

GRADE 5 - 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 changes that occur between childhood and adolescence and identify facts 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 adolescent drug use. E. Identify health problem that can occur throughout life and describe ways to prevent them.	A. Identify how the following factor can influence growth and development: <ul style="list-style-type: none"> • education • socioeconomic B. Identify and describe the structure and function of the body systems: <ul style="list-style-type: none"> • urinary • endocrine • reproductive • immune • circulatory C. Analyze nutritional concepts that impact health: <ul style="list-style-type: none"> • calorie content of foods • relationship of food intake and physical activity (energy output) • nutrient requirements • label reading • healthful food selection D. Discuss the following factors that	<ul style="list-style-type: none"> • Written tests • Observations • Note book • Worksheets • Checklists • Rubrics • Journal • Oral responses • Portfolios • Participation • Performance assessments 	<ul style="list-style-type: none"> • Textbook • Reference books • Trade books • Video tapes • Charts • Worksheets • Posters • Magazines • Pamphlets • Experiments • Bulletin boards • Transportation • Guest speakers

influence childhood and adolescent drug use:

- peer influence
- body image (e.g., steroids, enhancers)
- social acceptance
- stress
- media influence
- decision-making/refusal
- skills
- rules, regulations and laws
- consequences

F. Discuss

- diseases (e.g., cancer, diabetes, STD/HIV/AIDS, Cardiovascular disease)
- prevention (i.e., do not smoke, maintain proper weight, eat a balanced diet, practice sexual abstinence, be physically active)

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>B. Explain the relationship between health-related information and consumer choices.</p> <p>C. Explain the media's effect on health and safety issues.</p> <p>D. Describe and apply the steps of a decision-making process to health and safety issues.</p> <p>E. Analyze environmental factors that impact health.</p>	<p>B. Discuss the relationship between dietary guidelines and food election. Discuss the use of sunscreens.</p> <p>C. Classify news media as public service announcements of commercials.</p> <p>D. Students will solve real life problems using the decision making model.</p> <p>E. Explain how indoor air quality, natural, and man-made.</p>	<ul style="list-style-type: none"> • Written tests • Observations • Note book • Worksheets • Checklists • Rubrics • Journal • Oral responses • Portfolios • Participation • Performance assessments 	<ul style="list-style-type: none"> • Textbook • Reference books • Trade books • Video tapes • Charts • Worksheets • Posters • Magazines • Pamphlets • Experiments • Bulletin boards • Transportation • 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 # 10.3 Safety and Injury

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. Know and apply appropriate emergency responses. C. Describe strategies to avoid or manage conflict and violence. D. Analyze the role of individual responsibility for safety during physical activity.	A. Demonstrate procedures for emergencies, personal safety communication, and violence prevention. B. Demonstrate the basic first aid procedures, such as the Heimlich maneuver and universal precautions. C. Know different strategies to use for conflict resolution, such as peer mediation, reflective listening, negotiation and anger management.	<ul style="list-style-type: none"> • Written tests • Observations • Note book • Worksheets • Checklists • Rubrics • Journal • Oral responses • Portfolios • Participation • Performance assessments 	<ul style="list-style-type: none"> • Textbook • Reference books • Trade books • Video tapes • Charts • Worksheets • Posters • Magazines • Pamphlets • Experiments • Bulletin boards • Transportation • 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 # 10.4.5 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
<p>STANDARD</p> <p>A. Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.</p> <p>B. Explain the effects of regular participation in moderate to vigorous physical activities on the body systems.</p>	<ul style="list-style-type: none"> • Knows how physical activity helps to maintain a healthy weight • Discuss training of athletes • Explain how systems work together 	<ul style="list-style-type: none"> • Discussion • Skills practice • Skill tests • Game rules • Game situations • CD's • Student video • Demonstration • Activity chart • Rubrics • Heart monitor • Pedometer • Skill lists 	<ul style="list-style-type: none"> • Rule Book • Appropriate equipment for activity ex. Soccer balls, basketballs • Videos • Activity books • Log books • Testing equipment • Stop watches • Charts • Computer digital cameras • Heart monitors • Pedometers • Reference books

