

# High School Health

<b>Content Area</b>	Health & Physical Education	<b>Grade</b>	9-12
<b>Course Name</b>	Health		

<b>Unit</b>	10.1.12 Concepts of Health
<b>Concepts</b>	<ul style="list-style-type: none"> <li>● Biomedical Concept (Health has been viewed as an “absence of disease”, and if one was free from disease the person was considered healthy)</li> <li>● Ecological Concept (Health implies the relative absence of pain and discomfort and a continuous adaptation and adjustment to the environment to ensure optimal function)</li> <li>● Psychosocial Concept (Health is both a biological and social phenomenon)</li> <li>● Holistic Concept (A sound mind in a sound body, in a sound family, in a sound environment; All sectors of society like agriculture, animal husbandry, food, industry, education, housing, public works, communication &amp; other sectors have an effect on health)</li> <li>● I.e. (Physical, Emotional, Spiritual, Social, Environmental, Intellectual)</li> </ul>
<b>Big Ideas</b>	<ul style="list-style-type: none"> <li>● Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships.</li> <li>● Knowing about our bodies and making healthy choices helps us look after ourselves.</li> <li>● Good health comprises physical, mental, and emotional well-being.</li> <li>● Healthy choices influence our physical, emotional, and mental well-being.</li> <li>● Healthy relationships can help us lead rewarding and fulfilling lives.</li> <li>● Advocating for the health and well-being of others connects us to our community.</li> </ul>
<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>● Create positive stress management strategies.</li> <li>● Create help-seeking strategies for depression and mental disorders.</li> <li>● Analyze wellness, disease prevention, and recognition of symptoms.</li> <li>● Evaluate health information and products.</li> <li>● Understand healthy and effective interpersonal communication and relationships.</li> <li>● Create strategies that develop and maintain reproductive and sexual health.</li> <li>● Understand the health risks associated with alcohol, tobacco, and other drug use.</li> <li>● Apply risk reduction behaviors to protect self and others from alcohol, tobacco, and other drug use.</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>● Physical literacy             <ul style="list-style-type: none"> <li>○ Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments</li> <li>○ Develop and apply a variety of movement concepts and strategies in different physical activities</li> <li>○ Apply methods of monitoring and adjusting exertion levels in physical activity</li> <li>○ Develop and demonstrate safety, fair play, and leadership in physical activities</li> <li>○ Identify and describe preferred types of physical activity</li> </ul> </li> <li>● Healthy and active living             <ul style="list-style-type: none"> <li>○ Participate daily in physical activity designed to enhance and maintain health components of fitness</li> <li>○ Describe how students’ participation in physical activities at school, at home, and in the community can influence their health and fitness</li> <li>○ Propose healthy choices that support lifelong health and well-being</li> <li>○ Identify factors that influence health messages from a variety of sources, and analyze their influence on behavior</li> <li>○ Identify and apply strategies to pursue personal healthy-living goals</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Reflect on outcomes of personal healthy-living goals and assess strategies used</li> <li>● Social and community health <ul style="list-style-type: none"> <li>○ Propose strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations</li> <li>○ Analyze strategies for responding to discrimination, stereotyping, and bullying</li> <li>○ Propose strategies for developing and maintaining healthy relationships</li> <li>○ Create strategies for promoting the health and well-being of the school and community</li> </ul> </li> <li>● Mental well-being <ul style="list-style-type: none"> <li>○ Analyze strategies for promoting mental well-being, for self and others</li> <li>○ Assess and evaluate strategies for managing problems related to mental well-being and substance use, for others</li> <li>○ Create and evaluate strategies for managing physical, emotional, and social changes during puberty and adolescence</li> <li>○ Explore and describe factors that shape personal identities, including social and cultural factors</li> </ul> </li> </ul>					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
	<ul style="list-style-type: none"> <li>● Students will comprehend concepts related to health promotion and disease prevention to enhance health.</li> <li>● Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</li> <li>● Students will demonstrate the ability to access valid information and products and services to enhance health.</li> <li>● Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</li> <li>● Students will demonstrate the ability to use decision-making skills to enhance health.</li> <li>● Students will demonstrate the ability to use goal-setting skills to enhance health.</li> <li>● Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</li> <li>● Students will demonstrate the ability to advocate for personal,</li> </ul>	<ul style="list-style-type: none"> <li>● Participation of the target population.</li> <li>● Completion of a community needs assessment to identify community capacity, resources, priorities, and needs.</li> <li>● Planned learning activities that increase participants' knowledge and skills.</li> <li>● Implementation of programs with integrated, well-planned curricula and materials that take place in a setting convenient for participants.</li> <li>● Presentation of information with audiovisual and computer based supports such as slides and projectors, videos, books, CDs, posters, pictures, websites, or software programs.</li> <li>● Ensuring proficiency of program staff, through training, to maintain fidelity to the program model.</li> <li>● cooperative learning</li> <li>● group discussion</li> <li>● independent study</li> <li>● portfolio development</li> </ul>	10.1.12 A 10.1.12 B 10.1.12 C 10.1.12 D 10.1.12 E	N/A	N/A	<ul style="list-style-type: none"> <li>● dating</li> <li>● family</li> <li>● refusal skills</li> <li>● sexually transmitted disease/infections</li> <li>● risk factors</li> <li>● pathogens</li> <li>● transmission</li> <li>● immunity</li> <li>● healthy/unhealthy alternatives</li> <li>● gender identification</li> <li>● Continuum</li> <li>● stress</li> <li>● abstinence device methods</li> <li>● prevention transmission</li> <li>● depression</li> <li>● suicide</li> <li>● STD's/STI</li> </ul>

	family and community health.	<ul style="list-style-type: none"> <li>• journals and learning logs</li> <li>• role-playing</li> <li>• cognitive organizers</li> <li>• literature response</li> <li>• service learning</li> <li>• issue-based inquiry.</li> </ul>				
<b>Resources</b>	Materials, texts, videos, internet sites, software, human to support instruction www.cdc.org, www.comprehensiveschoolhealtheducation/meeksheit, http://kidshealth.org/teen/, variety of internet sources and reference books, PA Standards Aligned System, National & State Health Education Standards and Skills					
<b>Formative Assessments</b>	Quizzes, tests, observation checklist, various assessments of projects (individual, group, partner) Rubrics Performance tasks Teacher designed assessments Teacher Observation					
<b>Summative Assessments</b>	End-of-unit or/chapter tests Final projects or portfolios					
<b>Strategies for ELL and IEP Support</b>	Small groups, peer assistance, graphic organizers, additional individualized assistance, variation of activities/assignments, re-test, re-teach, modifications and accommodations.					
<b>Acceleration Strategies</b>	<ul style="list-style-type: none"> <li>• Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet based research, web-quests, etc.</li> </ul>					

