discuss good sportsmanship</li> <li>• Give examples of poor sportsmanship</li> <li>• Discuss fair ways to solve conflicts</li> <li>• Describe qualities of a good leader</li> <li>• Discuss the qualities of a good “team player”</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher directed</li> <li>• Cooperative learning</li> <li>• Peer instruction</li> <li>• Question and answer</li> <li>• Warm up</li> <li>• Anticipatory set</li> <li>• Introduce skill</li> <li>• Guided and independent practice</li> <li>• Lead up games</li> <li>• Games</li> <li>• Closure</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Jump ropes</li> <li>• Stopwatches</li> <li>• Mats</li> <li>• Assorted PE equipment</li> <li>• Tape measure</li> <li>• Lines on floor</li> <li>• Cones</li> <li>• Polly spots</li> <li>• Medicine balls</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal check for understanding</li> <li>• Classroom discussion</li> <li>• Adaptations</li> <li>• Teacher observation of classroom participation</li> </ul>	<ul style="list-style-type: none"> <li>• Checking for understanding</li> <li>• Repeat instruction</li> <li>• More practice time</li> <li>• Modeling</li> <li>• Adapt the skill</li> <li>• Break down the skill into parts</li> <li>• Modify rules/game strategies, time of play, distance, boundaries, speed, tempo for student with disabilities</li> <li>• Use of adapted PE equipment: Use of lighter, brighter, larger balls, softer balls, beanbag, balloons, lower or enlarged targets or goals,</li> <li>• larger striking equipment</li> <li>• Peer/adult support</li> <li>• Alternative activity</li> </ul>	<ul style="list-style-type: none"> <li>• Peer tutoring</li> <li>• Instructions for captains of intramural teams</li> </ul>

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

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10.5 Concepts, Principles, and Strategies of Movement						
A. Describe and apply the components of skill-related fitness to movement performance. <ul style="list-style-type: none"> <li>• Agility</li> <li>• Balance</li> <li>• Coordination</li> <li>• Power</li> <li>• Reaction time</li> <li>• Speed</li> </ul>	Students will: <ul style="list-style-type: none"> <li>• Be able to analyze components needed to perform in various movement skills</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperative learning</li> <li>• Peer instruction</li> <li>• Question and answer</li> <li>• Classroom skill demonstration</li> <li>• Warm-up</li> <li>• Guided practice</li> <li>• Anticipatory set</li> <li>• Pair/share</li> <li>• Adaptations</li> </ul>	<ul style="list-style-type: none"> <li>• Assorted PE equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of classroom participation</li> </ul>	<ul style="list-style-type: none"> <li>• Checking for understanding</li> <li>• Repeat instruction</li> <li>• More practice time</li> <li>• Positive reinforcement of behavior</li> <li>• Adapt the skill</li> <li>• Break down the skill into parts</li> <li>• Modify rules/ game strategies, time, distance, speed, for that student</li> <li>• Use of Adapted PE equipment: Use of lighter, brighter, larger, softer balls, balloons, lower or enlarged targets, or goals, larger striking equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership roles</li> <li>• Demonstrator</li> <li>• Community programs</li> </ul>

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

**GRADE 8**

<b>PA Academic Standards</b> Student must be able to do	<b>Objective</b> Content or process student will be able to know and do	<b>Instructional Methods</b>	<b>Materials/ Resources</b> Textbooks, trade books, workbooks, software, hardware, etc.	<b>*Assessment Procedures</b> *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP	<b>*Additional Learning</b> Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP	<b>*Extended Learning</b> 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"> <li>• Response selection</li> <li>• Stages of learning a motor skill (i.e. verbal cognitive, motor, automatic)</li> <li>• Types of skill (i.e. discrete, serial, continuous)</li> </ul>	Students will: <ul style="list-style-type: none"> <li>• Students will be able to discover that a complex skill can be performed in various ways and has many components</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperative learning</li> <li>• Peer instruction</li> <li>• Question and answer</li> <li>• Classroom skill demonstration</li> <li>• Warm-up</li> <li>• Guided practice</li> <li>• Anticipatory set</li> <li>• Pair/share</li> <li>• Adaptations</li> <li>• Teacher directed</li> <li>• Circuit stations</li> <li>• Learning cues</li> </ul>	<ul style="list-style-type: none"> <li>• Assorted PE equipment</li> <li>• Adapted PE equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of classroom participation</li> <li>• Verbal check for understanding</li> <li>• Classroom discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Checking for understanding</li> <li>• Repeat instruction</li> <li>• More practice time</li> <li>• Positive reinforcement of behavior</li> <li>• Adapt the skill</li> <li>• Break down the skill into parts</li> <li>• Modify rules/ game strategies, time, distance, speed, for that student</li> <li>• Use of Adapted PE equipment: Use of lighter, brighter, larger, softer balls, balloons, lower or enlarged targets, or goals, larger striking equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership roles</li> <li>• Demonstrator</li> <li>• Community programs</li> <li>• Team captains</li> </ul>

