

AVON GROVE SCHOOL DISTRICT HEALTH CURRICULUM

PA Standard for Health

10.1 Concepts of Health

Big Ideas:

Grades K-3 Wellness for Life	Grades 4 - 6 Wellness for Life	Grades 7-9 Wellness for Life	Grades 10 - 12 Wellness for Life
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Enduring Understanding

Choices I make affect my wellness	Choices I make affect my wellness	Choices I make affect my wellness	Choices I make affect my wellness
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Essential Questions

K-3	4-6	7-9	10-12
How will I change as I grow older? (10.1 A)	How will I change as I grow from childhood to adolescence? (10.1 A)	How can certain factors influence my growth and development? (10.1 A)	How can certain factors influence my growth and development? (10.1 A)
What are the parts of my body and how do they work? (10.1 B)	What are the systems of my body and how do they work? (10.1. B)	How do my body systems work together to keep me healthy? (10.1. B)	How do I maintain optimal health? (10.1.B)
How does the food guide pyramid help me? (10.1 C)	How does food fuel my body? (10.1 C)	How do nutritional choices impact my optimal health? (10.1 C)	How do nutritional choices impact my optimal health? (10.1 C)
Why are some drugs good and some drugs bad? (10.1 D)	How can drugs affect my life? (10.1 D)	How I do prevent drug misuse? (10.1 D)	How do drugs affect individuals and society? (10.1 D)
Why do I get sick? (10.1 E)	How can I prevent getting sick? (10.1 E)	How can I prevent getting sick? (10.1 E)	How can I prevent getting sick? (10.1 E)

Knowledge

K-3	4-6	7-9	10-12
Stages of growth & development (infancy, childhood, adolescence, adulthood, late adulthood) (10.1 A)	Changes that take place between childhood & adolescence - physical, emotional, social (10.1 A)	Changes that take place between adolescence & adulthood (10.1.A)	Changes that take place between adulthood to late adulthood (10.1.A)
Major body organs and systems (circulatory, respiratory, muscular, skeletal, digestive) (10.1.B)	Understand structure and function of major body systems (nervous, muscular, integumentary, urinary, endocrine, reproductive, immune) (10.1 B)	Interdependence exists among body systems as it relates to physical activity (10.1B)	The body systems are interrelated to areas of health - fitness level, environment, health status, nutrition (10.1B)
Food pyramid (10.1 C)	Food intake results in energy (10.1 C)	Factors that impact nutritional choices (body image, advertising, dietary guidelines, eating disorders, peer influence, athletic goals) (10.1 C)	Factors that impact nutritional choices (consumer skills, nutritional value of food, RDA in relationship to age & activity level) (10.1 C)

definition for drugs proper use of medications (10.1 D)	Long term and short term effects of drug use (peer influence, stress, media influence, peer influence, body image, decision making, laws/rules, consequences) (10.1 D)	Identify and apply prevention and intervention strategies (10.1 D)	Issues related to use/non-use of drugs (10.1 D)
Skills			
K-3	4-6	7-9	10-12
Identify & describe the following stages of development *infancy *childhood *adolence *adulthood *llate adulthood (10.1.A)		Identify the parts of the reproductive system Describe the functions of the parts of the reproductive system Describe the changes in the reproductive system Describe hygiene practices as it relates to puberty and adulthood Identify factors that impact growth and development *healthy relationships *abstinence *HIV and STD prevention *drugs and alcohol (10.1A)	Analyze factors that impact growth & development *acute & chronic diseases *STDs *healthy relationships *career choices *aging *retirement (10.1 A)
Identify location & describe the function of the major organs and systems *circulatory *respiratory *muscular *skeletal *digestive (10.1 B)	Identify and describe the structure and function of the major body systems (nervous, muscular, integumentary, urinary, endocrine, reproductive, immune) (10.1.B)	Identify and analyze changes that occur to their systems during exerise (increased heart rate, respiration, body temperature, etc) (10.1 B)	Differentiate between fitness components (cardiovascular, muscular strenght & endurance, flexibility, power, speed, agility, and nutrition) Develop a plan to meet fitness goals (10.1 B)
Identify food groups, number of servings, variety of foods, and nutrients (10.1 C)	Analyze nutritional concepts that impact health *caloric content of food *relationship of food intake and physical activity *nutrient requirements *label reading *healthful food selection (10.1 C)	Identify and describe factors that impact nutritional choices Analyze personal nutritional choices and impact on their body Apply knowledge to develop a well balanced personal nutrition plan (10.1 C)	Analyze personal food intake as it relates to their overall health (10.1. C)
Identify a good drug vs bad drug (10.1 D)	Identify and explain long term and short term effects of drug use (10.1 D)	Identify and practice refusal skills Give examples of prevention and intervention strategies Identify who or where to go for assistance Identify the cause and effect relationship of drug use on attainment of established goals (10.1 D)	Distinguish between use, misuse, and abuse of drug use Identify types of addiction (psychological, physical) and describe impact on relationships (individual and community) Identify consequences associated with illegal drug use (10.1 D)