# High School Health

<b>Content Area</b>	Health & Physical Education	<b>Grade</b>	9-12
<b>Course Name</b>	Health		

<b>Unit</b>	10.2.12 Healthful Living
<b>Concepts</b>	<ul style="list-style-type: none"> <li>● Biomedical Concept (Health has been viewed as an “absence of disease”, and if one was free from disease the person was considered healthy)</li> <li>● Ecological Concept (Health implies the relative absence of pain and discomfort and a continuous adaptation and adjustment to the environment to ensure optimal function)</li> <li>● Psychosocial Concept (Health is both a biological and social phenomenon)</li> <li>● Holistic Concept (A sound mind in a sound body, in a sound family, in a sound environment; All sectors of society like agriculture, animal husbandry, food, industry, education, housing, public works, communication &amp; other sectors have an effect on health)</li> <li>● I.e. (Physical, Emotional, Spiritual, Social, Environmental, Intellectual)</li> </ul>
<b>Big Ideas</b>	<ul style="list-style-type: none"> <li>● Critical thinking skills:             <ul style="list-style-type: none"> <li>○ Decision making</li> <li>○ Communication</li> <li>○ Goal setting.learning</li> </ul> </li> <li>● Practicing skills promotes the adoption of learning from both discipline areas into daily life.</li> <li>● Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships.</li> <li>● Knowing about our bodies and making healthy choices helps us look after ourselves.</li> <li>● Good health comprises physical, mental, and emotional well-being.</li> <li>● Healthy choices influence our physical, emotional, and mental well-being.</li> <li>● Healthy relationships can help us lead rewarding and fulfilling lives.</li> <li>● Advocating for the health and well-being of others connects us to our community.</li> </ul>
<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>● Personal choices impact current and long term outcomes on individuals, family and society.</li> <li>● Mental and emotional health affects a person’s physical health and overall well being.</li> <li>● Assertive communication skills enhance health by avoiding and/or reducing health risks.</li> <li>● Accessing and evaluating health information, products and services will improve a person’s ability to make healthy decisions and one’s quality of life.</li> <li>● Recognizing risk factors and applying risk reducing strategies can prevent health consequences.</li> <li>● Individuals need to express his/her sexuality in ways that are both healthy and responsible.</li> <li>● Understanding puberty helps to facilitate the emotional transition from childhood to adolescence.</li> <li>● Everyone has special and unique qualities.</li> <li>● Individuals embrace diversity as contributing members of a larger community.</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>● Physical literacy             <ul style="list-style-type: none"> <li>○ Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments</li> <li>○ Develop and apply a variety of movement concepts and strategies in different physical activities</li> <li>○ Apply methods of monitoring and adjusting exertion levels in physical activity</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Develop and demonstrate safety, fair play, and leadership in physical activities</li> <li>○ Identify and describe preferred types of physical activity</li> <li>● Healthy and active living <ul style="list-style-type: none"> <li>○ Participate daily in physical activity designed to enhance and maintain health components of fitness</li> <li>○ Describe how students' participation in physical activities at school, at home, and in the community can influence their health and fitness</li> <li>○ Propose healthy choices that support lifelong health and well-being</li> <li>○ Identify factors that influence health messages from a variety of sources, and analyze their influence on behaviour</li> <li>○ Identify and apply strategies to pursue personal healthy-living goals</li> <li>○ Reflect on outcomes of personal healthy-living goals and assess strategies used</li> </ul> </li> <li>● Social and community health <ul style="list-style-type: none"> <li>○ Propose strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations</li> <li>○ Analyze strategies for responding to discrimination, stereotyping, and bullying</li> <li>○ Propose strategies for developing and maintaining healthy relationships</li> <li>○ Create strategies for promoting the health and well-being of the school and community</li> </ul> </li> <li>● Mental well-being <ul style="list-style-type: none"> <li>○ Analyze strategies for promoting mental well-being, for self and others</li> <li>○ Assess and evaluate strategies for managing problems related to mental well-being and substance use, for others</li> <li>○ Create and evaluate strategies for managing physical, emotional, and social changes during puberty and adolescence</li> <li>○ Explore and describe factors that shape personal identities, including social and cultural factors</li> </ul> </li> </ul>					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
	<ul style="list-style-type: none"> <li>● Students will comprehend concepts related to health promotion and disease prevention to enhance health.</li> <li>● Students will analyze the influence of the family, peer culture, media, technology, and other factors on health behavior</li> <li>● Demonstrate the ability to access valid information, products, and services to enhance health</li> <li>● Demonstrate the ability to use interpersonal communication</li> </ul>	<ul style="list-style-type: none"> <li>● Participation of the target population.</li> <li>● Completion of a community needs assessment to identify community capacity, resources, priorities, and needs.</li> <li>● Planned learning activities that increase participants' knowledge and skills.</li> <li>● Implementation of programs with integrated, well-planned curricula and materials that take place in a setting convenient for participants.</li> <li>● Presentation of information with audiovisual and computer based supports such as slides and projectors, videos, books, CDs, posters, pictures, websites, or software</li> </ul>	10.2.12 A 10.2.12 B 10.2.12 C 10.2.12 D 10.2.12 E	N/A	N/A	healthy consumer choices media health safety messages technology/social media strategies dating healthcare providers allied health professionals Medicare Medicaid HMO's PPO's medical fraud public health over the counter health care

