

# GRADE 11 - HEALTH AND PHYSICAL EDUCATION

## PLANNED COURSE CURRICULUM GUIDE

### I. COURSE DESCRIPTION AND INTENT:

### II. INSTRUCTIONAL TIME:

Class Periods:

Length of Class Periods (minutes):

Length of Course:

Unit of Credit:

Course Weight:

**A GREAT PLACE TO LEARN!**



***PINE GROVE AREA SCHOOL DISTRICT***  
PINE GROVE, PENNSYLVANIA

**PINE GROVE AREA SCHOOL DISTRICT**  
Pine Grove, Pennsylvania 17963

**PLANNED COURSE ADAPTATIONS/MODIFICATIONS**  
**Introduction**

The instructional adaptations that follow are provided as suggestions to be implemented with all students, particularly with those in need of special education services including the gifted. This listing is in no way intended to be exhaustive. Rather, it is reflective of some major considerations in the area of curriculum adaptations/modifications.

These instructional adaptations will work with any student, but are especially beneficial to those in need of learning support. Some may argue that these modifications are simply *good teaching*. Indeed, modifications of this type do represent good teaching. These principles of good teaching become instructional modifications whenever: (1) certain students in a particular class require such modifications *above and beyond* what is typically required by *most* students in that class and (2) without these modifications, these same students would not succeed.

## PREFACE

Users and information seekers should familiarize themselves with the purpose and terminology of this **Planned Course Curriculum Guide (PCCG)**. We suggest that you first read the following:

- **PCCG PURPOSE AND INTENT**
- **PCCG DEFINITIONS**

The PCCG specifies the unit lesson outcome, essential content, standards, activities, resources, and evaluation of student performance. This sector provides the means to initiate the learning activities to attain the program goal as identified in the course description and intent.

The standards and outcomes are minimal expectations; further embellishment of the course is discretionary with the instructor depending upon the capability of the students.

This PCCG is designed as an ACTIVE document capable of technological modification as required.

The instructional delivery of this curriculum is quality controlled through the lesson plan development of the teacher.

**Lawrence J. Mussoline, Jr., Ph.D.**  
**Superintendent of Schools**

# **PLANNED COURSE CURRICULUM GUIDE (PCCG) PURPOSE AND INTENT**

## **The Planned Course Curriculum Guide (PCCG) is a multi-purpose document:**

- All staff, particularly new teachers, can understand instructional expectations through the WRITTEN curriculum
- A continuing district-wide instructional process and scope and sequence of subject matter are enhanced. The WRITTEN curriculum is delivered through the TAUGHT curriculum (instructional content and learning activities) and is evaluated through the TESTED curriculum (expected levels of student achievement - learning outcomes)
- Priority student-centered outcomes are identified and attained through suggested learning activities and content designed to help insure a balanced and comprehensive basic curriculum
- Essential content and course standards provide an efficient basis for selecting appropriate instructional materials and resources
- Staff development areas for curriculum improvement are provided
- The PCCG conforms with current Pennsylvania Department of Education curriculum regulations and serves the dual feature of providing both an administrative document and an instructional guide
- Content and subject format remain flexible and adaptable to modification - an "active" document
- Special Pennsylvania Department of Education (PDE) legislation is identified
- Parents and students are provided with an overview of the instructional program and each course in particular

## PLANNED COURSE CURRICULUM GUIDE (PCCG) DEFINITIONS

- **Course Description and Intent**: a brief overview of the course and program goals
- **Instructional Time**: frequency of class meetings and time/appropriate credit at the secondary level
- **Special Notes**: emphatic features or highlights and identification of Department of Education mandates found in the course
- **Unit Lesson Outcome**: describes the knowledge, skills, attitudes, student performance behaviors and areas of study that have been identified as appropriate to help the student attain the rigorous standards of a quality education
- **Teaching-Learning Activities**: suggested activities designed to help all students achieve the learning outcomes and standards
- **Standards**: statements establishing the minimal knowledge, skills, performance behaviors, and essential learning (content) a student must attain. A standard defines what students should know and be able to do
- **Expected Levels of Achievement (Learning Outcomes)**: what students will be expected to do as a result of the application of teaching-learning activities and content
- **Evaluation Criteria (Actual Level of Attainment)**: student performance level achieved and measured through specified evaluation criteria

