

GRADE 9 - 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 # 10.4.9 A

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. Analyze and engage in physical activities that are developmentally individually appropriate and support achievement of personal fitness and activity goals.</p>	<p>Provide setting in which each student can enjoy and appreciate the value of physical activity, through a variety of team and individual sports and activities.</p> <ul style="list-style-type: none"> • Volleyball • Field hockey • Archery • Tennis • Golf • Soccer • Speedball • Handball • Pickle ball • Table tennis • Basketball • Weight training • Bat and ball games • Lacrosse • Fitness training 	<ul style="list-style-type: none"> • Observation • Demonstration • Oral responses • Teacher made tests • Skill tests • Participation in group activities • Participation in individual activities 	<ul style="list-style-type: none"> • Teacher resource material • Reference material • Equipment for activity • Fitness tests

LEARNING STANDARDS AND CONTENT ACTIVITIES

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<p>STANDARD</p> <p>B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement</p> <ul style="list-style-type: none"> • Stress management • Disease prevention • Weight management 	<p>Stress management</p> <ul style="list-style-type: none"> • Identify how people who maintain higher levels of fitness are better able to cope with stress <p>Disease prevention</p> <ul style="list-style-type: none"> • Explain how fitness may help one avoid lifestyle diseases (heart disease, cancer, and diabetes) <p>Weight management</p> <ul style="list-style-type: none"> • Explain how physical activity contributes to weight management by raising the rate at basal energy use and develops lean tissue 	<ul style="list-style-type: none"> • Observations • Participation in group activities • Participation in individual activities • Present and past fitness tests • Teacher made tests 	<ul style="list-style-type: none"> • President's council on physical fitness and sports • Reference books • Teacher resource books • Equipment for activity

LEARNING STANDARDS AND CONTENT ACTIVITIES

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Academic Content Standard # 10.4.9 C

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. Analyze factors that affect the responses of body systems during moderate to vigorous physical activities</p> <ul style="list-style-type: none"> • Exercise (e.g., climate, altitude, location, temperature) • Healthy fitness zones • Individual fitness status (e.g., cardio respiratory fitness, muscular endurance, muscular strength) • Flexibility • Drug/substance use/abuse 	<ul style="list-style-type: none"> • Discuss the relationship of climate, altitude, locations and temperature on exercise • Identify the fitness zones • Distinguish between cardio respiratory fitness, muscular endurance, muscular strength and flexibility and discuss exercise programs to achieve each • Explain how drug on substance use/abuse affects ones fitness 	<ul style="list-style-type: none"> • Fitness testing • Charts • Oral responses • Diagrams • Teacher made tests • Observation • Demonstration 	<ul style="list-style-type: none"> • President's council on physical fitness and sports • Reference books • Teacher resource books • Equipment for activity

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Academic Content Standard # 10.4.9 D

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 D. Analyze factors that affect physical activity preferences of adolescents <ul style="list-style-type: none"> • Skill competence • Social benefits • Previous experience • Activity confidence 	<ul style="list-style-type: none"> • Explain why being skilled in a physical activity or sport increases the likelihood of participation in that activity • Examine the social benefits of participation in fitness activities or sports • Demonstrate previous experience in fitness activity or sport • Provide an opportunity for the development of confidence 	<ul style="list-style-type: none"> • Participation in group activities • Participation in individual activities • Observation • Demonstration • Oral responses 	<ul style="list-style-type: none"> • Teacher resource books • Reference books • Equipment for activity

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Academic Content Standard # 10.4.9 E

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 E. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement <ul style="list-style-type: none"> • Personal choice • Developmental differences • Amount of physical activity ‘ • Authentic practice 	<ul style="list-style-type: none"> • Utilize personal choices of activities to increase participation level • Identify development differences and gear activity to all participants • Recognize that the more one participates the greater the skill improvement. • Examine how practice improves skill level 	<ul style="list-style-type: none"> • Participation in group activities • Participation in individual activities • Observation • Demonstration • Oral responses 	<ul style="list-style-type: none"> • Teacher resource books • Reference books • Equipment for activity

