

# GRADE 7- 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. Analyze factors that impact growth and development between adolescence and adulthood B. Analyze the interdependence existing among the body systems. C. Analyze factors that impact nutritional choices of adolescents. D. Analyze prevention and intervention strategies in relation to adolescent and adult drug use. E. Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.	Identify ways to increase communication skills <ul style="list-style-type: none"> <li>• Discuss risk factors that impact development</li> <li>• Introduce HIV prevention</li> </ul> Examine the interrelationship and interdependence among individual's body systems. <ul style="list-style-type: none"> <li>• Discuss functions/problems of body systems.</li> </ul> Distinguish between body image and eating disorders <ul style="list-style-type: none"> <li>• Discuss advertising and peer influences on nutritional choices</li> </ul> Introduce how to set goals and help avoid substances. <ul style="list-style-type: none"> <li>• Discuss means of substance use support (counseling, support groups, parents, etc.)</li> </ul> Introduce the different types of public service that can impact disease prevention	<ul style="list-style-type: none"> <li>• Note book</li> <li>• Group projects</li> <li>• Individual projects</li> <li>• Homework</li> <li>• Teacher observation</li> <li>• Test</li> <li>• Quizzes</li> <li>• Media projects</li> <li>• Student oral presentations</li> <li>• Cooperating act</li> <li>• Oral Q and A</li> <li>• Individual instruction</li> <li>• Enrichment activities</li> </ul>	<ul style="list-style-type: none"> <li>• Student text</li> <li>• Inst. Test</li> <li>• Test resource</li> <li>• Inst. Generated Res.</li> <li>• Internet Sites</li> <li>• Health videos</li> <li>• Newspapers/magazines</li> <li>• Computer lab</li> <li>• Outside presenters</li> </ul>

## LEARNING STANDARDS AND CONTENT ACTIVITIES

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### Academic Content Standard # 10.2 Healthful Living

<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>A. Identify and describe health care products and services that impact adolescent health practices.</p> <p>B. Analyze the relationship between health-related information and adolescent consumer choices.</p> <p>C. Analyze media health and safety messages and describe their impact on personal health and safety.</p> <p>D. Analyze and apply a decision-making process to adolescent health and safety issues.</p> <p>E. Explain the interrelationship between the environment and personal health</p>	<p>Introduce the different health care agencies and health care providers</p> <ul style="list-style-type: none"> <li>• Discuss how consumer choices can impact adolescent health</li> </ul> <p>Introduce the dangers of tobacco products</p> <ul style="list-style-type: none"> <li>• Cite healthy ways to control weight.</li> </ul> <p>Examine how advertisements impact individual health/safety.</p> <ul style="list-style-type: none"> <li>• Introduce how music videos and TV affect health choices</li> </ul> <p>Introduce the decision-making process and how to use it.</p> <p>Demonstrate how the environment can lead to skin cancer.</p> <ul style="list-style-type: none"> <li>• Discuss affects of environmental diseases</li> <li>• Identify ways air pollution leads to diseases</li> </ul>	<ul style="list-style-type: none"> <li>• Note book</li> <li>• Group projects</li> <li>• Individual projects</li> <li>• Homework</li> <li>• Teacher observation</li> <li>• Test</li> <li>• Quizzes</li> <li>• Media project</li> <li>• Student oral presentations</li> <li>• Cooperative activities</li> <li>• Oral questions and answers</li> <li>• Individualized instruction</li> <li>• Enrichment activities</li> </ul>	<ul style="list-style-type: none"> <li>• Student text</li> <li>• Instructor test</li> <li>• Test resources</li> <li>• Instructor generated resources</li> <li>• Internet sites</li> <li>• Health videos</li> <li>• Newspaper/magazines</li> <li>• Computer lab</li> <li>• Outside presenters</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 # 10.3 Safety and Injury Prevention