## LEARNING STANDARDS AND CONTENT ACTIVITIES

*Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

### Academic Content Standard # 10.1 Concepts of Health

<b>ESSENTIAL CONTENT PERFORMANCE STANDARD</b>	<b>CONTENT &amp; INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS</b> <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	<b>ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT</b>	<b>RESOURCES AND MATERIALS</b>
<b>STANDARD</b> A. Evaluate factors that impact growth and development during adulthood and late adulthood  B. Evaluate factors that impact the body systems and apply protective/preventive strategies  C. Analyze facts that impact nutritional choices of adults  D. Evaluate issues relating to the use/non-use of drugs  E. Identify and analyze factor that influence the prevention and control of health problems	A. Distinguish between acute and chronic illness <ul style="list-style-type: none"> <li>• Identify examples of communicable and non-communicable diseases</li> <li>• Compare and contrast health status to determine degree of wellness</li> <li>• Discuss different types of relationships and possible outcomes.</li> <li>• Discuss different career choices</li> <li>• Cite examples of different levels of aging</li> <li>• Discuss the aspects of retirement</li> </ul> B. Identify activities to determine individual fitness levels <ul style="list-style-type: none"> <li>• Describe how environmental factor can affect ones personal health</li> <li>• Distinguish between physical, mental, and social aspect</li> <li>• Discuss how nutrition affects our body system</li> </ul>	<ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Group projects</li> <li>• Partner projects</li> <li>• Individual projects homework</li> <li>• Teacher observation</li> <li>• Tests</li> <li>• Quizzes</li> <li>• Student oral presentation</li> <li>• Worksheets</li> <li>• Media presentations</li> <li>• Cooperative activities\</li> <li>• Oral question/answers</li> <li>• Individual instruction</li> <li>• Enrichment activities</li> </ul>	<ul style="list-style-type: none"> <li>• Student textbook</li> <li>• Instructor textbooks</li> <li>• Textbook resources</li> <li>• Instructor generated resources</li> <li>• Internet</li> <li>• Video</li> <li>• Newspaper/magazine</li> <li>• Portable lab</li> <li>• Library</li> <li>• Outside presenters</li> <li>• Laser disc</li> </ul>

- C. Discuss comparison shopping techniques (generic Vs. name brand)
  - Determine how time ability, finance, affect the nutritional benefits of the diet
  - Evaluate food labels for nutritional value
  - Apply nutritional knowledge in making food choices
  - To understand how age and physical activity level can play a part in nutritional needs
  
- D. Discuss the psychological impact of addiction
  - Discuss social impact of addiction-including cost and relationships
  - Discuss the affects that chemicals have on fetal development
  - To understand the laws related to drug and alcohols usage
  - Discuss the impact that drug usage has on the individual
  - Discuss the impact that drug usage has on the community
  
- E. Research various drugs and their affects on the body
  - Discuss the medical advances in the use of drugs.
  - Explain how technology helps us evaluate the use of drugs.
  - Research the role the government plays in the regulation of drug usage.