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10.2 Healthful Living

Big Ideas:

Grades K-3 Wellness for Life	Grades 4 - 6 Wellness for Life	Grades 7-9 Wellness for Life	Grades 10 - 12 Wellness for Life
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Enduring Understanding

Choices I make affect my wellness	Choices I make affect my wellness	Choices I make affect my wellness	Choices I make affect my wellness
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Essential Questions

K-3	4-6	7-9	10-12
How do I keep my body neat, clean, safe, and healthy? (10.2. A, 10.2.B)	How do I keep my body neat, clean, safe, and healthy? (10.2.A, 10.2.B)	How can I make good consumer choices regarding my health? (10.2.A, 10.2.B, 10.2.C, 10.2.D)	How can I make good consumer choices regarding my health? (10.2.A, 10.2.B, 10.2.C, 10.2.D)
How does the environment affect my ability to keep my body neat, clean, safe and healthy? (10.2.E)	How does the environment affect my ability to keep my body neat, clean, safe and healthy? (10.2.E)	How does the environment affect my ability to keep my body neat, clean, safe and healthy? (10.2.E)	How does the environment affect my ability to keep my body neat, clean, safe and healthy? (10.2.E)

Knowledge

K-3	4-6	7-9	10-12
	Immunizations Health examinations (10.2.A)	Health care products & services (e.g. deodorant, soap, skin remedies, specialized health care specialists) (10.1.A)	Health care products & services (e.g. deodorant, soap, skin remedies, specialized health care specialists) (10.1.A)
Emergency & Medical signs, symbols, terminology (10.2.B)	Consumerism * Dietary guidelines * Sun exposure guidelines (10.2.B, 10.2.C)	Consumerism and advertising appeals as related to the adolescent (10.2.B, 10.2.C)	Factors that influence consumer choices on adult personal health & safety (10.2.B, 10.2.C)
Decision-making model (10.2.D)	Decision-making model (10.2.D)	Decision-making model (10.2.D)	Decision-making model (10.2.D)
Pollution Waste disposal Recycling Temperature Insect/animals (e.g. bites, allergies, diseases) Allergens (10.2.E)	Allergens Recycling Carbon Monoxide Radon Natural disasters (10.2.E)	Ozone layer Skin cancer Air pollution Respiratory disease Breeding environments Lyme disease West Nile virus (10.2.E)	Center for Disease Control Public health policies/laws * what are they * where do you access them (10.2.E)

Skills			
K-3	4-6	7-9	10-12
Identify basic hygienic practices (e.g. handwashing, teeth brushing, coughing, etc.) (10.2.A)	Explain health care practices with wellness. (10.1.A)	Identify and describe health care products and services that impact adolescent health practices (10.1.A)	Evaluate health care products and services that impact adult health practices (10.2.A)
Identify health related information (10.2.B) * signs and symbols (e.g. Mr. Yuk face, poison, don't symbol, etc) * terminology * products & services (e.g. Doctor, dentist, hospital, etc)	Explain the relationship between health-related information and consumer choices and how media impacts your choices. * dietary guidelines & food selection * sun exposure guidelines & sunscreen selection (10.2.B, 10.2.C)	Analyze the relationship between health-related information and adolescent consumer choices and how impacts your choices (i.e. tobacco products, weight control products) (10.2.B, 10.2.C)	Assess factors that impact adult health consumer choices and how media impacts your choices . * access to health information * access to health care * cost * safety (10.2.B, 10.2.C)
Decision-making process/steps... * Identify problem * Brainstorm solutions * List of pros and cons * Make a choice and analyze * Make a plan * Act on plan (10.2.D)			
Identify environmental factors that affect health * pollution (e.g. air, water, noise, soil) * waste disposal * temperature extremes * insects/animals (10.2.E)	Analyze environmental factors that impact health * indoor air quality (e.g. second-hand smoke, allergens * gases (e.g. Carbon monoxide) * natural disasters * waste disposal (10.2.E)	Explain the interrelationship between the environment and person health * ozone layer/skin cancer * air pollution/respiratory disease * breeding environments/lyme disease/west nile virus * local environmental issues (10.2.E)	Analyze the interrelationship between environmental factors and community health * public health policies and laws/health promotion and disease prevention * individual choices/maintenance of environment * recreational opportunities/health status (10.2.E)