	<p>skills to enhance health and avoid or reduce health risks</p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to use decision-making skills to enhance health</li> <li>• Students will demonstrate the ability to use goal-setting skills to enhance health</li> <li>• Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks</li> <li>• Demonstrate the ability to advocate for personal, family, and community health</li> </ul>	<p>programs.</p> <ul style="list-style-type: none"> <li>• Ensuring proficiency of program staff, through training, to maintain fidelity to the program model.</li> <li>• cooperative learning</li> <li>• group discussion</li> <li>• independent study</li> <li>• portfolio development</li> <li>• journals and learning logs</li> <li>• role-playing</li> <li>• cognitive organizers</li> <li>• literature response</li> <li>• service learning</li> <li>• issue-based inquiry.</li> </ul>				<p>products</p> <p>Affordable Care Act</p> <p>goal setting</p> <p>decision making</p> <p>long term/short term goals</p>
<b>Resources</b>	<p>Materials, texts, videos, internet sites, software, human to support instruction  <a href="http://www.cdc.org">www.cdc.org</a>, <a href="http://www.comprehensiveschoolhealtheducation/meeksheit">www.comprehensiveschoolhealtheducation/meeksheit</a>, <a href="http://kidshealth.org/teen/">http://kidshealth.org/teen/</a>, variety of internet sources and reference books, PA Standards Aligned System, National &amp; State Health Education Standards and Skills</p>					
<b>Formative Assessments</b>	<p>Quizzes, tests, observation checklist, various assessments of projects (individual, group, partner) Rubrics Performance tasks Teacher designed assessments Teacher Observation</p>					
<b>Summative Assessments</b>	<p>End-of-unit or/chapter tests  Final projects or portfolios</p>					
<b>Strategies for ELL and IEP Support</b>	<p>Small groups, peer assistance, graphic organizers, additional individualized assistance, variation of activities/assignments, re-test, re-teach, modifications and accommodations.</p>					
<b>Acceleration Strategies</b>	<ul style="list-style-type: none"> <li>• Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet based research, web-quests, etc.</li> </ul>					

# High School Health

<b>Content Area</b>	Health & Physical Education	<b>Grade</b>	9-12
<b>Course Name</b>	Health		

<b>Unit</b>	10.3.12 Safety and Injury Prevention
<b>Concepts</b>	<ul style="list-style-type: none"> <li>• First aid is the first and immediate assistance given to any person suffering from either a minor or serious illness or injury, with care provided to preserve life, prevent the condition from worsening, or to promote recovery.</li> <li>• Sexual harassment in schools is unwanted and unwelcome behavior of a sexual nature that interferes with the right to receive an equal educational opportunity.</li> <li>• Another form of sexual harassment in schools is hostile-environment harassment. Hostile-environment harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature by an employee, another student, or a third party.</li> </ul>
<b>Big Ideas</b>	<ul style="list-style-type: none"> <li>• Preserve life.</li> <li>• Prevent the escalation of the illness or injury.</li> <li>• Promote recovery.</li> <li>• Pain relief.</li> <li>• Protect the unconscious.</li> <li>• What is sexual misconduct?</li> <li>• Discuss the differences between sexual assault and harassment</li> <li>• Explain and define the impact of bullying/cyberbullying</li> </ul>
<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>• First Aid can be the difference between life and death</li> <li>• Emergencies can happen at any time</li> <li>• Common misconceptions of sexual violence</li> <li>• Preventing sexual violence</li> <li>• Understanding consent</li> <li>• Reporting sexual misconduct and violence</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>• Bandaging of the head, chest, shoulder, arm, leg, wrist, elbow, foot, ankle, fingers, toes, and knee.</li> <li>• Splinting of the arm, elbow, clavicle, fingers, hand, forearm, ribs, hip, femur, lower leg, ankle, knee, foot, and toes.</li> <li>• Moving and rescuing victims including one and two person lifts, ankle and shoulder pulls, and the blanket pull.</li> <li>• The meaning of universal precautions, which body fluids are considered potentially infectious, and which are regarded as hazardous.</li> <li>• CPR</li> <li>• Differentiate between types of sexual misconduct</li> <li>• Define various terms related to unhealthy sexual relationships (date rape, rape, sexual harassment, sexual assault)</li> <li>• Summarize why it is wrong to tease or bully others based on aspects of their sexuality (such as sexual activity, abstinence, gender identity, gender expression or sexual orientation).</li> <li>• Physical literacy             <ul style="list-style-type: none"> <li>○ Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments</li> <li>○ Develop and apply a variety of movement concepts and strategies in different physical activities</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Apply methods of monitoring and adjusting exertion levels in physical activity</li> <li>○ Develop and demonstrate safety, fair play, and leadership in physical activities</li> <li>○ Identify and describe preferred types of physical activity</li> <li>● Healthy and active living <ul style="list-style-type: none"> <li>○ Participate daily in physical activity designed to enhance and maintain health components of fitness</li> <li>○ Describe how students' participation in physical activities at school, at home, and in the community can influence their health and fitness</li> <li>○ Propose healthy choices that support lifelong health and well-being</li> <li>○ Identify factors that influence health messages from a variety of sources, and analyze their influence on behaviour</li> <li>○ Identify and apply strategies to pursue personal healthy-living goals</li> <li>○ Reflect on outcomes of personal healthy-living goals and assess strategies used</li> </ul> </li> <li>● Social and community health <ul style="list-style-type: none"> <li>○ Propose strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations</li> <li>○ Analyze strategies for responding to discrimination, stereotyping, and bullying</li> <li>○ Propose strategies for developing and maintaining healthy relationships</li> <li>○ Create strategies for promoting the health and well-being of the school and community</li> </ul> </li> <li>● Mental well-being <ul style="list-style-type: none"> <li>○ Analyze strategies for promoting mental well-being, for self and others</li> <li>○ Assess and evaluate strategies for managing problems related to mental well-being and substance use, for others</li> <li>○ Create and evaluate strategies for managing physical, emotional, and social changes during puberty and adolescence</li> <li>○ Explore and describe factors that shape personal identities, including social and cultural factors</li> </ul> </li> </ul>					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
	<ul style="list-style-type: none"> <li>● Analyze the impact of violence on the victim and surrounding community</li> <li>● Demonstrate the ability to respond appropriately to emergency and nonemergency situations</li> <li>● Laws/Codes/Regulations pertaining to emergency situations</li> <li>● Ways to deter abuse and violence (including bullying and sexual harassment)</li> <li>● Students will be able to define</li> </ul>	<p>Health education strategies include:</p> <ul style="list-style-type: none"> <li>● Planned learning activities that increase participants' knowledge and skills.</li> <li>● Implementation of programs with integrated, well-planned curricula and materials that take place in a setting convenient for participants.</li> <li>● Presentation of information with audiovisual and computer based supports such as slides and projectors, videos, books, CDs, posters, pictures, websites, or software programs.</li> <li>● Ensuring proficiency of program staff, through training, to maintain fidelity to</li> </ul>	<p>10.3.12 B 10.3.12 C</p>	<p>N/A</p>	<p>N/A</p>	<ul style="list-style-type: none"> <li>● Abrasion</li> <li>● Acetaminophen</li> <li>● Adrenaline</li> <li>● Airway</li> <li>● Anaphylaxis</li> <li>● Anaesthetic</li> <li>● Angina</li> <li>● Antibiotics</li> <li>● Artery</li> <li>● Aspirin</li> <li>● Asthma</li> <li>● Automated External Defibrillator</li> <li>● Avulsion</li> <li>● Basic Life Support (BLS)</li> <li>● Blood pressure</li> <li>● Blood sugar</li> <li>● Breathing</li> <li>● Bruise</li> <li>● Burn</li> </ul>