## LEARNING STANDARDS AND CONTENT ACTIVITIES

*Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

### Academic Content Standard # 10.2 Healthful Living

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<b>STANDARD</b> A. Evaluate health care products and services that impact adult health practices. B. Assess factors that impact adult health consumer choices C. Compare and contrast the positive and negative effects of media on adult personal health and safety D. Examine and apply a decision-making process to the development of short and long-term health goals E. Analyze the interrelationship between environmental factors and community health	A. Compare and contrast different health care providers in the community <ul style="list-style-type: none"> <li>• Discuss the health care agencies available</li> </ul> B. Site places where students can receive health information <ul style="list-style-type: none"> <li>• Compare and contrast cost and availability of local health care facilities</li> <li>• To discuss health related choices that increase personal safety</li> </ul> C. Discuss how TV/videos/video games impact individual health and safety <ul style="list-style-type: none"> <li>• Cite how media lead to positive and negative choices</li> </ul> D. Discuss the DECIDE process in making a decision	<ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Group projects</li> <li>• Partner projects</li> <li>• Individual projects homework</li> <li>• Teacher observation</li> <li>• Tests</li> <li>• Quizzes</li> <li>• Student oral presentation</li> <li>• Worksheets</li> <li>• Media presentations</li> <li>• Cooperative activities\</li> <li>• Oral question/answers</li> <li>• Individual instruction</li> <li>• Enrichment activities</li> </ul>	<ul style="list-style-type: none"> <li>• Student textbook</li> <li>• Instructor textbooks</li> <li>• Textbook resources</li> <li>• Instructor generated resources</li> <li>• Internet</li> <li>• Video</li> <li>• Newspaper/magazine</li> <li>• Portable lab</li> <li>• Library</li> <li>• Outside presenters</li> <li>• Laser disc</li> </ul>

E. Discuss public health policies and laws to help promote the prevention of disease

- Discuss what individuals can do to increase environmental health
- Site lifelong recreational activities that promote health

## LEARNING STANDARDS AND CONTENT ACTIVITIES

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### Academic Content Standard # 10.3 Safety and Injury Prevention

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p><b>STANDARD</b></p> <p>A. Assess the personal and legal consequences of unsafe practices in the home, school, or community</p> <p>B. Analyze and apply strategies for the management of injuries</p> <p>C. Analyze the impact of violence on the victim and surrounding community</p> <p>D. Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities</p>	<p>A. Explain how unsafe practices of the law can lead to loss of personal freedom</p> <ul style="list-style-type: none"> <li>• Discuss how unsafe practices can lead to personal injury</li> <li>• Discuss how unsafe practices can lead to loss of income</li> <li>• Explain unsafe practice at home, school and in the community can impact others</li> </ul> <p>• Discuss how unsafe practice on the highway can lead to the loss of motor vehicle operators license</p> <p>B. Explain and demonstrate the procedures for CPR</p> <ul style="list-style-type: none"> <li>• Demonstrate the procedures for advanced first aid</li> </ul> <p>C. Discuss the cost of violence to the victim, assailant and society</p>	<ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Group projects</li> <li>• Partner projects</li> <li>• Individual projects homework</li> <li>• Teacher observation</li> <li>• Tests</li> <li>• Quizzes</li> <li>• Student oral presentation</li> </ul> <ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Media presentations</li> <li>• Cooperative activities\</li> <li>• Oral question/answers</li> <li>• Individual instruction</li> <li>• Enrichment activities</li> </ul>	<ul style="list-style-type: none"> <li>• Student textbook</li> <li>• Instructor textbooks</li> <li>• Textbook resources</li> <li>• Instructor generated resources</li> <li>• Internet</li> <li>• Video</li> <li>• Newspaper/magazine</li> <li>• Portable lab</li> </ul> <ul style="list-style-type: none"> <li>• Library</li> <li>• Outside presenters</li> <li>• Laser disc</li> </ul>

- D. Explain how safety gear helps to lengthen the participation in life long activities.
- Identify how to evaluate ones personal limitations when choosing lifelong physical activities
  - To understand the rules/regulations of selected life long activities to minimize risks

## LEARNING STANDARDS AND CONTENT ACTIVITIES

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### Academic Content Standard # 10.4.12 Physical Activity

<b>ESSENTIAL CONTENT PERFORMANCE STANDARD</b>	<b>CONTENT &amp; INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS</b> <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	<b>ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT</b>	<b>RESOURCES AND MATERIALS</b>
<b>STANDARD</b> A. Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation	<ul style="list-style-type: none"> <li>• Create a walk/run program</li> <li>• Combine a personal activity program with a personal progressive weight lifting program</li> <li>• Participate in new aerobic activities, plyometrics, pilates and tubing exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheet</li> <li>• Checklist</li> <li>• Written test</li> <li>• Personal profiles</li> <li>• Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Charts</li> <li>• Reference materials</li> <li>• Posters</li> <li>• Videos</li> <li>• Textbook</li> <li>• Magazines</li> <li>• Track</li> <li>• Weight room</li> <li>• Activity equipment</li> </ul>