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10.5 Concepts, Principles, and Strategies of Movement						
C. Identify and apply practice strategies for skill improvement..	<ul style="list-style-type: none"> <li>• Students will be able to examine skills that impact movement through the use of blocked, variable, whole, part, massed, distributed, and mental practice</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperative learning</li> <li>• Peer instruction</li> <li>• Question and answer</li> <li>• Classroom skill demonstration</li> <li>• Warm-up</li> <li>• Guided practice</li> <li>• Anticipatory set</li> <li>• Pair/share</li> <li>• Adaptations</li> </ul>	<ul style="list-style-type: none"> <li>• Posters</li> <li>• Assorted PE equipment</li> <li>• Adapted PE equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal check for understanding</li> <li>• Classroom discussion</li> <li>• Adaptations</li> <li>• Teacher observation of classroom participation</li> </ul>	<ul style="list-style-type: none"> <li>• Checking for understanding</li> <li>• Repeat instruction</li> <li>• More practice time</li> <li>• Positive reinforcement of behavior</li> <li>• Adapt the skill</li> <li>• Break down the skill into parts</li> <li>• Modify rules/ game strategies, time, distance, speed, for that student</li> <li>• Use of Adapted PE equipment: Use of lighter, brighter, larger, softer balls, balloons, lower or enlarged targets, or goals, larger striking equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Group work</li> </ul>



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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"> <li>• Specificity</li> <li>• Overload</li> <li>• Progression</li> <li>• Aerobic/anaerobic</li> <li>• Circuit/interval</li> <li>• Repetition/set</li> </ul>	Students will: <ul style="list-style-type: none"> <li>• Students will obtain knowledge pertaining to principles of training terminology</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher directed</li> <li>• Cooperative learning</li> <li>• Peer instruction</li> <li>• Question and answer</li> <li>• Warm up</li> <li>• Anticipatory set</li> <li>• Introduce skill</li> <li>• Guided and independent practice</li> <li>• Lead up games</li> <li>• Games</li> <li>• Closure</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Assorted PE equipment</li> <li>• Posters</li> <li>• Adapted PE equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Participation skill development</li> <li>• Teacher observation</li> <li>• Peer feedback</li> <li>• Students identified with physical handicaps, disabilities, medical conditions, or special needs, performance and test scores will be adapted based on individual abilities</li> <li>• Grading/evaluation will be specifically identified as "adapted curriculum"</li> <li>• Sportsmanship</li> <li>• Skill development</li> <li>• Sportsmanship</li> <li>• In class assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Use of Adapted PE equipment: Use of lighter, brighter, larger, softer balls, balloons, lower or enlarged targets, or goals, larger striking equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Group work</li> </ul>

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10.5 Concepts, Principles, and Strategies of Movement						
E. Analyze and apply scientific and biomechanical principles to complex movements. <ul style="list-style-type: none"> <li>• Centripetal/centrifugal force</li> <li>• Linear motion</li> <li>• Rotary motion</li> <li>• Friction/resistance</li> <li>• Equilibrium</li> <li>• Number of moving segments</li> </ul>	<ul style="list-style-type: none"> <li>• Students will relate the knowledge of scientific and biomedical principles when performing activity skills</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher directed</li> <li>• Cooperative learning</li> <li>• Peer instruction</li> <li>• Question and answer</li> <li>• Warm up</li> <li>• Anticipatory set</li> <li>• Introduce skill</li> <li>• Guided and independent practice</li> <li>• Lead up games</li> <li>• Games</li> <li>• Closure</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Pinnies</li> <li>• Lines on the floor,</li> <li>• Cones, spots</li> <li>• Hula hoops</li> <li>• Bean bags</li> <li>• Balls</li> <li>• Rings</li> <li>• Mats</li> <li>• Bases</li> <li>• Flag</li> <li>• Paddles</li> <li>• Hockey sticks</li> <li>• Adapted PE equipment</li> <li>• Nets</li> <li>• Rackets</li> <li>• Tape measure</li> <li>• Goals</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal check for understanding</li> <li>• Classroom discussion</li> <li>• Adaptations</li> <li>• Teacher observation of classroom participation</li> </ul>	<ul style="list-style-type: none"> <li>• Use of Adapted PE equipment: Use of lighter, brighter, larger, softer balls, balloons, lower or enlarged targets, or goals, larger striking equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Group work</li> </ul>

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10.5 Concepts, Principles, and Strategies of Movement						
F. Describe and apply game strategies to complex games and physical activities. <ul style="list-style-type: none"> <li>• Offensive strategies</li> <li>• Defensive strategies</li> <li>• Time management</li> </ul>	<ul style="list-style-type: none"> <li>• Students will utilize their knowledge of offensive and defensive strategies as well as time management when participating in activities</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher directed</li> <li>• Classroom demonstration</li> <li>• Question &amp; answer</li> <li>• Adaptations</li> <li>• Co-operative learning</li> </ul>	<ul style="list-style-type: none"> <li>• Pinnies</li> <li>• Lines on the floor,</li> <li>• Cones, spots</li> <li>• Hula hoops</li> <li>• Bean bags</li> <li>• Balls</li> <li>• Rings</li> <li>• Mats</li> <li>• Bases</li> <li>• Flag</li> <li>• Paddles</li> <li>• Hockey sticks</li> <li>• Adapted PE equipment</li> <li>• Nets</li> <li>• Rackets</li> <li>• Tape measure</li> <li>• Goals</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of classroom participation</li> <li>• Adaptations</li> </ul>	<ul style="list-style-type: none"> <li>• Checking for understanding</li> <li>• Repeat instruction</li> <li>• Peer discussion</li> <li>• Adapt the skill</li> <li>• Break down the skill into parts</li> <li>• Modify rules/ game strategies, time, distance, speed for that student</li> <li>• Use of Adapted PE equipment: Use of lighter, brighter, larger, softer balls, balloons, lower or enlarged targets, or goals, larger striking equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Group work</li> <li>• Intramurals</li> <li>• Leadership roles</li> <li>• Demonstrations</li> <li>• Community programs</li> </ul>