

# IAA Curriculum: Health and Physical Education

<b>Content Area</b>	Health: Wellness	<b>Grade</b>	7
<b>Course Name</b>	Health/Physical Education		

<b>Unit</b>	Unit 1: Wellness, Healthful Eating, Digestion					
<b>Concepts</b>	<p>Your total health is made up of your physical, mental emotional and social health. Wellness is a state of well-being or balanced health over a longer period of time. The mind-body connection is a link between emotions and physical health. Eating healthy, getting enough sleep, and being physically active are a few good ways to maintain good physical health. Being patient with yourself and others, understanding your strengths and weaknesses, and expressing your feelings in a calm way are a few ways to maintain good mental/emotional health. Showing respect for others, being a good listener, and supporting friends and family members are a few ways to maintain food social health.</p> <p>Factors that affect your health include heredity, environment, and the choices you make. Your inherited traits are health factors that you cannot control. Your physical environment is the place where you live and the things around you. Influences on your health choices include family, friends, and the media. Healthful eating habits can help your body get the nutrients it needs. Your age, gender and activity level affect your nutrient and calorie need. The following factors can influence your food choices: personal preferences, family traditions and culture, friend, geography, cost, convenience, and media messages.</p>					
<b>Big Ideas</b>	Health concepts are essential for wellness and a health-enhancing lifestyle.					
<b>Essential Understandings</b>	What are the outcomes of various safe and unsafe practices and what impact can the outcomes have on my life and the lives of others around me?					
<b>Competencies</b>	<p>Students will be able to identify the three parts of health.</p> <p>Students will be able to explain the difference between health and wellness</p> <p>Students will be able to Describe how the mind and body are connected.</p>					
<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>
<b>12-15 days</b>	<p>Students will be able to identify the three parts of health.</p> <p>Students will be able to explain the difference between health and wellness.</p> <p>Students will be able to Describe how the mind and body are connected.</p> <p>Students will be able to explain why heredity is a health factor that you cannot control.</p> <p>Students will be able to explain the role that</p>	<p>Glencoe Teen Health Course 2 Chapter 1 Lesson 1</p> <p>Glencoe Teen Health Course 2 Chapter 1 Lesson 3</p>	<p>10.1.9.A</p> <p>10.1.9.B</p> <p>10.1.9.C</p> <p>10.1.9.D</p> <p>10.1.9.E</p> <p>10.2.9.B</p>			<p>Health</p> <p>Wellness</p> <p>Mind-Body Connection</p> <p>Heredity</p> <p>Environment</p> <p>Cultural Background</p> <p>Evaluate</p>

	<p>environment plays in your total health.  Students will be able to identify internal and external influences that affect health choices.  Students will be able to access reliable information to evaluate and advertised product.  Students will be able to plan nutritious meals.  Students will be able to describe why eating a healthy breakfast is important.  Students will be able to choose healthful snacks.  Students will be able to apply accessing information skills to choosing healthful meals.  Students will be able to explain the process of digestion.  Students will be able to discuss how the body eliminates waste products.  Students will be able to explain how to care for your digestive and excretory system.</p>	<p>Glencoe Teen Health Course 2 Chapter 4 Lesson 3</p> <p>Glencoe Teen Health Course 2 Chapter 4 Lesson 4</p>				<p>Nutrient Dense  Digestion  Digestive System  Saliva  Enzyme  Small Intestine  Colon  Pancreas  Liver  Excretion  Excretory System  Kidneys</p>
<b>Resources</b>	Materials, texts, videos, internet sites, software, human to support instruction					
<b>Formative Assessments</b>	Class participation, observation checklist, teacher observation, quizzes, exit tickets					
<b>Summative Assessments</b>	Tests, various assessments of projects (individual, group, partner), rubrics performance tasks, teacher designed assessments					
<b>Strategies for ELL and IEP Support</b>	<p>What tools, strategies, and resources will be used to provide accommodations and modifications to support students?</p> <p>Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.</p>					
<b>Acceleration Strategies</b>	<p>What tools, strategies, and resources will be used to help advance students closer to grade-level expectations</p> <p>Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet, etc.</p>					

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<b>Content Area</b>	Health: Wellness	<b>Grade</b>	7
<b>Course Name</b>	Health/Physical Education		

<b>Unit</b>	Unit 2: Substance Abuse - Tobacco					
<b>Concepts</b>	<p>All forms of tobacco have a negative effect on the body. There are more than 4000 harmful chemicals in a single puff of tobacco smoke. Tobacco comes in many forms, including cigarettes, cigars, pipe tobacco, smokeless tobacco, clove cigarettes, and flavored. Several body systems are negatively affected by tobacco use.</p> <p>Maintaining a healthy respiratory system is an important part of personal health. The respiratory system includes the mouth, nose, trachea, bronchi, lungs and diaphragm. The three processes that happen in your body when you breathe are inhaling, sending oxygen into your blood to replace carbon dioxide, and exhaling. Diseases and disorders affected by tobacco include asthma; cold/flu; emphysema; lung, mouth and tongue cancer; pneumonia; and tuberculosis. Teens use tobacco for many reasons, including peer pressure and wanting to look cool. People who are addicted to tobacco have both physical and psychological dependence. Tobacco companies target teens with appealing advertisements and product placement. It is illegal to sell tobacco to anyone under the age of 18.</p> <p>Tobacco smoke harms both smokers and nonsmokers. Passive smokers are nonsmokers who breathe secondhand smoke. Secondhand smoke causes cancer and is especially harmful to children. You have the right to breathe air that is free of tobacco smoke.</p> <p>Taking responsibility to be tobacco free is the best choice a teen can make for his or her health.</p> <p>There are many benefits to be tobacco free. They include staying healthy, having clear skin, fresh-smelling breath, hair and clothes; better sports performance; saving money; and a healthy environment. If someone quits using tobacco immediately, it is called cold turkey.</p>					
<b>Big Ideas</b>	Health concepts are essential for wellness and a health-enhancing lifestyle.					
<b>Essential Understandings</b>	What are the outcomes of various safe and unsafe practices and what impact can the outcomes have on my life and the lives of others around me?					
<b>Competencies</b>	<p>Students will be able to identify the three parts of health.</p> <p>Students will be able to explain the difference between health and wellness</p> <p>Students will be able to Describe how the mind and body are connected.</p>					
<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>
<b>12-15 days</b>	<p>Students should be able to identify the harmful ingredients in tobacco smoke.</p> <p>Students should be able to describe how tobacco affects the body.</p>	<p>Glencoe Teen Health Course 2 Chapter 8 Lesson 1</p>	<p>10.1.9.A 10.1.9.B 10.1.9.C 10.1.9.D 10.1.9.E</p>			<p>Tar Nicotine Carbon Monoxide Alveoli</p>