	<p>first aid and understand the importance of knowing first aid procedures for various emergency situations</p> <ul style="list-style-type: none"> <li>• Demonstrate skills related to cardiopulmonary resuscitation (CPR) and automated external defibrillator(AED)</li> <li>• Compression-only CPR</li> <li>• Locations and proper use of AEDs</li> <li>• Differentiate between healthy and unhealthy use of technology through internet, email, websites, instant messaging, and telephone/cell phone use</li> </ul>	<p>the program model.</p> <ul style="list-style-type: none"> <li>• Cooperative learning</li> <li>• Group discussion</li> <li>• Independent study</li> <li>• Portfolio development</li> <li>• Journals and learning logs</li> <li>• Role-playing</li> <li>• Cognitive organizers</li> <li>• Literature response</li> <li>• Service learning</li> <li>• Issue-based inquiry.</li> </ul>				<ul style="list-style-type: none"> <li>• Calamine</li> <li>• Carbon monoxide poisoning</li> <li>• Cardiac</li> <li>• Cardiopulmonary</li> <li>• Cardiopulmonary Resuscitation (CPR)</li> <li>• Choking</li> <li>• C-Spine</li> <li>• Compression</li> <li>• Concussion</li> <li>• Contusion</li> <li>• Cuts</li> <li>• Cyanosis</li> <li>• Decongestant</li> <li>• Defibrillator</li> <li>• Diabetes</li> <li>• Dislocation</li> <li>• Emergency</li> <li>• Epilepsy</li> <li>• Fainting</li> <li>• Fracture</li> <li>• Frostbite</li> <li>• Glucose</li> <li>• Health Care Professional: (AKA: Health care provider, HCP)</li> <li>• Heart attack</li> <li>• Hemorrhage</li> <li>• Hyperglycaemia</li> <li>• Hypoglycaemia</li> <li>• Ibuprofen</li> <li>• Incision</li> <li>• Injury</li> <li>• Insulin</li> <li>• Laceration</li> <li>• Nausea</li> <li>• Oedema</li> <li>• Overdose</li> <li>• Paediatric</li> <li>• Personal Protective Equipment (PPE)</li> <li>• Pharmacy</li> <li>• Poison</li> <li>• Prescription</li> <li>• Primary Survey</li> <li>• Pulse</li> </ul>

						<ul style="list-style-type: none"> <li>• Puncture</li> <li>• Recovery Position</li> <li>• Secondary Survey</li> <li>• Seizure</li> <li>• Semi-prone position</li> <li>• Shock</li> <li>• Sore</li> <li>• Sprain</li> <li>• Stroke</li> <li>• Tetanus</li> <li>• Thermometer</li> <li>• Topical</li> <li>• Trauma</li> <li>• Unconscious</li> <li>• Vertigo</li> <li>• Vomit</li> <li>• Wound</li> <li>• X-ray</li> <li>• Date rape</li> <li>• Rape</li> <li>• Sexual assault</li> <li>• Sexual harassment</li> <li>• Bully/cyber bullying</li> </ul>
<b>Resources</b>	Materials, texts, videos, internet sites, software, human to support instruction www.cdc.org, www.comprehiveschoolhealtheducation/meeksheit, http://kidshealth.org/teen/, variety of internet sources and reference books, PA Standards Aligned System, National & State Health Education Standards and Skills					
<b>Formative Assessments</b>	Quizzes, tests, observation checklist, various assessments of projects (individual, group, partner) Rubrics Performance tasks Teacher designed assessments Teacher Observation					
<b>Summative Assessments</b>	End-of-unit or/chapter tests Final projects or portfolios					
<b>Strategies for ELL and IEP Support</b>	Small groups, peer assistance, graphic organizers, additional individualized assistance, variation of activities/assignments, re-test, re-teach, modifications and accommodations.					
<b>Acceleration Strategies</b>	<ul style="list-style-type: none"> <li>• Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet based research, web-quests, etc.</li> </ul>					