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10.3 Safety & Injury Prevention

Big Ideas:

Grades K-3 Safety	Grades 4 - 6 Safety	Grades 7-9 Safety	Grades 10 - 12 Safety
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Enduring Understanding

I can help keep myself and others safe by the choices I make.	I can help keep myself and others safe by the choices I make.	I can help keep myself and others safe by the choices I make.	I can help keep myself and others safe by the choices I make.
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Essential Questions

K-3	4-6	7-9	10-12
How do I keep myself safe?	How do I stay safe and injury free?	How do my decisions affect my safety and ability to remain injury free?	What are the consequences of unsafe behaviors on myself and others?
What should I do in an emergency?	What should I do in an emergency?	How should I respond to emergencies?	How do I respond to emergencies?
How do I handle conflicts?	How do I handle conflicts?	How do I handle conflicts?	How can conflict affect individuals and the community?
How can I safely participate in individual and group physical activity?	How can I safely participate in individual and group physical activity?	How can I safely participate in individual and group physical activity?	How can I safely participate in individual and group physical activity?

Knowledge

K-3	4-6	7-9	10-12
Safe & unsafe practices in the home, school, and community (10.3.3A)	Safe & unsafe practices in the home, school, and community (10.3.6A)	Role of individual responsibility for safe practices and injury prevention in the home, school and community (10.3.9A)	The personal and legal consequences of unsafe practices in the home, school or community (10.3.12 A)
Emergency situations and responses (10.3.3B)	Emergency situations and responses (10.3.6B)	Strategies for emergency & long-term management of injuries (10.3.9 B)	Strategies for the management of injuries (10.3.12B)
Conflict resolution (10.3.3C)	Manage conflict and violence (10.3.6C)	Strategies to avoid or manage conflict and violence during adolescence (10.3.9C)	Impact of violence on the victim and surrounding community (10.3.12C)
Safety during physical activity (10.3.3D)	The role of individual responsibility for safety during physical activity (10.3.6D)	The role of individual responsibility for safety during orgnaized group activities (10.3.9 D)	Benefits, risks and safety factors associated with self-selected life-long physical activities (10.3.12D)

Skills			
K-3	4-6	7-9	10-12
<p>Recognize safe & unsafe practices in the home, school and community (10.3.3A)</p> <ul style="list-style-type: none"> *general *modes of transportation *outdoor *safe around people 	<p>Explain and apply safety practices in the home, school and community (10.3.6A)</p> <ul style="list-style-type: none"> *emergencies *personal safety *communication *violence prevention 	<p>Analyze the role of individual responsibility for safe practices and injury prevention in the home, school and community (10.3.9 A)</p> <ul style="list-style-type: none"> *modes of transportation *violence prevention in school *self protection in the home *self protection in public places 	<p>Assess the personal and legal consequences of unsafe practices in the home, school and community (10.3.12 A)</p> <ul style="list-style-type: none"> *loss of personal freedom *personal injury *loss of income *impact on others *loss of driver's license
<p>Recognize emergency situation and explain appropriate responses (10.3.3B)</p> <ul style="list-style-type: none"> * *modes of transportation *outdoor *safe around people 	<p>Know and apply appropriate emergency responses (10.3.6B)</p> <ul style="list-style-type: none"> *basic first aide *Heimlich maneuver *universal precautions 	<p>Describe and apply strategies for emergency and long-term management of injuries (10.3.9B)</p> <ul style="list-style-type: none"> *rescue breathing *water rescue *self-care *sport injuries 	<p>Analyze and apply strategies for the management of injuries (10.3.12b)</p> <ul style="list-style-type: none"> *CPR *advanced first aide
<p>Recognize conflict situations and identify strategies to avoid/resolve (10.3.3C)</p> <ul style="list-style-type: none"> *walk away *I statements *refusal skills *adult intervention 	<p>Describe strategies to avoid or manage conflict or violence (10.3.6C)</p> <ul style="list-style-type: none"> *anger management *peer mediation *reflective listening *negotiation 	<p>Analyze and apply strategies to avoid or manage conflict or violence during adolescence (10.3.9C)</p> <ul style="list-style-type: none"> *effective negotiation *assertive behavior 	<p>Analyze the impact of violence on the victim and surrounding community (10.3.12C)</p>
<p>Identify and use safe practices in physical activity settings (10.3.3D)</p> <ul style="list-style-type: none"> *proper equipment *knowledge of rules *sun safety *guidelines of safe play *warm-up/cool-down 	<p>Analyze the role of individual responsibility for safety during physical activity (10.3.6D)</p>	<p>Analyze the role of individual responsibility during organized group activity (10.3.9D)</p>	<p>Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities (10.3.12D)</p>