	<p>Students should be able to apply the skill of advocacy to encourage someone to be tobacco free.</p> <p>Students should be able to explain why you need oxygen to live.</p> <p>Students should be able to name the parts of the respiratory system.</p> <p>Students should be able to describe the breathing process. Identify problems of the respiratory system.</p> <p>Students should be able to identify reasons why teens use tobacco.</p> <p>Students should be able to explain how a person can become addicted to nicotine.</p> <p>Students should be able to apply accessing-information skills to find health information on quitting tobacco use.</p> <p>Students should be able to describe how antismoking efforts are helping teens stay tobacco free.</p> <p>Students should be able to list the effects of tobacco use on nonsmokers.</p> <p>Students should be able to describe the consequences of passive smoking.</p> <p>Students should be able to explain the rights of nonsmokers. Students should be able to access reliable information about groups that help promote a tobacco-free lifestyle.</p> <p>Students should be able to list and explain the reasons why it is good to be tobacco free. Students should be able to practice refusal skills to avoid tobacco use.</p> <p>Students should be able to explain how a person can get help to quit tobacco use.</p>	<p>Glencoe Teen Health Course 2 Chapter 8 Lesson 2</p> <p>Glencoe Teen Health Course 2 Chapter 8 Lesson 3</p> <p>Glencoe Teen Health Course 2 Chapter 8 Lesson 4</p> <p>Glencoe Teen Health Course 2 Chapter 8 Lesson 5</p>	10.2.9.B			<p>Emphysema</p> <p>Respiratory System</p> <p>Epiglottis</p> <p>Bronchi</p> <p>Lungs</p> <p>Diaphragm</p> <p>Addiction</p> <p>Withdrawal</p> <p>Psychological Dependence</p> <p>Physical Dependence</p> <p>Tolerance</p> <p>Target Audience</p> <p>Product Placement</p> <p>Media Literacy</p> <p>Secondhand Smoke</p> <p>Passive Smoker</p> <p>Mainstream Smoke</p> <p>Sidestream Smoke</p> <p>Cold Turkey</p>
<b>Resources</b>	Materials, texts, videos, internet sites, software, human to support instruction					
<b>Formative Assessments</b>	Class participation, observation checklist, teacher observation, quizzes, exit tickets					
<b>Summative Assessments</b>	Tests, various assessments of projects (individual, group, partner), rubrics performance tasks, teacher designed assessments					
<b>Strategies for ELL and IEP Support</b>	<p>What tools, strategies, and resources will be used to provide accommodations and modifications to support students?</p> <p>Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.</p>					
<b>Acceleration Strategies</b>	What tools, strategies, and resources will be used to help advance students closer to grade-level expectations					

	Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet, etc.
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<b>Content Area</b>	Health: Wellness	<b>Grade</b>	7
<b>Course Name</b>	Health/Physical Education		

<b>Unit</b>	Unit 3: Substance Abuse - Alcohol					
<b>Concepts</b>	<p>Alcohol is a drug that can cause both short-term and long-term damage to your body. Alcohol is a depressant. It slows down activity in the brain and nervous system. In all states, it is illegal for anyone under the age of 21 to buy or drink alcohol.</p> <p>Several factors determine how drinking alcohol affects you: size and gender, the amount of food in your stomach, and how fast you drink.</p> <p>Alcoholism is disease in which a person is addicted to alcohol.</p> <p>The nervous system is your body's control system. The central nervous system includes the brain and spinal cord. The peripheral nervous system includes the nerves that connect the central nervous system to the rest of the body. Injuries to the nervous system include brain damage and paralysis, and loss of bodily functions. Alcohol and drug use can severely damage the nervous system.</p> <p>Alcohol use is harmful to teens because teens' bodies are still developing, and they are going through many emotional changes.</p> <p>Television or movies often make using alcohol look fun and exciting.</p> <p>Binge drinking is the consumption of several alcoholic drinks in a short period of time. A person can die from binge drinking. Teens may choose to use alcohol for many reasons, including peer pressure and curiosity.</p> <p>Alcohol use affects the individual, their friends and family and society. Alcohol affects a person's judgment and ability to make good decisions.</p> <p>Abusing alcohol can harm a person's relationships with family and friends. Saying no to alcohol use means that you respect yourself.</p> <p>Refusal skills are strategies that can help you say no to alcohol.</p> <p>People addicted to alcohol go through withdrawal when they stop using it. Alternatives to alcohol use include doing volunteer work or developing a hobby.</p>					
<b>Big Ideas</b>	Health concepts are essential for wellness and a health-enhancing lifestyle.					
<b>Essential Understandings</b>	What are the outcomes of various safe and unsafe practices and what impact can the outcomes have on my life and the lives of others around me?					
<b>Competencies</b>	Students will understand the effects of alcohol on various body systems. Students will also understand the dangers of alcohol consumption, over-consumption and underage drinking as well as the societal pressures and strategies associated.					
<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>
<b>12-15 days</b>	Students will be able to identify the dangers of using alcohol. Students will be able to describe the short-term effects of alcohol use.	Glencoe Teen Health Course 2  Chapter 9	10.1.9.A 10.1.9.B 10.1.9.D 10.1.9.E			Alcohol Intoxicated Blood Alcohol Concentration