<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. Analyze the role of individual responsibility for safe practices and injury prevention in the home, school and community.  B. Describe and apply strategies for emergency and long-term management of injuries.  C. Analyze and apply strategies to avoid or manage conflict and violence during adolescence.  D. Analyze the role of individual responsibility for safety during organized group activities	Discuss safety issues as related to different modes of transportation (ex. pedestrian, bicycle, vehicular, passenger, farm vehicle, and ATV) <ul style="list-style-type: none"> <li>• Create ways to prevent violence in school.</li> </ul> Explain and demonstrate the procedures for rescue breathing <ul style="list-style-type: none"> <li>• Identify the dangers of water and key components of water rescue</li> <li>• Introduce how self-care habits relate to the management of injuries</li> </ul> Introduce skills needed to create assertive behavior <ul style="list-style-type: none"> <li>• Explain the steps of effective negotiation.</li> </ul> Demonstrate the principles of basic first aid.	<ul style="list-style-type: none"> <li>• Note book</li> <li>• Group projects</li> <li>• Individual projects</li> <li>• Homework</li> <li>• Teacher observation</li> <li>• Test</li> <li>• Quizzes</li> <li>• Media project</li> <li>• Student oral presentations</li> <li>• Cooperative activities</li> <li>• Oral questions and answers</li> <li>• Individualized instruction</li> <li>• Enrichment activities</li> </ul>	<ul style="list-style-type: none"> <li>• Student text</li> <li>• Instructor test</li> <li>• Test resources</li> <li>• Instructor generated resources</li> <li>• Internet sites</li> <li>• Health videos</li> <li>• Newspaper/magazines</li> <li>• Computer lab</li> <li>• Outside presenters</li> </ul>

- Explain how safety gear and procedures reduce the risk of injury
- Identify how to determine one's individual limits in an activity
- Examine how safety habits can increase group activities

## LEARNING STANDARDS AND CONTENT ACTIVITIES

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### Academic Content Standard # 10.4 Physical Activity

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. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.</p> <p>B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.</p>	<p>Uses skill combinations competently in modified versions of individual/dual/team activities</p> <p>Summarizes the potential short and long-term physical, social, and emotional impacts</p> <ul style="list-style-type: none"> <li>• stress management</li> <li>• disease prevention</li> <li>• weight management</li> </ul> <p>of physical activity as a positive lifestyles choice</p>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Skill practice</li> <li>• Skill tests</li> <li>• Game situations</li> <li>• Demonstrations</li> <li>• Student videos</li> <li>• Activity charts</li> <li>• Rubrics</li> <li>• Heart monitors</li> <li>• Pedometers</li> <li>• Log books</li> <li>• Oral tests</li> <li>• Independent studies</li> </ul>	<ul style="list-style-type: none"> <li>• Rule books</li> <li>• Appropriate equipment for activity</li> <li>• Videos</li> <li>• CD's</li> <li>• Activity books</li> <li>• Testing equipment</li> <li>• Stop watches</li> <li>• Charts</li> <li>• Digital cameras</li> <li>• Heart monitors</li> <li>• Pedometers</li> <li>• Skin calipers</li> <li>• Reference books</li> </ul>

## LEARNING STANDARDS AND CONTENT ACTIVITIES

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### Academic Content Standard # 10.4 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>C. Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.</p> <p>D. Analyze factors that affect physical activity preferences of adolescents.</p>	<p>Assess and monitor physiological responses before, during, and after exercise appropriately in response.</p> <p>Identifies safe and contraindicated practices and procedures, for gaining strength, decreasing body fat and other fitness goals.</p> <p>Compare and contrast:</p> <ul style="list-style-type: none"> <li>• Skill competence</li> <li>• Social benefits</li> <li>• Previous experience</li> <li>• Activity confidence</li> </ul> <p>As related to a variety of physical activities</p>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Skill practice</li> <li>• Skill tests</li> <li>• Game situations</li> <li>• Demonstrations</li> <li>• Student videos</li> <li>• Activity charts</li> <li>• Rubrics</li> <li>• Heart monitor</li> <li>• Pedometers</li> <li>• Log books</li> <li>• Oral tests</li> <li>• Independent studies</li> </ul>	<ul style="list-style-type: none"> <li>• Rule books</li> <li>• Appropriate equipment for activity</li> <li>• Videos</li> <li>• CD's</li> <li>• Activity books</li> <li>• Testing equipment</li> <li>• Stop watches</li> <li>• Charts</li> <li>• Digital cameras</li> <li>• Heart monitors</li> <li>• Pedometers</li> <li>• Skill calipers</li> <li>• Reference books</li> </ul>

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### Academic Content Standard # 10.4 Physical Activity