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<p>STANDARD</p> <p>C. Identify and apply ways to monitor and assess the body's responses to moderate to vigorous physical activity.</p> <p>D. Describe factors that affect childhood physical activity preference.</p>	<p>Utilize technology to assess:</p> <ul style="list-style-type: none"> • Heart rate monitoring • Checking blood pressure • Provide individual fitness assessment <p>Participates in a variety of activities to provide:</p> <ul style="list-style-type: none"> • Enjoyment • Personal interest • Social experience • Opportunities to learn new activities • Parental preference • Environment • Create an interest in life-time activities 	<ul style="list-style-type: none"> • Pre game- post game statistics • Breathing rate • Heart rates • Fitness charts • Surveys • Skill lists • Intramural participation 	<ul style="list-style-type: none"> • Heart monitors • Pedometers • Fitness standards • Equipment to complete fitness tests • Videos • Rule books • Sports equipment for individual activities • Stop watches • Charts • Computer digital cameras • Reference books

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<p>STANDARD</p> <p>E. Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement.</p> <p>F. Identify and describe positive and negative interactions of group members in physical activities.</p>	<ul style="list-style-type: none"> • Uses time to create success-oriented activities and assigned tasks • Promote school community program using a variety of activities • Makes conscious decisions about applying rules, procedures, and etiquette 	<ul style="list-style-type: none"> • Time on task completing of assigned skills • Skill tests • Observations • Extra curricular activities option ex. Community soccer, AAU • Participating in offered activities • Student videos • Demonstrations • Check lists rubrics 	<ul style="list-style-type: none"> • videos • rubrics makers • guest speakers • stop watches • monitoring equipment • log books • rule book • equipment to play various sporting activities • charts • digital camera • reference books

LEARNING STANDARDS AND CONTENT ACTIVITIES

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Academic Content Standard # 10.5 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
STANDARD A. Explain and apply the basic movement skills and concept to create and perform movement sequence and advanced skills. B. Identify and apply the concepts of motor skill development to variety of basic skills.	<ul style="list-style-type: none"> • Creates combinations of movement patterns found in aerobic activities • Demonstrates striking, dribbling, throwing, catching in game situations 	<ul style="list-style-type: none"> • Observation • Written reports • Discussions • Demonstrations • Skill tests • Rubrics • Game situations • Fitness records • Log books 	<ul style="list-style-type: none"> • Rule book charts • Appropriate equipment for sports • Videos • CD's • Digital cameras • Stop watches • Heart monitors • Pedometers • Reference books

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<p>STANDARD</p> <p>C. Describe the relationship between practice and skill development.</p> <p>D. Describe and apply the principles of exercise to the components of health-related and skill-related fitness.</p>	<ul style="list-style-type: none"> • Demonstrates skills for participating in non-traditional or cooperative games or sports • Complete a health related fitness assessment and scores at an acceptable level 	<ul style="list-style-type: none"> • Rubrics • Skill tests • Student videos • Activity charts • Fitness tests training procedures • Trial runs • Skill lists 	<ul style="list-style-type: none"> • Charts • Rule book • Videos • Log book • Testing equipment • Stop watches • Digital cameras

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<p>STANDARD</p> <p>D. Identify and use scientific principles that affect basic movement and skills using appropriate vocabulary</p> <p>E. Identify and apply game strategies to basic games and physical activities</p> <ul style="list-style-type: none"> • Give and go • One on one • Peer communication 	<ul style="list-style-type: none"> • Demonstrates how physical science principles apply in skill utilization in sports • Understands basic offence and defense strategies of the game. 	<ul style="list-style-type: none"> • Rubrics • Skill tests • Student videos • Fitness tests • Training procedures • Trial runs • Activity charts • Skill lists • Log books 	<ul style="list-style-type: none"> • Rule book • Appropriate equipment for activity • Videos • Activity books • Reference books • CD's • Digital Cameras • Stop watches • Heart monitors • Pedometers