	<p>Students will be able to explain ways that alcohol use can damage body systems.</p> <p>Students will be able to apply accessing- information skills to find facts about alcohol abuse.</p> <p>Students will be able to list the parts of the nervous system. Describe problems of the nervous system.</p> <p>Students will be able to explain how you can keep your nervous system healthy. Practice decision- making skills to protect the nervous system.</p> <p>Students will be able to describe reasons why some teens may choose to use alcohol.</p> <p>Students will be able to explain why alcohol is harmful to teens.</p> <p>Students will be able to demonstrate positive ways to handle difficult emotions.</p> <p>Students will be able to describe how alcohol may affect the user's decisions.</p> <p>Students will be able to explain how using alcohol can affect a person's relationships.</p> <p>Students will be able to describe how using alcohol can lead to violence.</p> <p>Students will be able to apply decision-making skills to help someone get help for alcohol abuse.</p> <p>Students will be able to identify reasons not to use alcohol. Students will be able to explain how to get help for alcohol use.</p> <p>Students will be able to apply refusal skills to avoid alcohol use. Students will be able to list some alternatives to drinking alcohol.</p>	<p>Lesson 1</p> <p>Glencoe Teen Health Course 2 Chapter 9 Lesson 2</p> <p>Glencoe Teen Health Course 2 Chapter 9 Lesson 3</p> <p>Glencoe Teen Health Course 2 Chapter 9 Lesson 4</p> <p>Glencoe Teen Health Course 2 Chapter 9 Lesson 5</p>	10.2.9.B			<p>Cirrhosis</p> <p>Ulcer</p> <p>Alcohol Abuse</p> <p>Alcoholism</p> <p>Neurons</p> <p>Central Nervous System</p> <p>Peripheral Nervous System</p> <p>Brain</p> <p>Spinal Cord</p> <p>Binge-drinking</p> <p>Minor</p> <p>Violence</p> <p>Refusal Skills</p> <p>Withdrawal</p>
<b>Resources</b>	Materials, texts, videos, internet sites, software, human to support instruction					
<b>Formative Assessments</b>	Class participation, observation checklist, teacher observation, quizzes, exit tickets					
<b>Summative Assessments</b>	Tests, various assessments of projects (individual, group, partner), rubrics performance tasks, teacher designed assessments					
<b>Strategies for ELL and IEP Support</b>	<p>What tools, strategies, and resources will be used to provide accommodations and modifications to support students?</p> <p>Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.</p>					
<b>Acceleration Strategies</b>	<p>What tools, strategies, and resources will be used to help advance students closer to grade-level expectations</p> <p>Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet, etc.</p>					

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<b>Content Area</b>	Health: Wellness	<b>Grade</b>	7
<b>Course Name</b>	Health/Physical Education		

<b>Unit</b>	Unit 4: Substance Abuse - Drugs					
<b>Concepts</b>	<p>Drug misuse and abuse can seriously harm your health triangle.</p> <p>A drug is a substance other than food that changes the structure or function of the body and mind.</p> <p>Medicines are drugs and can either be purchased over-the-counter (at a pharmacy or grocery store) or prescribed by your doctor.</p> <p>Drug misuse is taking a drug in a way that is not intended.</p> <p>Drug addiction means that a person is dependent on a drug that is very hard to quit.</p> <p>Drugs can harm your body in many ways.</p> <p>The same drugs can affect people differently.</p> <p>Tolerance is the body's need for larger and larger amounts of a drug to produce the same effect.</p> <p>An overdose is taking more of a drug than the body can tolerate.</p> <p>Drugs are especially harmful to teens because their bodies are still growing.</p> <p>Media messages that glamorize drug use encourage teens to use drugs.</p> <p>Drug use often leads to making poor decisions, bad judgment, and violence.</p> <p>A drug-free zone is a 1,000-yard distance around a school where anyone caught with drugs will be arrested.</p> <p>Avoiding drugs means that you have self-respect, want a bright future, are responsible, are in control, and are a good citizen.</p> <p>Alternatives to drug abuse include playing sports, joining after-school clubs, volunteer work, and taking music or art lessons.</p> <p>Use refusal skills to resist peer pressure to use drugs.</p> <p>Be assertive when you say no to drugs.</p>					
<b>Big Ideas</b>	Health concepts are essential for wellness and a health-enhancing lifestyle.					
<b>Essential Understandings</b>	What are the outcomes of various safe and unsafe practices and what impact can the outcomes have on my life and the lives of others around me?					
<b>Competencies</b>	Students will understand the effects of drugs on various body systems. Students will also understand the dangers of drug usage, as well as the societal pressures and strategies associated.					
<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>
<b>12-15 days</b>	Students will be able to define drug, drug abuse. Students will be able to identify risks associated with	Glencoe Teen Health Course 2	10.1.9.A 10.1.9.B			Drug Over-the-counter