# High School PE

<b>Content Area</b>	Health & Physical Education	<b>Grade</b>	9-12
<b>Course Name</b>	PE		

<b>Unit</b>	10.5.12 CONCEPTS, PRINCIPLES AND STRATEGIES OF MOVEMENT
<b>Concepts</b>	<ul style="list-style-type: none"> <li>• Children need to become sufficiently competent in basic motor skills if they are going to eventually enjoy playing sports or games as teens and adults.</li> <li>• In elementary school, the emphasis is placed on practicing motor skills rather than learning rules or the structures of sports.</li> <li>• Skill themes are analogous to verbs (i.e., they are action words). They are subdivided into three categories: locomotor, non manipulative, and manipulative skills.</li> <li>• Movement concepts are analogous to adverbs (i.e., they describe how an action is performed). They are also subdivided into three categories: space awareness, effort, and relationships.</li> <li>• In the primary grades, movement concepts are taught before the skill themes.</li> <li>• The movement analysis framework “wheel” is based on an analysis of human movement and describes how the skill themes and movement concepts interact with one another.</li> <li>• The “spirals” outline a developmentally appropriate progression for each of the skill themes.</li> <li>• Children Moving directly addresses national and many state physical education standards.</li> </ul>
<b>Big Ideas</b>	<ul style="list-style-type: none"> <li>• Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.</li> <li>• Skill development involves an understanding of movement concepts, the underlying principles of physics, as a means to analyze movement performance and make adjustments.</li> <li>• Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting.</li> <li>• Lack of physical activity can have a negative impact on your overall health.</li> <li>• Learning to work cooperatively with your peers allows you to have positive relationships in the future.</li> <li>• Children who regularly participate in physical activity tend to stay active throughout their lives.</li> <li>• While there are immediate benefits, including maintaining a healthy weight, feeling more energetic and promoting a better outlook, participating in team and individual sports and other forms of physical activity can boost self-confidence, provide opportunities for social interaction and offer a chance to have fun. In the long term, regular physical activity can help prevent heart disease, diabetes and other medical problems later in life. Getting active and staying active is a key component of a healthy, active lifestyle.</li> </ul>
<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>• What are the physical benefits of participating in specific individual sports and games?</li> <li>• What are the social benefits of participating in specific individual sports and games?</li> <li>• How does playing with a partner prepare you for success when working with others in future work settings?</li> <li>• How does participating in individual sports help to develop sportsmanship?</li> <li>• How can understanding movement concepts improve my performance?</li> <li>• How can I make movement more interesting, fun and enjoyable?</li> <li>• How does my use of movement influence that of others?</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>• A - APPLY KNOWLEDGE OF MOVEMENT SKILLS, SKILL-RELATED FITNESS AND MOVEMENT CONCEPTS TO IDENTIFY AND EVALUATE PHYSICAL ACTIVITY THAT PROMOTE PERSONAL PARTICIPATION.</li> <li>• B - INCORPORATE AND SYNTHESIZE KNOWLEDGE OF MOTOR SKILL DEVELOPMENT CONCEPTS TO IMPROVE THE QUALITY OF</li> </ul>

	<p>MOTOR SKILLS.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• E - EVALUATE MOVEMENT FORMS FOR APPROPRIATE APPLICATION OF SCIENTIFIC AND BIOMECHANICAL PRINCIPLES.</li> <li>• F - ANALYZE THE APPLICATION OF GAME STRATEGIES FOR DIFFERENT CATEGORIES OF PHYSICAL ACTIVITIES</li> </ul>					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
	<ul style="list-style-type: none"> <li>• Utilize safety procedures and proper safety precautions</li> <li>• Identify the muscles and body parts utilized in each activity</li> <li>• Demonstrate appropriate biomechanics</li> <li>• Understand the key components of each activity</li> <li>• Use basic terminology associated with the activity</li> </ul>	<ol style="list-style-type: none"> <li>1. FITNESSGRAM</li> <li>2. TIMED WALK/RUN</li> <li>3. WEIGHT TRAINING (USE OF FREE WEIGHTS, MACHINES ETC.)</li> <li>4. AEROBIC TRAINING (TREADMILL, ELLIPTICAL, STAIR MASTER ETC.)</li> <li>5. WEIGHT TRAINING CIRCUIT</li> <li>6. AEROBIC CIRCUIT</li> <li>7. YOGA</li> <li>8. BOXERCISE</li> <li>9. GROUP FITNESS CLASSES (VHS/DVD)</li> </ol>	10.5.12A 10.5.12B 10.5.12D 10.5.12E 10.5.12F	N/A	N/A	Strategies Collaboration Cooperation Compromise Teamwork Problem Solving Decision Making Lifting Anaerobic Aerobic Stride Weight Repetitions Heart Rate Eccentric Stretching Ballistic Static Pulse
<b>Resources</b>	Materials, texts, videos, internet sites, software, human to support instruction PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS ALIGNED SYSTEMS: HEALTH AND PHYSICAL EDUCATION. FITNESSGRAM/ACTIVITYGRAM TEST ADMINISTRATION MANUAL-4TH EDITION, THE COOPER INSTITUTE (2007)					
<b>Formative Assessments</b>	Drill, situations, daily workouts & circuits					
<b>Summative Assessments</b>	<ul style="list-style-type: none"> <li>• STUDENTS IDENTIFY AND RANK THREE ACTIVITIES FROM ONE TO THREE (ONE BEING THE MOST FAVORITE TO THREE BEING THE LEAST FAVORITE) AND RESEARCH EACH TO FIND OUT ANY COSTS ASSOCIATED WITH:               <ul style="list-style-type: none"> <li>○ THE ACTIVITY</li> <li>○ SPECIFIC LOCATIONS WHERE THEY CAN PARTICIPATE</li> <li>○ SKILL LEVEL NEEDED TO PARTICIPATE</li> <li>○ AVAILABILITY OF THE FACILITY (IF NEEDED).</li> </ul> </li> <li>• STUDENTS WILL VIDEOTAPE THEMSELVES PERFORMING A SPORT SKILL, DANCE OR OTHER PHYSICAL ACTIVITY AND PREPARE A WRITTEN REPORT THAT INCLUDES THE FOLLOWING:</li> </ul>					