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10.4 Physical Activity

Big Ideas:

Grades K-3 Choose to Move, Move to Live	Grades 4-6 Choose to Move, Move to Live	Grade 7-9 Move, Move to Live	Choose to	Grades 10 - 12 Choose to Move, Move to Live
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Enduring Understanding

I need to move to keep my body healthy.	I need to move to keep my body healthy.	Movement will improve all aspects of my wellness.	Physical activity will promote optimal wellness throughout my adult life.
I feel better when I move.	Regular physical activity enhances quality of life.	Regular physical activity enhances quality of life.	
Together everyone achieves more (TEAM)	Together everyone achieves more (TEAM)	Together everyone achieves more (TEAM)	Together everyone achieves more (TEAM)

Essential Questions

K-3	4-6	7-9	10-12
How does regular physical activity lead to fitness and health?	How does regular physical activity lead to fitness and health?	How do my physical activity choices support achievement of personal fitness?	How do my physical activity choices support achievement of personal fitness?
Why does my body feel different when I exercise?	How does my body react to vigorous physical activity?	How does regular physical activity promote wellness?	How does regular physical activity promote wellness?
What physical activities do I like to do?	Why do I choose certain physical activities?	How do certain factors affect my body's response to vigorous physical activity?	How do changes in adult health status affect the body's response to vigorous physical activity?
How do I play nicely with one another?	What are the behaviors that can affect the group or team during physical activity?	Why do adolescents choose certain physical activities?	Why do adults choose certain physical activities?
		What are the behaviors that can affect the group or team during physical activity?	What behavioral strategies can improve the adult group interactions during physical activity?

Knowledge

K-3	4-6	7-9	10-12
Physical activities promote physical fitness and health (10.4.3A)	Physical activities promote physical fitness and health (10.4.6A)	Developmentally/individually appropriate physical activities that support achievement of personal fitness and activity goals (10.4.9A)	Individualized physical activity plan that promotes life-long participation (10.4.12A)
Effects of regular participation in moderate to vigorous physical activities (10.4.3B)	Effects of regular participation in moderate to vigorous physical activities on the body systems (10.4.6B)	Effects of regular participation in physical activities in relation to adolescent health improvement (10.4.9B)	Effects of regular participation in a self-selected program of moderate to vigorous physical activity (10.4.12B)
Changes in body responses during moderate to vigorous physical activity (10.4.3C)	Identifies ways to monitor and assess the body's response to moderate to vigorous physical activity (10.4.6C)	Factors that affect the responses of body systems during moderate to vigorous physical activity (10.4.9C)	Responses of the body systems during moderate to vigorous physical activity as adult health status changes (10.4.12C)

Childhood physical activity preferences (10.4.3D)	Factors that affect childhood physical activity preferences (10.4.6D)	Factors that affect physical activity preferences of adolescents (10.4.9D)	Factors that affect physical activity preferences of adults (10.4.12D)
Regular participation in physical activity improves motor skill improvement (10.4.3E)	Factors that impact the relationship between regular participation in physical activity and the degree of motor skill improvement (10.4.6E)	Factors that impact the relationship between regular participation in physical activity and motor skill improvement (10.4.9E)	Interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities (10.4.12E)
Positive and negative interactions of small group activities (10.4.3F)	Positive and negative interactions of group members in physical activities (10.4.6F)	Positive and negative interactions of adolescent group members in physical activities (10.4.9F)	Strategies for enhancing adult group interaction in physical activities (10.4.12F)