	<p>drug use. Students will be able to apply the decision- making steps to make a healthful choice about taking medicine. Students will be able to explain how different drugs affect the body. Students will be able to identify the dangers of different drugs. Students will be able to describe the effects of drugs on an unborn baby. Students will be able to access reliable information on drug use and pregnancy. Students will be able to describe reasons drug use is harmful to teens. Students will be able to explain how drug use may lead to crime. Students will be able to advocate for drug-free schools. Students will be able to describe some reasons to be drug free. Students will be able to identify alternatives to drug use. Students will be able to practice refusal skills to stay drug free.</p>	<p>Chapter 10 Lesson 1</p> <p>Glencoe Teen Health Course 2 Chapter 10 Lesson 2</p> <p>Glencoe Teen Health Course 2 Chapter 10 Lesson 3</p> <p>Glencoe Teen Health Course 2 Chapter 10 Lesson 4</p>	<p>10.1.9.D 10.1.9.E 10.2.9.B</p>			<p>Drug Misuse Drug Abuse Tolerance Overdose Stimulant Amphetamines Depressants Club Drugs Narcotics Hallucinogens Inhalants Drug-Free Zone Drug Possession Probation Alternative Assertive</p>
<b>Resources</b>	Materials, texts, videos, internet sites, software, human to support instruction					
<b>Formative Assessments</b>	Class participation, observation checklist, teacher observation, quizzes, exit tickets					
<b>Summative Assessments</b>	Tests, various assessments of projects (individual, group, partner), rubrics performance tasks, teacher designed assessments					
<b>Strategies for ELL and IEP Support</b>	<p>What tools, strategies, and resources will be used to provide accommodations and modifications to support students?</p> <p>Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.</p>					
<b>Acceleration Strategies</b>	<p>What tools, strategies, and resources will be used to help advance students closer to grade-level expectations</p> <p>Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet, etc.</p>					

# IAA Curriculum: Health and Physical Education

<b>Content Area</b>	Health: Wellness	<b>Grade</b>	7
<b>Course Name</b>	Health/Physical Education		

<b>Unit</b>	Unit 5: Reproduction and Communicable Diseases					
<b>Concepts</b>	<p>The endocrine system is made up of glands that regulate body function. Endocrine glands include the thyroid gland, parathyroid glands, adrenal glands, ovaries, pituitary gland, pancreas, and testes. One major role of the endocrine system is to regulate metabolism.</p> <p>The main function of the male reproductive system is to produce sperm. When a sperm cell fertilizes a female's egg cell, a new life is formed.</p> <p>Problems of the male reproductive system include inguinal hernia, prostate and testicular cancers, testicular torsion, and sterility. The main functions of the female reproductive system are to produce egg cells, to create new life, and to give birth, The menstrual cycle prepares a woman for reproduction.</p> <p>Problems of the female reproductive system include yeast infections, vaginitis, toxic shock syndrome, cancer, sterility, and infertility. Communicable diseases are diseases that can spread from one person to another. Communicable diseases are caused by pathogens, such as viruses, bacteria, fungi, and protozoa. Sexually transmitted diseases (STDs) are infectious spread through sexual contact. Common STDs include chlamydia, genital warts, genital herpes, trichomoniasis, gonorrhea, syphilis, and hepatitis B. Abstinence from sexual activity until marriage is the best way to avoid STDs. HIV causes acquired Immunodeficiency syndrome (AIDS), a deadly disease that interferes with the body's immune system. HIV is transmitted mostly through sexual intercourse and sharing needles. It is not transmitted through casual contact. Treatments are available to help manage an HIV infection, but there is no cure.</p>					
<b>Big Ideas</b>	Health concepts are essential for wellness and a health-enhancing lifestyle.					
<b>Essential Understandings</b>	What are the outcomes of various safe and unsafe practices and what impact can the outcomes have on my life and the lives of others around me?					
<b>Competencies</b>	Students will understand the various body systems that are impacted/ a part of the reproductive process. Students will understand how certain diseases are transmitted and their effect on body systems.					
<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>
<b>12-15 days</b>	Students will be able to describe how the endocrine system	Glencoe Teen Health Course 2	10.1.9.A 10.1.9.B			Hormones Endocrine

	<p>affects growth and development.</p> <p>Students will be able to identify two disorders of the endocrine system and how to treat them.</p> <p>Students will be able to find information about managing diabetes.</p> <p>Students will be able to describe the function of the male reproductive system.</p> <p>Students will be able to identify the organs and structures of the male reproductive system.</p> <p>Students will be able to identify common problems of the male reproductive system.</p> <p>Students will be able to explain how to care for the male reproductive system.</p> <p>Students will be able to identify ways of detecting testicular cancer.</p> <p>Students will be able to describe the function of the female reproductive system.</p> <p>Students will be able to identify the organs and structures of the female reproductive system.</p> <p>Students will be able to explain how to care for the female reproductive system.</p> <p>Students will be able to apply the skill of advocacy to promote breast self- examination.</p> <p>Students will be able to identify types of germs that can cause disease.</p> <p>Students will be able to describe what an infection is.</p> <p>Students will be able to explain how germs are spread.</p> <p>Students will be able to access information on safe drinking water.</p> <p>Students will be able to identify common sexually transmitted diseases.</p> <p>Students will be able to explain how to protect yourself from sexually transmitted diseases.</p> <p>Students will be able to access valid information about sexually transmitted diseases.</p> <p>Students will be able to describe how to protect yourself from HIV/AIDS.</p> <p>Students will be able to analyze how media messages about sexual activity might influence teens.</p>	<p>Chapter 12 Lesson 2</p> <p>Glencoe Teen Health Course 2 Chapter 12 Lesson 3</p> <p>Glencoe Teen Health Course 2 Chapter 12 Lesson 4</p> <p>Glencoe Teen Health Course 2 Chapter 13 Lesson 1</p> <p>Health Course 2 Chapter 13 Lesson 5</p> <p>Health Course 2 Chapter 13 Lesson 6</p>	<p>10.1.9.D 10.1.9.E 10.2.9.A 10.2.9.C</p>			<p>System Metabolism Reproduction Reproductive System Sperm Testes Semen Ovaries Uterus Ovulation Menstruation Fertilization Gynecologist Disease Communicable Disease Germs Pathogens Infection Viruses Bacteria Fungi Protozoa Sexually transmitted diseases Chlamydia Genital Warts Genital Herpes Trichomoniasis Gonorrhea Syphilis Hepatitis B HIV (Human Immunodeficiency virus) AIDS (acquired Immunodeficiency syndrome)</p>
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<b>Resources</b>	Materials, texts, videos, internet sites, software, human to support instruction
<b>Formative Assessments</b>	Class participation, observation checklist, teacher observation, quizzes, exit tickets
<b>Summative Assessments</b>	Tests, various assessments of projects (individual, group, partner), rubrics performance tasks, teacher designed assessments
<b>Strategies for ELL and IEP Support</b>	<p>What tools, strategies, and resources will be used to provide accommodations and modifications to support students?</p> <p>Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.</p>
<b>Acceleration Strategies</b>	<p>What tools, strategies, and resources will be used to help advance students closer to grade-level expectations</p> <p>Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet, etc.</p>



