

GRADE 3-HEALTH AND PHYSICAL EDUCATION

PLANNED COURSE CURRICULUM GUIDE

I. COURSE DESCRIPTION AND INTENT:

II. INSTRUCTIONAL TIME:

Class Periods:

Length of Class Periods (minutes):

Length of Course:

Unit of Credit:

Course Weight:

A GREAT PLACE TO LEARN!



PINE GROVE AREA SCHOOL DISTRICT
PINE GROVE, PENNSYLVANIA

PINE GROVE AREA SCHOOL DISTRICT
Pine Grove, Pennsylvania 17963

PLANNED COURSE ADAPTATIONS/MODIFICATIONS
Introduction

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

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

PREFACE

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

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

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

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

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

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

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

PLANNED COURSE CURRICULUM GUIDE (PCCG) PURPOSE AND INTENT

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

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

PLANNED COURSE CURRICULUM GUIDE (PCCG) DEFINITIONS

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

LEARNING STANDARDS AND CONTENT ACTIVITIES

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

Academic Content Standard # 10.1 Concepts of Health

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD</p> <p>B. Identify and know the location and function of the major body organs and systems.</p> <p>D. Know age appropriate drug information.</p> <p>E. Identify types and causes of common health problems of children</p>	<p>B. Discuss the location and function of the circulatory, respiratory muscular, skeletal and digestive systems.</p> <p>D. Know the definition and the affects of drugs.</p> <ul style="list-style-type: none"> • Discuss proper use of medicines • Understand healthy/unhealthy risk taking • Practice skills to avoid drugs <p>E. Distinguish infectious/ noninfectious diseases</p> <p>Understand how germs, pathogens and heredity relate to illnesses.</p>	<ul style="list-style-type: none"> • Teacher observation • Performance assessment • Quizzes/tests 	<ul style="list-style-type: none"> • Community speakers • Visuals • Videos • Books • Art Projects • Charts

LEARNING STANDARDS AND CONTENT ACTIVITIES

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Academic Content Standard # 10.2 Healthful Living

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD</p> <p>C. Identify media sources that influence health and safety.</p> <p>E. Identify environmental factors that affect health.</p>	<p>C. List media choices that influence health and safety</p> <p>E. List environmental factors that affect health.</p>	<ul style="list-style-type: none"> • Teacher observation • Performance assessment • Quizzes/tests 	<ul style="list-style-type: none"> • Community speakers • Visuals • Videos • Books • Art Projects • Charts

LEARNING STANDARDS AND CONTENT ACTIVITIES

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Academic Content Standard # 10.3 Safety and Injury Prevention

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
STANDARD A. Recognize safe/unsafe practices in the home, school and community. B. Recognize emergency situations and explain appropriate responses. C. Recognized conflict situations and identify strategies to avoid or resolve. D. Identify and use safe practices in physical activity setting (e.g., proper equipment, knowledge of rules, sun safety, guidelines of safe play, warm-up, cool-down)	A. Demonstrate appropriate safety responses (fire, electric, animals) A. Demonstrate safety practices, related to modes of transportation, pedestrian, bicycle, vehicular) A. Practice safety outdoors. A. Recognize healthy relationships B. Discuss appropriate emergency procedures, staying calm, calling for help, getting assistance, protecting self. C. Role play strategies when involved in a conflict situation (walk away, I statements, refusal skills, get help from adult)	<ul style="list-style-type: none"> • Teacher observation • Performance assessment • Quizzes/tests 	<ul style="list-style-type: none"> • Community speakers • Visuals • Videos • Books • Art Projects • Charts

LEARNING STANDARDS AND CONTENT ACTIVITIES

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

Academic Content Standard # 10.4.3 Physical Activity

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
STANDARD A. Identify and engage in physical activities that promote physical fitness and health. B. Know the positive and negative effects of regular participation in moderate to vigorous physical activities. C. Working in a positive manner with those of varying skill levels. D. Know and recognize changes in body responses during moderate to vigorous physical activity.	Perform and identify a variety of activities (walking, aerobic activities and jumping rope) Understand target level rate and how to monitor it <ul style="list-style-type: none"> • Heart rate • Breathing rate 	<ul style="list-style-type: none"> • Observation • Demonstration • Skill practice • Skills tests 	<ul style="list-style-type: none"> • Equipment • Activity books • Rule books

LEARNING STANDARDS AND CONTENT ACTIVITIES

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Academic Content Standard # 10.4.3 Physical Activity

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<p>STANDARD</p> <p>D. Identify likes and dislikes related to participation in physical activities.</p> <p>E. Identify reasons why regular participation in physical activities improves motor skills.</p> <p>F. Recognize positive and negative interactions of small group activities.</p>	<p>Provide feedback to individual performing strategies doubling, throwing and evaluating skills</p> <p>Recognize that practice is important for skill improvement</p> <ul style="list-style-type: none"> • Roles (e.g., leader, follower) • Cooperation/sharing • On task participation 	<ul style="list-style-type: none"> • Teacher observation • Performance assessment • Quizzes/tests 	<ul style="list-style-type: none"> • Equipment • Activity books • Rule books

LEARNING STANDARDS AND CONTENT ACTIVITIES

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Academic Content Standard # 10.5.3 Concepts, Principles and Strategies of Movement

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD</p> <p>A. Recognize and use basic movement skills and concepts.</p>	<p>Integrate the knowledge of rules, boundaries, safe use of equipment during play</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) 	<ul style="list-style-type: none"> • Teacher observation • Performance assessment • Quizzes/tests 	<ul style="list-style-type: none"> • Equipment • Activity books • Rule books

LEARNING STANDARDS AND CONTENT ACTIVITIES

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Academic Content Standard # 10.5.3 Concepts, Principles and Strategies of Movement

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<p>STANDARD</p> <p>B. Recognize and describe the concepts of motor skill development using appropriate vocabulary.</p> <p>C. Know the function of practice.</p> <p>D. Identify and use principles of exercise to improve movement and fitness activities.</p>	<p>Applies throwing and catching and striking skill sin small sided games</p> <ul style="list-style-type: none"> • Form • Developmental differences • Critical elements • Feedback <p>Recognize that practice is important for skill improvement</p> <p>Name the benefits from participation in a physical fitness program</p> <ul style="list-style-type: none"> • Frequency how often to exercise • Intensity how hard to exercise • Time/how long to exercise • Type what kind of exercise 	<ul style="list-style-type: none"> • Teacher observation • Performance assessment • Quizzes/tests 	<ul style="list-style-type: none"> • Equipment • Activity books • Rule books

LEARNING STANDARDS AND CONTENT ACTIVITIES

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Academic Content Standard # 10.5.3 Concepts, Principles and Strategies of Movement

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD</p> <p>E. Know and describe scientific principles that affect movement and skills using appropriate vocabulary.</p> <p>F. Recognize and describe game strategies using appropriate vocabulary</p>	<p>Perform the skill of kicking, passing and trapping</p> <ul style="list-style-type: none"> • Gravity • Force production/absorption • Balance • Rotation <p>Interacts positively with other during game play</p> <ul style="list-style-type: none"> • Faking/dodging • Moving to be open • Defending space • Following rules of play 	<ul style="list-style-type: none"> • Teacher observation • Performance assessment • Quizzes/tests 	<ul style="list-style-type: none"> • Equipment • Activity books • Rule books