Skills

K-3	4-6	7-9	10-12
To identify and engage in physical activities that promote physical fitness and health (10.4.3A)	Identify and engage in moderate to vigorous physical activities that promote physical fitness and health (10.4.6A)	Analyze and engage in developmentally/individually appropriate physical activities that support achievement of personal fitness and activity goals (10.4.9A)	Evaluate and engage in Individualized physical activity plan that promotes life-long participation (10.4.12A)
Know positive and negative effects of regular participation in moderate to vigorous physical activities (10.4.3B)	Explain the effects of regular participation in moderate to vigorous physical activities on the body systems (10.4.6B)	Analyze the effects of regular participation in physical activities in relation to adolescent health improvement (10.4.9B) *stress management *disease prevention *weight management	Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activity (10.4.12B) *social *physiological *psychological
Know and recognize changes in body responses during moderate to vigorous physical activity (10.4.3C) *heart rate *breathing rate	Identifies and apply ways to monitor and assess the body's response to moderate to vigorous physical activity (10.4.6C) *heart rate monitoring *checking blood pressure *fitness assessment	Analyze factors that affect the responses of body systems during moderate to vigorous physical activity (10.4.9C) *exercise (eg climate, altitude, location, temperature) *healthy fitness zone *individual fitness status (eg cardiorespiratory fitness, muscular endurance, muscular strength, flexibility) *drug/substance abuse/use	Evaluate how changes in adult health status may affect the responses of the body systems during moderate to vigorous physical activity (10.4.12C) *aging *injury *disease

<p>Identify likes and dislikes related to childhood physical activity preferences (10.4.3D)</p>	<p>Describe factors that affect childhood physical activity preferences (10.4.6D)</p> <ul style="list-style-type: none"> *enjoyment *personal interest *social experience *opportunities to learn new activities *parental preferences *environment 	<p>Analyze factors that affect physical activity preferences of adolescents (10.4.9D)</p> <ul style="list-style-type: none"> *skill competence *social benefits *previous experience *activity confidence 	<p>Evaluate factors that affect physical activity preferences of adults (10.4.12D)</p> <ul style="list-style-type: none"> *personal challenge *physical benefit *finances *motivation *access to activity *self improvement
<p>Identify reasons why regular participation in physical activity improves motor skill improvement (10.4.3E)</p>	<p>Identify factors that impact the relationship between regular participation in physical activity and the degree of motor skill improvement (10.4.6E)</p> <ul style="list-style-type: none"> *success-oriented activities *school community resources *variety of activities *time on task 	<p>Analyze factors that impact the relationship between regular participation in physical activity and motor skill improvement (10.4.9E)</p> <ul style="list-style-type: none"> *personal choice *developmental differences *amount of physical activity *authentic practice 	<p>Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities (10.4.12E)</p>
<p>Recognize positive and negative interactions of small group activities (10.4.3F)</p> <ul style="list-style-type: none"> *roles (leader, follower) *cooperation/sharing *on task participation 	<p>Identify and describe positive and negative interactions of group members in physical activities (10.4.6F)</p> <ul style="list-style-type: none"> *leading *following *teamwork *etiquette *adherence to rules 	<p>Analyze the effects of positive and negative interactions of adolescent group members in physical activities (10.4.9F)</p> <ul style="list-style-type: none"> *group dynamics *social pressure 	<p>Assess and use strategies for enhancing adult group interaction in physical activities (10.4.12F)</p> <ul style="list-style-type: none"> *shared responsibility *open communication *goal setting

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10.5 Concepts, Principles and Strategies of Movement

Big Ideas:

Grades K-3 Move with a purpose	Grades 4 - 6 Move with a purpose	Grades 7-9 Move with a purpose	Grades 10 - 12 Move with a purpose
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Enduring Understanding

Movement is good for me.	Movement produces specific results.	Specific movements produce specific results.	Movement results in specific outcomes for performance.
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Essential Questions

K-3	4-6	7-9	10-12
How can I move my body?	How can I coordinate my body movements?	How do the components of skill related fitness apply to movement performance?	How does skill related fitness help me choose physical activities that promote personal life long participation?
How does practice make me better?	How does practice make me better?	How does practice improve my skills?	How does practice improve my skills?
What does FITT mean?	How does the FITT principle affect the components of health related and skill related fitness?	What are the principles of training?	How do I use the FITT principle, health/skill related fitness components, and principles of training to create a personal fitness program?