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<b>Content Area</b>	Physical Education	<b>Grade</b>	7
<b>Course Name</b>	Physical Education		

<b>Unit</b>	Unit 6: Physical Activity and Wellness					
<b>Concepts</b>	This unit is designed to promote lifelong fitness strategies and goals that will enhance the individual's quality of life. Students will participate in a variety of fitness related activities and programs which promote muscular and cardiovascular endurance. Students will utilize assessment data to create individual fitness portfolios.					
<b>Big Ideas</b>	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. Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness. Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting					
<b>Essential Understandings</b>	<p>How can understanding movement concepts improve my performance?</p> <p>How can I make movement more interesting, fun, and enjoyable?</p> <p>How does my use of movement influence that of others?</p> <p>What is the minimum amount of exercise I can do to stay physically fit?</p> <p>How do I develop an appropriate personal fitness program and find the motivation to commit to it?</p>					
<b>Competencies</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>• Developing and implementing a program that utilizes appropriate training principles is necessary for lifetimefitness.</li> <li>• Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting</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>
<b>(25 days)</b>	What do students have to do related to the content?	Used to develop the skills and knowledge				<p>What is the essential vocabulary of the unit or concept?</p> <ul style="list-style-type: none"> <li>• Cardiovascular</li> <li>• Respiratory System</li> <li>• Muscular System</li> <li>• Skeletal</li> </ul>
	<p>Define the differences between skill and health related fitness and explain how the respective components can be enhanced through practice / training.</p> <p>Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness</p>	<p>Circuit Training</p> <p>Aerobic Activities</p> <p>Anaerobic Activities</p> <p>Fitness Stations</p> <p>Adventure Activities</p> <p>Tag Games</p> <p>Cardiorespiratory Endurance Fitness Plan (using principles of exercise)</p>	<p>10.4.6.D</p> <p>10.4.6.B</p> <p>10.5.6.D</p>			

	<p>Using an assessment of one's personal fitness level, develop a personal physical activity program. Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.</p> <p>Describe and apply the FITT (Frequency, Intensity, Time, Type) principle to improve personal fitness.</p> <p>Describe and apply the principles of exercise to the components of health-related and skill-related fitness.</p> <p>Identify the personal, social, and environmental factors that impact fitness and personal health.</p> <p>Relate physical activity, healthy eating, and body composition to personal fitness and health</p>					<ul style="list-style-type: none"> <li>• System Endocrine</li> <li>• Moderate Activity</li> <li>• Vigorous Activity</li> <li>• FITT Principle</li> <li>• Heart Rate</li> <li>• Target Heart Rate</li> <li>• Max Heart Rate</li> </ul>
<b>Resources</b>	Materials, texts, videos, internet sites, software, human to support instruction					
<b>Formative Assessments</b>	<p>What evidence (product and/or performance) will be collected to establish that content and skills are being learned?</p> <p>Heart rate log in relation to different activities  Personal fitness profile  Fitness goals  Fitness card to document heart health and pulse in activities  Self evaluation of effect of exercise on the body/systems</p>					
<b>Summative Assessments</b>	<p>What evidence (produce and/or performance) will be collected to determine that content and skills have been learned?</p> <p>Activity: Students will be expected to create a list of various personal, social, and environmental factors that impact their fitness. Students must be cognizant of their unique environment and situation along with considering the broader community. They must include a brief definition / explanation of the factor. If students articulate the factor along with providing concrete examples, they will have demonstrated comprehensive understanding. • For example: Environmental factor- limited, safe open space. Living in an apartment complex limits the space I can run outside safely. Therefore, one option I may have is instead of taking the elevator I can walk the steps to my apartment to help with my cardiovascular fitness • For example: Personal factor- Family history of</p>					