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Academic Content Standard # 10.4.9 F

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. Analyze the effects of positive and negative interactions of adolescent group members in physical activities</p> <ul style="list-style-type: none"> • Group dynamics • Social pressure 	<ul style="list-style-type: none"> • Compare and contrast the group dynamics of a class or team to society as a whole. • Cite some of the social pressure encountered during a physical activity or game. 	<ul style="list-style-type: none"> • Observations • Oral responses 	<ul style="list-style-type: none"> • Teacher reference books • Resource material

LEARNING STANDARDS AND CONTENT ACTIVITIES

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Academic Content Standard # 10.5.9 A

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 and apply the component of skill-related fitness to movement performances <ul style="list-style-type: none"> • Agility • Balance • Coordination • Power • Reaction time • Speed 	<ul style="list-style-type: none"> • Review the skill-related components of fitness, agility, balance, coordination, power, reaction time and speed, and describe how they improve performance in physical activities or sports. 	<ul style="list-style-type: none"> • Observations • Demonstration • Skill tests • Participation in group activities • Oral responses 	<ul style="list-style-type: none"> • Reference books • Teacher resource material • Equipment for activity

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Academic Content Standard # 10.5.9 B

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. Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement.</p> <ul style="list-style-type: none"> • Response selection • Stages of learning a motor skill (i.e., verbal cognitive, motor, automatic) • Types of skill (i.e., discrete, serial, continuous) 	<ul style="list-style-type: none"> • Demonstrate the individual components of complex movements • Identify how mastering elementary skills leads to the mastery of more complex movements 	<ul style="list-style-type: none"> • Observations • Demonstration • Oral responses • Teacher made tests • Participation in activity 	<ul style="list-style-type: none"> • Equipment for activity • Teacher reference material • Reference books

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Academic Content Standard # 10.5.9 C

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 C. Identify and apply practice strategies for skill improvement	<ul style="list-style-type: none"> • Examine the components of physical activities • Explain how the mastery of the components can improve performance of more complex activities 	<ul style="list-style-type: none"> • Skill tests • Demonstration • Observation • charts 	<ul style="list-style-type: none"> • Equipment for activity • Teacher reference material • Reference books

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Academic Content Standard # 10.5.9 D

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<p>STANDARD</p> <p>D. Identify and describe the principals of training using appropriate vocabulary</p> <ul style="list-style-type: none"> • Specificity • Overload • Progression • Aerobic/anaerobic • Circuit/interval • Repetition/set 	<ul style="list-style-type: none"> • Know basic principals of training, overload, progression and specificity • Differentiate between aerobic and anaerobic activities. • Describe the difference between circuit and interval training • Utilize repetitions and sets in training program 	<ul style="list-style-type: none"> • Teacher made tests • Observations • Demonstration • Chart • Oral responses 	<ul style="list-style-type: none"> • Equipment for activity • Teacher reference material • Reference books

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Academic Content Standard # 10.5.9 E

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STANDARD E. Analyze and apply scientific and biomechanical principles to complex movements <ul style="list-style-type: none"> • Centripetal/centrifugal force • Linear motion • Rotary motions • Friction/resistance • Number of moving segments 	<ul style="list-style-type: none"> • Identify natural forces that are at work to help or hinder the desired motion on outcome of what one wishes to accomplish 	<ul style="list-style-type: none"> • Demonstration • Observations • Teacher made tests • Skill test • Oral responses 	<ul style="list-style-type: none"> • Equipment for activity • Teacher reference material • Reference books

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Academic Content Standard # 10.5.9 F

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. Describe and apply game strategies to complex games and physical activities</p> <ul style="list-style-type: none"> • Offensive strategies • Defensive strategies • Time managements 	<ul style="list-style-type: none"> • Demonstrate offensive and defensive strategies while participating in competitive activities • Utilize allotted time to effectively implement game strategies 	<ul style="list-style-type: none"> • Observations • Demonstration • Oral responses • Participation in group activities • Participation in individual activities 	<ul style="list-style-type: none"> • Equipment for activity • Reference books • Observation of skilled players • Teacher reference material • Videos