## LEARNING STANDARDS AND CONTENT ACTIVITIES

*Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

### Academic Content Standard # 10.4.12 Physical Activity

<b>ESSENTIAL CONTENT PERFORMANCE STANDARD</b>	<b>CONTENT &amp; INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS</b> <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	<b>ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT</b>	<b>RESOURCES AND MATERIALS</b>
<p><b>STANDARD</b>                      B. Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities</p> <ul style="list-style-type: none"> <li>• Social</li> <li>• Physiological</li> <li>• Psychological</li> </ul>	<ul style="list-style-type: none"> <li>• Work with team members in various sports on division, offense-defense, communication, combination of skills and positive reinforcement</li> <li>• Identify the physiological effects of muscular strength and endurance, cardiovascular endurance and flexibility</li> </ul> <p style="padding-left: 40px;">in various activities</p> <ul style="list-style-type: none"> <li>• Acknowledge psychological differences in participation of individual us team sports</li> </ul>	<ul style="list-style-type: none"> <li>• Oral response</li> <li>• Observation</li> <li>• Presidential fitness test</li> <li>• Discussion</li> <li>• checklist</li> </ul>	<ul style="list-style-type: none"> <li>• textbooks</li> <li>• reference materials</li> <li>• posters</li> <li>• activity equipment</li> </ul>

## LEARNING STANDARDS AND CONTENT ACTIVITIES

*Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

### Academic Content Standard # 10.4.12 Physical Activity

<b>ESSENTIAL CONTENT PERFORMANCE STANDARD</b>	<b>CONTENT &amp; INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS</b> <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	<b>ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT</b>	<b>RESOURCES AND MATERIALS</b>
<b>STANDARD</b>  C. Evaluate how changes in adult health status may affect the responses of the body systems during moderate to vigorous physical activity <ul style="list-style-type: none"> <li>• aging</li> <li>• injury</li> <li>• disease</li> </ul>	Presidential fitness test <ul style="list-style-type: none"> <li>• Compare stats from previous 4 years</li> <li>• Analyze height, weight, age, health changes over 4 years</li> </ul> Injury-disease covered in Health class	<ul style="list-style-type: none"> <li>• Presidential fitness charts</li> <li>• Observation</li> <li>• Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• Presidential council on fitness</li> <li>• Reference materials</li> <li>• Charts</li> </ul>

## LEARNING STANDARDS AND CONTENT ACTIVITIES

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### Academic Content Standard # 10.4.12 Physical Activity

<b>ESSENTIAL CONTENT PERFORMANCE STANDARD</b>	<b>CONTENT &amp; INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS</b> <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	<b>ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT</b>	<b>RESOURCES AND MATERIALS</b>
<b>STANDARD</b>  D. Evaluate factors that affect physical activity and exercise preference of adults <ul style="list-style-type: none"> <li>• Personal challenge</li> <li>• Physical benefits</li> <li>• Finances</li> <li>• Motivation</li> <li>• Access to activity</li> <li>• Self-improvement</li> </ul>	Discuss in small groups: <ul style="list-style-type: none"> <li>• Identify personal challenges</li> <li>• Examine physical benefits</li> <li>• Explore financial aspects</li> <li>• Compare/contrast motivations</li> <li>• List various access for activities</li> <li>• Explore self-improvement possibilities</li> <li>• Analyze personal application of 6 categories</li> </ul>	<ul style="list-style-type: none"> <li>• PSSA Writing</li> <li>• Relate all 6 categories to self</li> </ul>	<ul style="list-style-type: none"> <li>• Posters</li> <li>• Charts</li> <li>• Reference materials</li> <li>• Pens/paper</li> </ul>