	<p>heart disease. Being cognizant that heart disease is a personal factor, physical activity and proper nutrition are very important in attaining health and wellness.</p> <p>Activity: • Students will identify a minimum of 3 health and 3 skill related fitness components they would like to improve upon in their physical activity program. They must list the component, define it, and then suggest a minimum of 2 activities / exercises they can do to personally improve in that area. • For example: Skill related fitness – agility, the ability to change direction quickly and efficiently. I will work on my agility by jumping rope forward and backward for 1 minute 5 times a day, I will run a fitness ladder up and back 4 times 2 days per week. 11 • For example: Health related fitness- muscular endurance, ability to perform many repetitions of an exercise with little or no resistance (weight). I will work on my muscular endurance by developing a push-up program which increases incrementally as well as developing an abdominal workout program to improve my core strength.</p> <p>Activity: • Students will be expected to include their personal scores from the fitness tests administered in class throughout the school year. If fitness testing is conducted at different points during the school year, including all scores is necessary. After reporting scores students must critically analyze and identify the area(s) that they would like to improve upon. The improvement areas suggested will then be highlighted in the personalized physical activity program included later in the portfolio. • For example: My Sit and Reach score was an 8. I could definitely improve in this area and will include regular daily stretching in my personal physical activity program. • For example: My cardiovascular fitness level is below my target zone. I could improve my cardiovascular fitness by developing a physical activity program which increases the time and varies the type of cardiovascular exercise.</p> <p>Activity: • Students will create a personal physical activity program implementing the FITT principle, areas they want to improve upon based on their fitness testing, and skill and health related fitness components. The program will be completed using a specified template provided electronically to the students. Students may complete the template online or print it out.</p>
<p><b>Strategies for ELL and IEP Support</b></p>	<p>What tools, strategies, and resources will be used to provide accommodations and modifications to support students?</p> <p>Task cards showing movement sequences, visual cues, verbal cues, additional time and attempts to complete a task or skill, peer coaching, working with student individually.</p>
<p><b>Acceleration Strategies</b></p>	<p>What tools, strategies, and resources will be used to help advance students closer to grade-level expectations</p> <p>SET UP A FITNESS PLAN AND FOLLOW IT FOR ONE MONTH. REFLECT ON PROGRESS AND EFFECTS/IMPROVEMENT ON THE BODY SYSTEMS.</p>

# IAA Curriculum: Health and Physical Education

<b>Content Area</b>	Physical Education	<b>Grade</b>	7
<b>Course Name</b>	Physical Education		

<b>Unit</b>	Unit 7: PE Concepts, Principles and Strategies of Movement					
<b>Concepts</b>	Describe and apply the principles of exercise to the components of health-related and skill-related fitness.					
<b>Big Ideas</b>	Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting. Skill development involves an understanding of movement concepts, the underlying principles of physics, as a means to analyze movement performance and make adjustments. Knowing and understanding concepts of movement will improve performance in a specific skill and provide a foundation for transfer of skills in a variety of sports and activities. In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines. Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations					
<b>Essential Understandings</b>	How can understanding movement concepts improve my performance? How can I make movement more interesting, fun, and enjoyable? How does my use of movement influence that of others?					
<b>Competencies</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>• Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness.</li> <li>• Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting</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>
<b>(25 days)</b>	What do students have to do related to the content?	Used to develop the skills and knowledge				What is the essential vocabulary of the unit or concept? <ul style="list-style-type: none"> <li>• Health-related fitness components</li> <li>• Cardiorespiratory fitness</li> <li>• Muscular</li> </ul>
	Describe and apply the principles of exercise to the components of health-related and skill-related fitness.	Basketball Soccer Football Floor Hockey Volleyball Bowling	10.5.6.D			
	Identify and use scientific principles that affect basic movement and skills using appropriate vocabulary.	Basketball Soccer Football Floor Hockey Volleyball	10.5.6.E 10.5.6.F.			



		Bowling				<ul style="list-style-type: none"> <li>• r strength</li> <li>• Muscula</li> <li>• r enduran</li> <li>• ce</li> <li>• Flexibilit</li> <li>• y</li> <li>• Body composi</li> <li>• tion</li> <li>• Skill-rel</li> <li>• ated fitness</li> <li>• compon</li> <li>• ents</li> <li>• Agility</li> <li>• Balance</li> <li>• Coordin</li> <li>• ation</li> <li>• Power</li> <li>• FITT</li> <li>• Principl</li> <li>• e</li> </ul>
<b>Resources</b>	Materials, texts, videos, internet sites, software, human to support instruction					
<b>Formative Assessments</b>	<p>What evidence (product and/or performance) will be collected to establish that content and skills are being learned?</p> <p>Participation, Presentation, Visual Observation, Partner Observation, Skill Rubrics</p>					
<b>Summative Assessments</b>	<p>What evidence (produce and/or performance) will be collected to determine that content and skills have been learned?</p> <p>Participation, Presentation, Visual Observation, Partner Observation, Skill Rubrics</p>					
<b>Strategies for ELL and IEP Support</b>	<p>What tools, strategies, and resources will be used to provide accommodations and modifications to support students?</p> <p>Task cards showing movement sequences, visual cues, verbal cues, additional time and attempts to complete a task or skill, peer coaching, working with student individually.</p>					
<b>Acceleration Strategies</b>	What tools, strategies, and resources will be used to help advance students closer to grade-level expectations					

# IAA Curriculum: Health and Physical Education

<b>Content Area</b>	Physical Education	<b>Grade</b>	7
<b>Course Name</b>	Physical Education		

