

GRADE 4-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
STANDARD A. Describe growth and development changes that occur between childhood and adolescence and identify factor that can influence these changes. B. Identify and describe the structure and function of the major body systems. C. Analyze nutritional concepts that impact health. D. Explain factors that influence childhood and adolescence drug use. E. Identify health problems that can occur throughout life and describe way to prevent them.	A. Identify how education and social economic factors describe growth and development. B. Identify and describe the structure and function of integumentary, nervous, muscular and immune system. C. Identify healthful food selections by reading labels. D. Discuss the following factors that influence childhood and adolescent drug use. E. Identify and discuss various diseases and their prevention.	<ul style="list-style-type: none"> • Written tests • Oral responses • Notebook • Observations • Worksheets • Check lists 	<ul style="list-style-type: none"> • Textbook • Reference books • Trade books • Video tapes • Charts • Worksheets • Posters • Filmstrips • Pamphlets • Bulletin boards • Transparencies • Guest speakers

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 # 10.2 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>A. Explain the relationship between personal health practices and individual well-being</p> <p>B. Explain the relationship between health-related information and consumer choices.</p> <p>C. Describe and apply the steps of a decision-making process to health and safety issues.</p> <p>D. Analyze environmental factors that impact health.</p>	<p>A. Identify the reasons for immunization and health examination.</p> <p>B. List good food selection through a dietary guideline.</p> <p>C. Elect a sunscreen using sun exposure guidelines.</p> <p>D. Identify steps in a decision making process for health and safety.</p> <p>E. Identify environmental factors that impact health.</p>	<ul style="list-style-type: none"> • Written tests • Oral responses • Notebook • Observations • Worksheets • Check lists 	<ul style="list-style-type: none"> • Textbook • Reference books • Trade books • Video tapes • Charts • Worksheets • Posters • Filmstrips • Pamphlets • Bulletin boards • Transparencies • Guest speakers

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. Explain and apply safe practices in the home, school and community. B. Describe strategies to avoid or manage conflict and violence.	A. Discuss emergencies at home, at school in communities and list phone numbers. B. Discuss ways to manage conflict and violence through anger management. Peer mediation, reflective listening, and negotiations.	<ul style="list-style-type: none"> • Written tests • Oral responses • Notebook • Observations • Worksheets • Check lists 	<ul style="list-style-type: none"> • Textbook • Reference books • Trade books • Video tapes • Charts • Worksheets • Posters • Filmstrips • Pamphlets • Bulletin boards • Transparencies • Guest speakers

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 # 10.4.4 Physical Activity

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
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. Know and recognize changes in body responses during moderate to vigorous physical activity.	<ul style="list-style-type: none"> • Understands the meaning of “Aerobic” and Identifies aerobic activities. • Understands that participation in physical activity is a conscious choice • Follows proper safety methods and recognizes potential risks of activity • Heart rate • Breathing rate 	<ul style="list-style-type: none"> • Observation • Demonstration • Skill tests • Skill practice 	<ul style="list-style-type: none"> • Equipment • Activity books • Rule books

LEARNING STANDARDS AND CONTENT ACTIVITIES

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Academic Content Standard #10.4.4 Physical Activity

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<p>STANDARD</p> <p>D. Identifies 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>	<ul style="list-style-type: none"> • Understands that games have rules and boundaries and puts that knowledge into practice • Recognizes the physiological indicators that accompany moderate to vigorous activity. • Uses several conflict resolutions strategies in game play situation • Roles (e.g., leader, follower) • Cooperation/sharing • On task participation 	<ul style="list-style-type: none"> • Observation • Demonstration • Skill practice • Skill tests 	<ul style="list-style-type: none"> • Equipment • Activity books • Rule books

LEARNING STANDARDS AND CONTENT ACTIVITIES

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Academic Content Standard # 10.5.4 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>	<ul style="list-style-type: none"> • Uses small sides teams and games • Locomotor movements (e.g., run, leap, hop) • Non-locomotor movements (e.g., bend, stretch, twist) • Manipulate 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"> • Written tests • Oral responses • Notebook • Observations • Worksheets • Check lists 	<ul style="list-style-type: none"> • Equipment • Activity books • Rule books

LEARNING STANDARDS AND CONTENT ACTIVITIES

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Academic Content Standard #10.5.4 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>C. Recognize and describe the concepts of motor skill development using appropriate vocabulary.</p> <p>D. Know the function of practice.</p> <p>E. Identify and use principles of exercise to improve movement and fitness activities.</p>	<ul style="list-style-type: none"> • Identifies activities related to each concept of physical fitness • Form • Development differences • Critical element • Feedback • Recognizes that practice is important for skill improvement • Names the benefits from participation in physical fitness program • 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"> • Written tests • Oral responses • Notebook • Observations • Worksheets • Check lists 	<ul style="list-style-type: none"> • Equipment • Activity Books • Rule Books

LEARNING STANDARDS AND CONTENT ACTIVITIES

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Academic Content Standard # 10.5.4 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>F. Know and describe scientific principles that affect movement and skills using appropriate vocabulary</p> <p>G. Recognizes and describe game strategies using appropriate vocabulary.</p>	<p>Names benefits from participation in a physical fitness program.</p> <ul style="list-style-type: none"> • Gravity • Force production/absorption • Balance • Rotation <p>Identifies positive behaviors and comments to use during play situations</p> <ul style="list-style-type: none"> • Faking/dodging • Passing/receiving • Moving to be open • Defending space • Following rules of play 	<ul style="list-style-type: none"> • Written tests • Oral responses • Notebook • Observations • Worksheets • Check lists 	<ul style="list-style-type: none"> • Equipment • Activity Books • Rule Books