	<ul style="list-style-type: none"> <li>○ ANALYSIS OF POSITIVE AND NEGATIVE PERFORMANCE ATTRIBUTES OBSERVED ON THE TAPE WITHIN THE CONTEXT OF THE IDENTIFIED SCIENTIFIC PRINCIPLE.</li> <li>○ SUGGESTED PRACTICE PROCEDURES THAT MIGHT BE USED TO IMPROVE PERFORMANCE WITHIN THE CONTEXT OF THE IDENTIFIED SCIENTIFIC PRINCIPLE.</li> <li>● REFLECTION PAPER BASED OFF OF THE PRESENTATION ANALYZING THE STRATEGY COMPONENT OF THE ACTIVITY PRESENTED.</li> <li>● A PRESENTER FROM THE COMMUNITY WILL COME INTO THE CLASS AND GIVE A PRESENTATION. THE PRESENTER WILL DISCUSS AN OUTDOOR PURSUIT ACTIVITY, STRATEGIES USED IN THE ACTIVITY AND HOW THE ACTIVITY CAN BE USED THROUGHOUT LIFETIME.</li> <li>● INCORPORATE AND SYNTHESIZE KNOWLEDGE OF THE ASPECTS OF GOOD PERFORMANCE TO DEVELOP AND USE CRITERIA TO JUDGE THE QUALITY OF SELECTED PROCESS GOAL PERFORMANCES AND PRODUCT GOAL PERFORMANCES.</li> <li>● JOURNAL: STUDENTS WILL JOURNAL ALL CHANGES EXPERIENCED DURING FITNESS PLAN.</li> </ul>
<b>Strategies for ELL and IEP Support</b>	Small groups, peer assistance, graphic organizers, additional individualized assistance, variation of activities/assignments, re-test, re-teach, modifications and accommodations.
<b>Acceleration Strategies</b>	<ul style="list-style-type: none"> <li>● REFER BACK TO INTERVIEW PARTICIPANTS, HAVE THEM COMPLETE A PHYSICAL FITNESS ASSESSMENT THAT YOU HAVE DESIGNED. COMPARE AND CONTRAST THE RESULTS IN RELATION TO AGE, INJURY AND DISEASE.</li> <li>● KEEP A JOURNAL OF PHYSICAL ACTIVITIES AND IDENTIFY EXERCISE PRINCIPLES, TRAINING PRINCIPLES AND HEALTH/SKILL RELATED COMPONENTS OF FITNESS THAT APPLY TO THE ACTIVITIES PERFORMED.</li> </ul>

# High School PE

<b>Content Area</b>	Health & Physical Education	<b>Grade</b>	9-12
<b>Course Name</b>	PE		

<b>Unit</b>	10.4.12 Physical Activity
<b>Concepts</b>	<ul style="list-style-type: none"> <li>• <b>Aerobic capacity is your cardiovascular system's ability to transport oxygen to working muscles to serve as fuel for energy.</b> Aerobic capacity improves with cardiovascular exercises, like walking, running, bicycling, jumping rope, swimming, hiking, and dancing. Performing any of these types of activities at an intensity of approximately 60-80% of your total maximum heart rate (220 minus your age) for 30-60 minutes daily will provide you with the first element of fitness.</li> <li>• <b>The second element of fitness is body structure.</b> This is your overall posture, looking for any misalignments of the arms, legs and trunk. Even a small imbalance in the way you regularly stand or sit may lead to pain or injury. Ideal posture aligns your ears over your shoulders, shoulders over your hips, equal leg lengths, pelvic symmetry and neutral joints throughout the body, creating equal pressure on both feet. Any deviations from good posture need to be corrected with the proper stretching, strengthening and muscle releasing exercises.</li> <li>• <b>Body composition is the third element of fitness.</b> This is the ratio of body fat to lean body mass (bones and muscles). Weight alone does not tell us about body composition. Body composition measurements are taken with calipers at specific parts of the body to determine the percent of total body fat. There are also scales and devices that measure body fat. In general, the ideal range of body fat is 10-15 percent of total body mass for males and 15-22 percent for females. Your body functions most efficiently at the ideal fat-to-lean ratio.</li> <li>• <b>Balance makes up the fourth element of total body fitness.</b> There are simple balance tests that can be administered to determine your balance level. For example, standing on one leg with eyes open versus eyes closed. Depending on your age, there are set values of time for this test to determine if your balance is good. 30 seconds is the goal for younger, healthy individuals. Even minor balance problems place you at risk for injuries like ankle sprains, muscle strains, falls and fractures.</li> <li>• <b>The fifth element of fitness is muscular flexibility.</b> Your muscles should be flexible enough to allow for the full range of motion required by life's many activities. Muscles can become shortened if not purposefully stretched and by completing the same sport or lifting routine without enough variation. Inactivity also causes muscles to shorten, become inflexible and more susceptible to stress and injury. Muscle imbalances lead to many of the most common injuries in people who have strong, but tight muscles in some areas and weaker, unstable muscles/joints in others.</li> <li>• <b>The sixth element of fitness is muscular strength.</b> In addition to being flexible, your muscles should be able to exert force and control movement. Strength is improved with weight- resistance exercises. Strengthening programs can be designed using body weight, machines, free weights, kettle bells, TRX, etc. based on individual preferences and goals. In general, strengthening muscles appropriately uses resistance heavy enough to allow 8-15 slow and controlled repetitions with good form completed in 1-3 sets.</li> <li>• A person who is physically fit has a properly aligned and balanced body, flexible yet strong muscles, an efficient heart and healthy lungs, and a good ratio of body fat to lean mass. Being physically fit, according to the true definition, does not come easy. It is something we all should continually work towards in our daily routines.</li> </ul>
<b>Big Ideas</b>	<ul style="list-style-type: none"> <li>• A combination of flexibility and proper physical activity are needed for optimal health.</li> </ul>