## LEARNING STANDARDS AND CONTENT ACTIVITIES

*Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

### Academic Content Standard # 10.4.12 Physical Activity

<b>ESSENTIAL CONTENT PERFORMANCE STANDARD</b>	<b>CONTENT &amp; INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS</b> <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	<b>ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT</b>	<b>RESOURCES AND MATERIALS</b>
<p><b>STANDARD</b></p> <p>E. Analyze the interrelationships among regular participation in physical activity , motor skill improvement and the selection and engagement in lifetime physical activities</p>	<ul style="list-style-type: none"> <li>• Compare skill scores of self to previous years</li> <li>• Compare/contrast time length of volleys from beginning to end of units</li> <li>• Evaluate likes/dislikes between activities</li> <li>• Acknowledge choice impact of partner/group on skill development</li> <li>• Participate in games and tournaments</li> <li>• Examine personal instruction opportunities during open gym</li> <li>• Consider participation in intramurals to enhance skills</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Skill tests</li> <li>• Tournaments</li> <li>• Oral response</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Reference materials</li> <li>• Charts</li> <li>• Posters</li> <li>• Magazines</li> <li>• Activity equipment</li> </ul>

## LEARNING STANDARDS AND CONTENT ACTIVITIES

*Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

### Academic Content Standard # 10.4.12 Physical Activity

<b>ESSENTIAL CONTENT PERFORMANCE STANDARD</b>	<b>CONTENT &amp; INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS</b> <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	<b>ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT</b>	<b>RESOURCES AND MATERIALS</b>
<b>STANDARD</b>  F. Assess and use strategies for enhancing adult group interaction in physical activities <ul style="list-style-type: none"> <li>• Shared responsibility</li> <li>• Open communication</li> <li>• Goal setting</li> </ul>	<ul style="list-style-type: none"> <li>• Will share responsibility in setting up teams, positions, problem solving, and participating according to ability</li> <li>• Will communicate positive reinforcement to other students and in coordinating personal and team movement and strategy</li> <li>• Will set personal and team goals of attainment for each activity</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Oral response</li> <li>• worksheet</li> </ul>	<ul style="list-style-type: none"> <li>• Reference materials</li> <li>• Textbook</li> <li>• Posters</li> <li>• Charts</li> <li>• Bulletin boards</li> <li>• Activity equipment</li> </ul>

## LEARNING STANDARDS AND CONTENT ACTIVITIES

*Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

### Academic Content Standard # 10.5.12 Concepts, Principles and Strategies of Movement

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p><b>STANDARD</b></p> <p>A. Apply knowledge of movements skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation</p>	<ul style="list-style-type: none"> <li>• Participate and demonstrate skills, fitness levels and movement understanding in various activities</li> <li>• Identify from activities which activities students likes, can access, affords and desires to participate in beyond high school</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Skill tests</li> <li>• Observation</li> <li>• Tournaments</li> <li>• Games</li> <li>• Checklists</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Reference materials</li> <li>• Posters</li> <li>• Charts</li> <li>• Magazines</li> <li>• Videos</li> <li>• Activity equipment</li> </ul>

## LEARNING STANDARDS AND CONTENT ACTIVITIES

*Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

### Academic Content Standard # 10.5.12 Concepts, Principles and Strategies of Movement

<b>ESSENTIAL CONTENT PERFORMANCE STANDARD</b>	<b>CONTENT &amp; INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS</b> <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	<b>ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT</b>	<b>RESOURCES AND MATERIALS</b>
<b>STANDARD</b>  B. Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills <ul style="list-style-type: none"> <li>• Open and closed skills</li> <li>• Short-term and long-term memory</li> <li>• Aspects of good performance</li> </ul>	<ul style="list-style-type: none"> <li>• Compare/contrast open and closed skills activities for personal preference in skill development</li> <li>• Utilize short and long term memory in skill drills, lead-up games and games</li> <li>• Identify and apply various aspects of good performance from drill skills through game situations</li> </ul>	<ul style="list-style-type: none"> <li>• Skill tests</li> <li>• Written test</li> <li>• Observation</li> <li>• Personal self-evaluations</li> <li>• Oral response</li> <li>• Checklists</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Reference materials</li> <li>• Posters</li> <li>• Charts</li> <li>• Magazines</li> <li>• Pamphlets</li> <li>• Bulletin boards</li> <li>• Activity equipment</li> </ul>