Knowledge

K-3	4-6	7-9	10-12
Basic movement skills and concepts (10.5.3A)	Basic movement skills and concepts can be used to create and perform movement sequences and advanced skills (10.5.6A)	Components of skill-related fitness affect movement performance (10.5.9A)	Interrelationship among movement skills and concepts, skill related fitness and personal life-long physical activities (10.5.12A)
Appropriate vocabulary of concepts of motor skill development (10.5.3B)	Concepts of motor skill development (10.5.6B)	Concepts of motor skill develop impacts the quality of complex movement (10.5.9B)	Motor skill development improves quality of motor skills (10.5.12B)
The function of practice (10.5.3C)	Relationship between practice and skill development (10.5.6C)	Practice strategies for skill improvement (10.5.9C)	Relationship on practice strategies and skill development and improvement (10.5.12C)
Principles of exercise (10.5.3D)	Relationship between principles of exercise to the components of health and skill related fitness (10.5.6C)	Principles of training (10.5.9D)	Knowledge of principles of exercise, training and health and skill related fitness (10.5.12D)
Scientific principles that affect movement and skills (10.5.3E)	Scientific principles that affect movement and skills (10.5.6E)	Scientific and biomechanical principles (10.5.9E)	Scientific and biomechanical principles (10.5.12E)
Game strategies (10.5.3F)	Game strategies related to games and physical activity (10.5.6F)	Game strategies related to complex games and physical activity (10.5.9F)	Game strategies related to the categories of physical activity (10.5.12F)

Skills			
K-3	4-6	7-9	10-12
<p>Recognize and use basic movement skills and concepts (10.5.3A)</p> <ul style="list-style-type: none"> *locomotor movements (e.g., run, leap, hop) *non-locomotor movements (e.g. bend, stretch, twist) *manipulative movements (e.g. throw, catch, kick) *relationships (e.g., over, under, beside) *combination movements (e.g., locomotor, non-locomotor, manipulative) *space awareness (e.g., self-space, levels, pathways, directions) * effort (e.g., speed, force) 	<p>Explain and apply basic movement skills and concepts to create and perform movement sequences and advanced skills (10.5.6A)</p>	<p>Describe and apply the components of skill-related fitness to movement performance(10.5.9A)</p> <ul style="list-style-type: none"> *agility *balance *coordination *power *reaction time *speed 	<p>Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation (10.5.12A)</p>
<p>Recognize and describe concepts of motor skills development using appropriate vocabulary(10.5.3B)</p> <ul style="list-style-type: none"> *form *developmental differences *critical elements *feedback 	<p>Identify and apply concepts of motor skill development to a variety of basic skills (10.5.6B)</p> <ul style="list-style-type: none"> *transfer between skills *selecting relevant cues *types of feedback *movement efficiency *product (outcomes/results) 	<p>Describe and apply concepts of motor skill development that impact the quality of increasing complex movement (10.5.9B)</p> <ul style="list-style-type: none"> *response selection *stages of learning and motor skill(verbal, cognitive, motor, automatic) *types of skill (discrete, serial, continuous) 	<p>Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills (10.5.12B)</p> <ul style="list-style-type: none"> *open and closed skills *short term and long term memory *aspects of good performance
<p>State the function of practice (10.5.3C)</p>	<p>Describe the relationship between practice and skill development (10.5.6.C)</p>	<p>Identify and apply practice strategies for skill improvement (10.5.9C)</p>	<p>Evaluate the impact of practice strategies on skill development and improvement (10.5.12C)</p>
<p>Identify and use the principles of exercise to improve movement and fitness activities (10.5.3D)</p> <ul style="list-style-type: none"> *frequency *intensity *time *type 	<p>Describe and apply the principles of exercise to the components of health related and skill related fitness (10.5.6D)</p> <ul style="list-style-type: none"> *cardiorespiratory endurance *muscular strenght *muscular endurance *flexibility *body composition 	<p>Identify and describe the principles of training using appropriate vocabulary (10.5.9D)</p> <ul style="list-style-type: none"> *specificity *overload *progression *aerobic/anaerobic *circuit/interval *repetition/set 	<p>Incorporate and synthesize knowledge of exercise principles, training principles and health and skill related fitness components to create a fitness program for personal use (10.5.12D)</p>