<b>Unit</b>	Unit 8: Cooperative Games					
<b>Concepts</b>	<p>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.</p> <ul style="list-style-type: none"> <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>• In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines.</li> <li>• Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting</li> </ul>					
<b>Big Ideas</b>	This unit is designed to promote and emphasize group participation and teamwork, while providing physical challenges that increase fitness levels through cooperative games. These cooperative games are designed to increase the children's self-esteem, feelings of acceptance by the group, and sense of trust while encouraging team-work, creative thinking, leadership, and problem solving.					
<b>Essential Understandings</b>	<p>How can understanding movement concepts improve my performance?          Why do I have to show good sportsmanship and follow the rules when others do not?          How does my use of movement influence that of others?</p>					
<b>Competencies</b>	<p>Appropriate critical thinking and decision making skills necessary in individual and collaborative activities.          How positive mental attitudes, competent skill levels and teamwork may affect cooperative strategies in individual and team activities.          Strategies used to impact individual and team effectiveness and make modifications for improvement          Effective decision-making strategies.</p>					
<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>
<b>(30 days)</b>	What do students have to do related to the content?	Used to develop the skills and knowledge				<p>What is the essential vocabulary of the unit or concept?</p> <ul style="list-style-type: none"> <li>• Sportsmanship</li> <li>• Collaboration</li> <li>• Teamwo</li> </ul>
	Describe and implement cooperative strategies in a variety of activities and sports.	Appropriate critical thinking and decision making skills necessary in individual and collaborative activities.	10.5.6.F			
	Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and	How positive mental attitudes, competent skill levels and teamwork may affect cooperative strategies in	10.5.6.F			

	<p>team activities</p> <p>Describe how positive mental attitudes, competent skill levels, and teamwork may affect cooperative strategies in individual and team activities</p> <p>Describe and implement cooperative strategies in a variety of activities and sports.</p> <p>Determines appropriate critical thinking and decision making skills in individual and collaborative activities</p>	<p>individual and team activities</p> <p>Strategies used to impact individual and team effectiveness and make modifications for improvement</p>				<p>rk</p> <ul style="list-style-type: none"> <li>• Leaders hip</li> <li>• Commu nication</li> <li>• Critical Thinkin g</li> <li>• Problem Solving</li> <li>• Creativity</li> <li>• Innovati on</li> </ul>
<b>Resources</b>	PE Central, The PE Specialist, Open Phys Ed.					
<b>Formative Assessments</b>	<p>What evidence (product and/or performance) will be collected to establish that content and skills are being learned?</p> <p>Visual observation, participation, presentation, skill rubrics, written rubrics on identified activities</p>					
<b>Summative Assessments</b>	<p>What evidence (produce and/or performance) will be collected to determine that content and skills have been learned?</p> <p>Cooperative Challenge Activity: Teacher will get students into groups of 4-5. Each group will have a designated set of equipment (examples of equipment include, but are not limited to, carpet squares, scooter, jump ropes, poly spots, hula hoop, folding mat, wiffle ball bat, racquet [not to be stepped on] bean bags). Groups are challenged to transport their entire group across the gym without touching the gym floor. The teacher can increase the difficulty of the task with challenges by limiting the type of communication, putting barriers on the gym floor, taking away certain pieces of equipment, or increasing the area that needs to be crossed. Students will complete reflection questions.</p> <p>Human Knot Activity: Teacher will have students in a circle of about 6-8 standing shoulder to shoulder. Each student raises their right hand and holds the hand of a student across the circle from them. They then will do the same with their left hand and take the hand of a different student. Teacher needs to make sure that students are holding the hand of two different students and not the student directly next to them. Students are then challenged to untangle themselves without releasing hands. Once groups are untangled, the teacher creates larger groups and encourages students to strategize prior to beginning the activity. The teacher can increase the difficulty of the activity by making groups larger and implementing different constraints including, not allowing verbal communication, blindfolding, or having students untangle simultaneously. Students will complete reflection questions.</p>					
<b>Strategies for ELL and IEP Support</b>	<p>What tools, strategies, and resources will be used to provide accommodations and modifications to support students?</p> <p>Translator, smaller groups, partner work, additional time,</p> <p>Task cards showing movement sequences, visual cues, verbal cues, additional time and attempts to complete a task or skill, peer coaching, working with student individually.</p>					

**Acceleration Strategies**

What tools, strategies, and resources will be used to help advance students closer to grade-level expectations

Added challenges, less equipment during cooperative activities



# IAA Curriculum: Health and Physical Education

<b>Content Area</b>	Physical Education	<b>Grade</b>	7
<b>Course Name</b>	Physical Education		

<b>Unit</b>	Unit 9: Movement & Rhythm					
<b>Concepts</b>	<p>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.</p> <ul style="list-style-type: none"> <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>• In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines.</li> <li>• Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting</li> </ul>					
<b>Big Ideas</b>	<ul style="list-style-type: none"> <li>• Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting</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>• Knowing and understanding concepts of movement will improve performance in a specific skill and provide a foundation for transfer of skills in a variety of sports and activities.</li> </ul>					
<b>Essential Understandings</b>	<p>How can understanding movement concepts improve my performance?            Why do I have to show good sportsmanship and follow the rules when others do not?            How does my use of movement influence that of others?</p>					
<b>Competencies</b>	<p>Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).            Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.            Use self-evaluation and external feedback to detect and correct errors in one's movement performance.</p>					
<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>
<b>(30 days)</b>	What do students have to do related to the content?	Used to develop the skills and knowledge				What is the essential vocabulary of the unit or concept? <ul style="list-style-type: none"> <li>• Levers</li> <li>• Newton's Law of Motion</li> </ul>
	Explain and demonstrate movements that combine mechanically correct movement sequences. (i.e lay-up, aerobic routine, dance)	Mechanically correct movement skills and provide specific and appropriate feedback to correct errors in execution.	10.5.6.E			