	<ul style="list-style-type: none"> <li>Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.</li> <li>A good foundation of strength, balance and flexibility will enhance the ability to learn movement skills required for other activities.</li> <li>Compound strength training will increase bone density that will decrease the risk of osteoporosis and poor posture leading to an increase in your quality of life.</li> <li>A combination of flexibility and proper physical activity are needed for optimal health.</li> <li>Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.</li> <li>A good foundation of strength, balance and flexibility will enhance the ability to learn movement skills required for other activities.</li> <li>Compound strength training will increase bone density that will decrease the risk of osteoporosis and poor posture leading to an increase in your quality of life.</li> </ul>					
<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>What are the benefits of knowing the proper technique for strength training exercises?</li> <li>How can improving flexibility enhance the quality of life?</li> <li>How can cardiovascular training impact blood pressure, heart rate and improve quality of life?</li> <li>How can cardiovascular fitness improve one's ability to perform daily tasks?</li> <li>How will proper physical activity impact one's optimal health?</li> <li>How does strengthening your core help you achieve a better quality of life?</li> <li>Why is it so difficult to become healthy and physically fit?</li> <li>Why is it even harder to stay healthy and physically fit?</li> <li>How can I set challenging fitness goals that help me stay committed to wellness?</li> </ul>					
<b>Competencies</b>	<ul style="list-style-type: none"> <li>Students should be able to incorporate and evaluate motor skill development concepts, practice strategies, and biomechanical principles to enhance the quality of movement.</li> <li>Moderate principles of physical fitness and lifelong physical fitness.</li> <li>Demonstrate proper lifting technique</li> <li>Demonstrate proper spotting</li> <li>Proper running technique</li> <li>Proper dynamic stretching</li> <li>Proper use of equipment</li> <li>Demonstrate complete yoga routine</li> <li>Demonstrate complete Pilates routine</li> <li>Understanding cardiovascular activities</li> <li>Understanding of workout program logs</li> </ul>					
<b>Dates (estimates only)</b>	<b>Smart Objectives</b>	<b>Instructional Strategies and Activities</b>	<b>PA CC Standards</b>	<b>Keystone or PSSA Anchors</b>	<b>Keystone / PSSA Eligible Content</b>	<b>Vocabulary</b>
	<ul style="list-style-type: none"> <li>Utilize safety procedures and proper safety precautions</li> <li>Identify the muscles and body parts utilized in each activity</li> <li>Demonstrate appropriate</li> </ul>	<ol style="list-style-type: none"> <li>FITNESSGRAM</li> <li>TIMED WALK/RUN</li> <li>WEIGHT TRAINING (USE OF FREE WEIGHTS, MACHINES ETC.)</li> <li>AEROBIC TRAINING (TREADMILL, ELLIPTICAL,</li> </ol>	10.4.12A 10.4.12B 10.4.12C 10.4.12D 10.4.12F	N/A	N/A	Strategies Collaboration Cooperation Compromise Teamwork Problem Solving Decision Making

	<ul style="list-style-type: none"> <li>biomechanics</li> <li>Understand the key components of each activity</li> <li>Use basic terminology associated with the activity</li> </ul>	STAIR MASTER ETC.) 5. WEIGHT TRAINING CIRCUIT 6. AEROBIC CIRCUIT 7. YOGA 8. BOXERCISE 9. GROUP FITNESS CLASSES (VHS/DVD)				Lifting Anaerobic Aerobic Stride Weight Repetitions Heart Rate Eccentric Stretching Ballistic Static Pulse
<b>Resources</b>	Materials, texts, videos, internet sites, software, human to support instruction PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS ALIGNED SYSTEMS: HEALTH AND PHYSICAL EDUCATION. FITNESSGRAM/ACTIVITYGRAM TEST ADMINISTRATION MANUAL-4TH EDITION, THE COOPER INSTITUTE (2007)					
<b>Formative Assessments</b>	Drill, situations, daily workouts & circuits					
<b>Summative Assessments</b>	<ul style="list-style-type: none"> <li>KEEP A LONG AND EVALUATE THE IMPACT THE PLAN HAS HAD ON YOUR OWN LIFE.               <ul style="list-style-type: none"> <li>STUDENTS ARE ASKED TO KEEP A JOURNAL FOR A PRESCRIBED PERIOD OF TIME SHOWING PARTICIPATION OF TIME, TYPE OF ACTIVITY SELECTED, AND RELATED FACTORS THAT IMPACT THE STUDENT'S ABILITY TO PARTICIPATE AND EVALUATE THE IMPACT THE PLAN HAS HAD ON YOUR OWN LIFE.</li> </ul> </li> <li>KEEP A LONG AND EVALUATE THE IMPACT THE PLAN HAS HAD ON YOUR OWN LIFE.               <ul style="list-style-type: none"> <li>STUDENTS ARE ASKED TO KEEP A JOURNAL FOR A PRESCRIBED PERIOD OF TIME SHOWING PARTICIPATION OF TIME, TYPE OF ACTIVITY SELECTED, AND RELATED FACTORS THAT IMPACT THE STUDENT'S ABILITY TO PARTICIPATE AND EVALUATE THE IMPACT THE PLAN HAS HAD ON YOUR OWN LIFE.</li> </ul> </li> <li>INTERVIEWS COMPLETED ON THREE PEOPLE OF DIFFERENT DECADES.</li> <li>ONE PAGE REFLECTION GRADED BY TEACHER MADE RUBRIC.</li> </ul>					
<b>Strategies for ELL and IEP Support</b>	Small groups, peer assistance, graphic organizers, additional individualized assistance, variation of activities/assignments, re-test, re-teach, modifications and accommodations.					
<b>Acceleration Strategies</b>	<ul style="list-style-type: none"> <li>REFER BACK TO INTERVIEW PARTICIPANTS, HAVE THEM COMPLETE A PHYSICAL FITNESS ASSESSMENT THAT YOU HAVE DESIGNED. COMPARE AND CONTRAST THE RESULTS IN RELATION TO AGE, INJURY AND DISEASE.</li> <li>KEEP A JOURNAL OF PHYSICAL ACTIVITIES AND IDENTIFY EXERCISE PRINCIPLES, TRAINING PRINCIPLES AND HEALTH/SKILL RELATED COMPONENTS OF FITNESS THAT APPLY TO THE ACTIVITIES PERFORMED.</li> </ul>					