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<p><b>STANDARD</b></p> <p>E. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement.</p> <p>F. Analyze the effects of positive and negative interactions of adolescent group members in physical activities.</p>	<p>Develops a health related fitness program, including goals, strategies and a timeline for a improving at least 3 self-selected components</p> <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> <p>Demonstrates respect for differences, fair play and sportsmanship in physical activity settings</p>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Skill practice</li> <li>• Skill tests</li> <li>• Game situations</li> <li>• Demonstrations</li> <li>• Student videos</li> <li>• Activity charts</li> <li>• Rubrics</li> <li>• Heart monitor</li> <li>• Pedometers</li> <li>• Log books</li> <li>• Oral tests</li> <li>• Independent studies</li> </ul>	<ul style="list-style-type: none"> <li>• Rule books</li> <li>• Appropriate equipment for activity</li> <li>• Videos</li> <li>• CD's</li> <li>• Activity books</li> <li>• Testing equipment</li> <li>• Stop watches</li> <li>• Charts</li> <li>• Digital cameras</li> <li>• Heart monitors</li> <li>• Pedometers</li> <li>• Skill calipers</li> <li>• Reference books</li> </ul>

## LEARNING STANDARDS AND CONTENT ACTIVITIES

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### Academic Content Standard # 10.5 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. Describe and apply the components of skill-related fitness to movement performance.</p> <p>B. Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement.</p>	<p>Demonstrate a variety of movement sequences as found in aerobic activities</p> <p>Display appropriate use of:</p> <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> <p>In a variety of movement skills</p> <p>Compare and contrasts the use of movement skills as to transfer the skill from one sport/activity to another:</p> <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>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Skill practice</li> <li>• Skill tests</li> <li>• Game situations</li> <li>• Demonstrations</li> <li>• Student videos</li> <li>• Activity charts</li> <li>• Rubrics</li> <li>• Heart monitor</li> <li>• Pedometers</li> <li>• Log books</li> <li>• Oral tests</li> <li>• Independent studies</li> </ul>	<ul style="list-style-type: none"> <li>• Rule books</li> <li>• Appropriate equipment for activity</li> <li>• Videos</li> <li>• CD's</li> <li>• Activity books</li> <li>• Testing equipment</li> <li>• Stop watches</li> <li>• Charts</li> <li>• Reference books</li> <li>• Skill calipers</li> </ul>

## LEARNING STANDARDS AND CONTENT ACTIVITIES

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### Academic Content Standard # 10.5 Concepts, Principles, and Strategies of Movement

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<p><b>STANDARD</b></p> <p>C. Identify and apply practice strategies for skill improvement</p> <p>D. Identify and describe the principles of training using appropriate vocabulary</p>	<p>Uses feedback including available technology to improve skill I performance</p> <p>Describes and applies basic principles of training</p> <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> <p>And their relationship to implementing safe and appropriate personal fitness programs</p>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Skill practice</li> <li>• Skill tests</li> <li>• Game situations</li> <li>• Demonstrations</li> <li>• Student videos</li> <li>• Activity charts</li> <li>• Rubrics</li> <li>• Heart monitor</li> <li>• Pedometers</li> <li>• Log books</li> <li>• Oral tests</li> <li>• Independent studies</li> </ul>	<ul style="list-style-type: none"> <li>• Rule books</li> <li>• Appropriate equipment for activity</li> <li>• Videos</li> <li>• CD's</li> <li>• Activity books</li> <li>• Testing equipment</li> <li>• Stop watches</li> <li>• Charts</li> <li>• Digital cameras</li> <li>• Heart monitors</li> <li>• Pedometers</li> <li>• Skill calipers</li> <li>• Reference books</li> </ul>

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### Academic Content Standard # 10.5 Concepts, Principles, and Strategies of Movement

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<p><b>STANDARD</b></p> <p>E. Analyze and apply scientific and biomechanical principles to complex movement</p> <p>F. Describe and apply game strategies to complex games and physical activities.</p>	<p>Applies biomechanical principles:</p> <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> <p>To understand and perform skillful movements</p> <p>Performance and assesses the quality of player response to dynamic interactive environments</p> <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>• Discussion</li> <li>• Skill practice</li> <li>• Skill tests</li> <li>• Game situations</li> <li>• Demonstrations</li> <li>• Student videos</li> <li>• Activity charts</li> <li>• Rubrics</li> <li>• Heart monitor</li> <li>• Pedometers</li> <li>• Log books</li> <li>• Oral tests</li> <li>• Independent studies</li> </ul>	<ul style="list-style-type: none"> <li>• Rule books</li> <li>• Appropriate equipment for activity</li> <li>• Videos</li> <li>• CD's</li> <li>• Activity books</li> <li>• Testing equipment</li> <li>• Stop watches</li> <li>• Charts</li> <li>• Digital cameras</li> <li>• Heart monitors</li> <li>• Pedometers</li> <li>• Skill calipers</li> <li>• Reference books</li> </ul>