	<p>Compare and contrast how various movement skills are affected by a change in force and motion. (I.e. weight transfer, power, speed, and agility).</p> <p>Identify mechanically correct movement skills and provide specific and appropriate feedback to correct errors</p>	<p>Strategies used to impact individual and team effectiveness and make modifications for improvement</p>	<p>10.5.6.E</p>			<ul style="list-style-type: none"> <li>● Application of Force</li> <li>● Static Balance</li> <li>● Dynamic Balance</li> <li>● Flight</li> </ul>
<p><b>Resources</b></p>	<p>PE Central, The PE Specialist, Open Phys Ed., PA Dept. of Ed. Standards Aligned Systems: Health and Phys. Ed..</p>					
<p><b>Formative Assessments</b></p>	<p>What evidence (product and/or performance) will be collected to establish that content and skills are being learned?</p> <p>Visual observation, participation, presentation, skill rubrics, written rubrics on identified activities</p>					
<p><b>Summative Assessments</b></p>	<p>What evidence (produce and/or performance) will be collected to determine that content and skills have been learned?</p> <p>Activity: Teacher will design an obstacle / movement course* that incorporates a variety of movement skills. Students will complete the course 3 separate times accommodating for feedback received from a partner after each attempt. Upon completion, students will write a reflection explaining movements and their 16 mechanical correctness as well as comparing and contrasting how they changed their performance to accommodate for changes in force and motion.</p> <p>Scientific principles assessment Newton's Law activity project</p>					
<p><b>Strategies for ELL and IEP Support</b></p>	<p>What tools, strategies, and resources will be used to provide accommodations and modifications to support students?</p> <p>Translator, smaller groups, partner work, additional time, Task cards showing movement sequences, visual cues, verbal cues, additional time and attempts to complete a task or skill, peer coaching, working with student individually.</p>					
<p><b>Acceleration Strategies</b></p>	<p>What tools, strategies, and resources will be used to help advance students closer to grade-level expectations</p> <p>Added challenges,</p>					

# IAA Curriculum: Health and Physical Education

<b>Content Area</b>	Physical Education	<b>Grade</b>	7
<b>Course Name</b>	Physical Education		

<b>Unit</b>	Unit 10: Team Games					
<b>Concepts</b>	<p>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.</p> <ul style="list-style-type: none"> <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>• In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines.</li> <li>• Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting</li> </ul>					
<b>Big Ideas</b>	<p>Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.</p> <ul style="list-style-type: none"> <li>• Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.</li> <li>• Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.</li> </ul>					
<b>Essential Understandings</b>	<p>How can understanding movement concepts improve my performance?</p> <ul style="list-style-type: none"> <li>• How can I make movement more interesting, fun, and enjoyable?</li> <li>• How does effective and appropriate movement affect wellness?</li> <li>• Why do I have to understand concepts of movement when I can already perform the movement?</li> <li>• To what extent does strategy influence performance in competitive games and activities?</li> </ul>					
<b>Competencies</b>	<p>Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.            Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.            Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.            Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.            Relate the origin and rules associated with certain games, sports, and dances to different cultures.</p>					
<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>
<b>(30 days)</b>	What do students have to do related to the content?	Used to develop the skills and knowledge				What is the essential vocabulary of the unit or concept? <ul style="list-style-type: none"> <li>• Give and go</li> </ul>
	Create and demonstrate offensive and defensive strategies and plays in a variety of game settings (i.e. different defenses etc.).	Strategies that are used to improve individual effectiveness during team games and activities.	10.5.6.E. 10.5.6.F.			

	<p>Demonstrate rules and procedures that promote sportsman-like behaviors, participation, and safety during team activities and games.</p> <p>Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities</p> <p>Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.</p> <p>Identify and apply game strategies to basic games and physical activities.</p>	<p>Historical origins of games, rules, and safety and compare them to the rules and safety of current team activities and sports.</p> <p>Rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.</p> <p>There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.</p> <p>There is a strong cultural, ethnic, and historical background associated with competitive sports and dance.</p> <p>Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event</p> <p>Activities: Kickball Wiffle Ball Striking/Fielding Stations</p>				<ul style="list-style-type: none"> <li>● One on one</li> <li>● Peer communication</li> <li>● Offense</li> <li>● Defense</li> <li>● Zone defense</li> </ul>
<b>Resources</b>	PE Central, The PE Specialist, Open Phys Ed., PA Dept. of Ed. Standards Aligned Systems: Health and Phys. Ed..					
<b>Formative Assessments</b>	<p>What evidence (product and/or performance) will be collected to establish that content and skills are being learned?</p> <p>Visual observation, participation, presentation, skill rubrics, written rubrics on identified activities, peer group observation</p>					
<b>Summative Assessments</b>	<p>What evidence (produce and/or performance) will be collected to determine that content and skills have been learned?</p> <p>Net games- self-assessment Fielding games- self-assessment Target games- self-assesment</p>					



	<p>Teacher observation - offense/defense rubric</p> <p>Activity: During game play students will compare and contrast effective strategies as well as demonstrate knowledge of the rules leading to safe and sportsman like behaviors by completing the assessment sheet and reflection questions.</p> <p>Activity: 1. Students will work in partners or groups of 3 and research one of the sports listedbelow. 2. Research on the sport should include, but is not limited to: historical origins and development of thesport, rules, equipment, field of play, list of skills needed, explanation / demonstration of thegame. 3. Students will create a poster board or visual presentation highlighting the various interesting aspects ofthe sport. 4. Students will then present one of the skills or a mini activity to the class for the class to participate in. Potential Sports include: 5. Lacrosse, Rugby, Soccer, Field Hockey, Basketball, Volleyball, Cricket, Team Handball, Baseball Speedball, Football</p>
<p><b>Strategies for ELL and IEP Support</b></p>	<p>What tools, strategies, and resources will be used to provide accommodations and modifications to support students?</p> <p>Translator, smaller groups, partner work, additional time, Task cards showing movement sequences, visual cues, verbal cues, additional time and attempts to complete a task or skill, peer coaching, working with student individually.</p>
<p><b>Acceleration Strategies</b></p>	<p>What tools, strategies, and resources will be used to help advance students closer to grade-level expectations</p> <p>Added challenges,</p>