# High School PE

<b>Content Area</b>	Health & Physical Education	<b>Grade</b>	9-12
<b>Course Name</b>	10.3.12 PE 10.4.12 PE 10.5.12 PE		

<b>Unit</b>	Cooperation Games/Team Sports					
<b>Concepts</b>	<ul style="list-style-type: none"> <li>Proper application of scientific and biomechanical principles enhance the quality of movement. There is an interrelationship between practice, motor skill development, and physical activity. Appropriate selection of motor skill development concepts improves the quality of movement.</li> <li>Movement skills, movement concepts and skill-related fitness enrich movement performance throughout life.</li> <li>Game strategies are used to recognize tactical problems and to select the appropriate responses in a variety of physical activities.</li> <li>Determining the benefits, risks and safety factors of an activity can lead to safe participation in self-selected life-long physical activities.</li> <li>The use of unsafe practices in the home, school and community can have personal and legal consequences.</li> <li>Regular physical activity impacts an individual physiologically, socially and psychologically throughout a lifetime.</li> </ul>					
<b>Big Ideas</b>	<ul style="list-style-type: none"> <li>Quality lifelong movement is based on scientific concepts/principles.</li> <li>Participation in physical activity impacts wellness throughout a lifetime.</li> <li>Safety impacts individual and community well-being.</li> </ul>					
<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>How do scientific principles, biomechanical principles, and practice strategies influence movement forms?</li> <li>How does sportsmanship carry over into everyday life?</li> <li>How do your choices of physical activities and food affect your fitness levels and health goals?</li> <li>Can you identify a situation when you made a decision that positively impacted your health?</li> <li>How will physical activity help me now and in the future?</li> </ul>					
<b>Competencies</b>	<ul style="list-style-type: none"> <li>Students should be able to incorporate and evaluate motor skill development concepts, practice strategies, and biomechanical principles to enhance the quality of movement.</li> <li>Rules, skills, and strategies of football, soccer, baseball/softball, ultimate frisbee, volleyball, basketball, floor hockey</li> </ul>					
<b>Dates (estimates only)</b>	<b>Smart Objectives</b>	<b>Instructional Strategies and Activities</b>	<b>PA CC Standards</b>	<b>Keystone or PSSA Anchors</b>	<b>Keystone / PSSA Eligible Content</b>	<b>Vocabulary</b>
	<ul style="list-style-type: none"> <li>Utilize safety procedures and proper safety precautions</li> <li>Identify the rules and strategies each game/sport</li> <li>Comprehend the rules governing play</li> <li>Execute the various skills and techniques to play</li> </ul>	<ul style="list-style-type: none"> <li>Visualization Of Information. Visualization is a great method to summarize or process information that has been taught in class. ...</li> <li>Student-Led Classrooms. ...</li> <li>Implementing Technology In the Classroom. ...</li> <li>Differentiation. ...</li> </ul>	10.3.12.A  10.4.12.B 10.4.12.D 10.4.12.E  10.5.12.A	N/A	N/A	Passing Catching Kicking Punting Snapping Positional Awareness Scoring Shooting

	<ul style="list-style-type: none"> <li>each individual game/sport</li> <li>• Demonstrate offensive and defensive strategies</li> <li>• Understand the key points of the game</li> <li>• Use basic terminology associated with the game/sport</li> </ul>	<ul style="list-style-type: none"> <li>• Inquiry-Based Instruction</li> </ul>	10.5.12.B 10.5.12.C 10.5.12.E 10.5.12. F			Fielding Tackling Offense Defense Clear Face-Off Power Play Violations Penalties Offensive Strategies Defensive Strategies Collaboration Cooperation Compromise Teamwork Problem Solving Decision Making
<b>Resources</b>	Materials, texts, videos, internet sites, software, human to support instruction PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS ALIGNED SYSTEMS: HEALTH AND PHYSICAL EDUCATION. FITNESSGRAM/ACTIVITYGRAM TEST ADMINISTRATION MANUAL-4TH EDITION, THE COOPER INSTITUTE (2007)					
<b>Formative Assessments</b>	Drill, situations, & competitions					
<b>Summative Assessments</b>	End of unit written exam/drill assessment					
<b>Strategies for ELL and IEP Support</b>	Small groups, peer assistance, graphic organizers, additional individualized assistance, variation of activities/assignments, re-test, re-teach, modifications and accommodations.					
<b>Acceleration Strategies</b>	<ul style="list-style-type: none"> <li>• REFER BACK TO INTERVIEW PARTICIPANTS, HAVE THEM COMPLETE A PHYSICAL FITNESS ASSESSMENT THAT YOU HAVE DESIGNED. COMPARE AND CONTRAST THE RESULTS IN RELATION TO AGE, INJURY AND DISEASE.</li> <li>• KEEP A JOURNAL OF PHYSICAL ACTIVITIES AND IDENTIFY EXERCISE PRINCIPLES, TRAINING PRINCIPLES AND HEALTH/SKILL RELATED COMPONENTS OF FITNESS THAT APPLY TO THE ACTIVITIES PERFORMED.</li> </ul>					