## LEARNING STANDARDS AND CONTENT ACTIVITIES

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### Academic Content Standard # 10.5.12 Concepts, Principles and Strategies of Movement

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<p><b>STANDARD</b></p> <p>C. Evaluate the impact of practice strategies on skill development and improvement</p>	<ul style="list-style-type: none"> <li>• Demonstrate skill development through participation individually, with a partner, in small groups and in game situations</li> <li>• Acknowledge personal strengths and weaknesses</li> <li>• Evaluate personal improvement needs</li> <li>• Review skills that affect weak performance</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Skill tests</li> <li>• Self evaluation</li> <li>• Checklist</li> <li>• Oral response</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Reference materials</li> <li>• Videos</li> <li>• Posters</li> <li>• Charts</li> <li>• Magazines</li> <li>• Activity equipment</li> </ul>

## LEARNING STANDARDS AND CONTENT ACTIVITIES

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### Academic Content Standard # 10.5.12 Concepts, Principles and Strategies of Movement

<b>ESSENTIAL CONTENT PERFORMANCE STANDARD</b>	<b>CONTENT &amp; INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS</b> <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	<b>ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT</b>	<b>RESOURCES AND MATERIALS</b>
<p><b>STANDARD</b></p> <p>D. Incorporate and synthesize knowledge of exercise principles, training principles and health and skill-related fitness components to create a fitness program for personal use.</p>	<ul style="list-style-type: none"> <li>• Identify exercise principles of frequency, time and intensity</li> <li>• Incorporate exercise principles into weight program</li> <li>• Explain training principles of specificity overload and progression in terms of exercises and activities</li> <li>• Distinguish differences of health and skill related fitness components in various activities</li> <li>• Explain personal importance of each components</li> <li>• Create a personal fitness program utilizing all aspects of components and principles of fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Notebook</li> <li>• Final project</li> <li>• Worksheets</li> <li>• Checklists</li> <li>• Written tests</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Reference materials</li> <li>• Posters</li> <li>• Charts</li> <li>• Magazines</li> <li>• Pamphlets</li> <li>• Bulletin boards</li> <li>• Activity equipment</li> </ul>

## LEARNING STANDARDS AND CONTENT ACTIVITIES

*Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

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<b>STANDARD</b> E. Evaluate movement forms for appropriate application of scientific and biomechanical principles <ul style="list-style-type: none"> <li>• Efficiency of movement</li> <li>• Mechanical advantage</li> <li>• Kinetic energy</li> <li>• Potential energy</li> <li>• Inertia</li> <li>• Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Combine various movement for efficiency of skill and time esp. in floor hockey, soccer, basketball, team handball, tennis, ping pong, pickle ball, handball</li> <li>• Understand mechanical advantage of use of weight machines</li> <li>• Identify kinetic energy in batting activities, soccer, hockey, handball, archery, volleyball, tennis, and Frisbee</li> <li>• Explain potential energy in archery, handball, volleyball, hockey, tennis, pickle ball</li> <li>• Recognize principle of inertia in all activities</li> <li>• Know and utilize safety rules of movement in general and specifics of all activities</li> <li>• Understand consequence of safety violations</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Skill tests</li> <li>• Tournaments</li> <li>• Oral response</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Reference materials</li> <li>• Charts</li> <li>• Posters</li> <li>• Magazines</li> <li>• Activity equipment</li> </ul>

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<p><b>STANDARD</b></p> <p>F. Analyze the application of game strategies for different categories of physical activities</p> <ul style="list-style-type: none"> <li>• Individual</li> <li>• Team</li> <li>• Lifetime</li> <li>• Outdoor</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporate personal and team strategies into various activities</li> <li>• Participate in individual and partner tournaments</li> <li>• Solve team strategy problems</li> <li>• Participate in a lifetime individual and team activity</li> <li>• Examine various opportunities for outdoor activities locally</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Oral response</li> <li>• Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Reference materials</li> <li>• Charts</li> <li>• Posters</li> <li>• Magazines</li> <li>• Pamphlets</li> <li>• Activity equipment</li> </ul>