

GRADE 6 - 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 # 10.3 Safety and Injury Presentation

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.	<ul style="list-style-type: none"> • Identify the critical aspects of a healthy lifestyle • Demonstrates ability to react in emergency situations 	<ul style="list-style-type: none"> • Discussion • Charts • Demonstration • Rubrics • Fitness tests • Oral feedback 	<ul style="list-style-type: none"> • Rule book • Cumulative fitness records • Video • Testing equipment • Equipment appropriate to activity • Reference books

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

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. Describe strategies to avoid or manage conflict and violence.</p> <p>D. Analyze the role of individual responsibility for safety during physical activity.</p>	<ul style="list-style-type: none"> • Solves problems accepts challenges, resolves conflicts, refusal skills, and accepts decisions with reason and skill • Demonstrates an understanding of proper stretching exercises and muscle strength/endurance exercises 	<ul style="list-style-type: none"> • Discussion • Charts • Demonstration • Rubrics • Fitness tests • Oral feedback 	<ul style="list-style-type: none"> • Rule book • Cumulative fitness records • Video • Testing equipment • Equipment appropriate to activity • Reference books

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 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 moderate to vigorous physical activities that contribute to physical fitness and health. B. Explain the effects of regular participation in moderate to vigorous physical activities on the body systems.	<ul style="list-style-type: none"> • Demonstrate the ability to engage in a variety of self-paced aerobic activities • Demonstrates the ability to perform a variety of aerobic movement sequences keeping in the appropriate target heart rate zone. 	<ul style="list-style-type: none"> • Discussion • Skill practice • Skill tests • Game situations • Demonstration • Student videos • Activity charts • Rubrics • Heart monitors • Pedometers • Log books • Oral tests 	<ul style="list-style-type: none"> • Rule book • Appropriate equipment for activity (ex. basketballs) • Videos • CD's • Activity books • Testing equipment • Stop watches • Charts • Digital cameras • Heart monitors • Pedometers • Reference books

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Academic Content Standard # 10.4 Physical Activity

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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 preferences.</p>	<p>Uses measurement and assessment data. Example:</p> <ul style="list-style-type: none"> • Heart rate monitoring • Checking blood pressure • Fitness assessment <p>To develop personal goals for improvement In at least two fitness components</p> <p>Analyze personal interests and capabilities in regard to ones exercise behaviors</p> <ul style="list-style-type: none"> • Enjoyment • Personal interest • Social experience • Opportunities to learn new activities • Parental preference • Environment 	<ul style="list-style-type: none"> • Discussion • Skill practice skill tests • Game situations • Demonstrations • Student videos • Activity chart • Rubrics • Heart monitors • Pedometers • Log books • Oral tests 	<ul style="list-style-type: none"> • Rule book • Appropriate equipment for activity (ex. Volleyballs) • Videos • CD's • Activity books • Testing equipment • Stop watches • Charts digital cameras • Heart monitors • Pedometers • Reference books

LEARNING STANDARDS AND CONTENT ACTIVITIES

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Academic Content Standard # 10.4 Physical Activity

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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>	<p>Describes and applies principles of training:</p> <ul style="list-style-type: none"> • Success-oriented activities • School-community resources • Variety of activities • Time on task • And their relationship to implementing safe and appropriate personal fitness program • Acknowledges and understands the positive and negative influence of peer pressure on decisions and actions in physical education. <p>Works cooperatively and productively in a group to accomplish a set goal in both cooperative and competitive settings</p> <ul style="list-style-type: none"> • Leading • Following • Teamwork • Etiquette • Adherence to rules 	<ul style="list-style-type: none"> • Discussion • Skill practice • Skill tests • Fame situations • Demonstrations • Student videos • Activity chart • Rubrics • Heart monitors • Pedometers • Log books 	<ul style="list-style-type: none"> • Rule book • Appropriate equipment for activity (ex. Tennis) • Videos • CD's • Activity books • Testing equipment • Stop watches • Charts • Digital cameras • Heart monitors • Pedometers • Reference books

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 # 10.5 Concept, 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. Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.</p> <p>B. Identify and apply the concepts of motor skill development to a variety of basic skills.</p>	<ul style="list-style-type: none"> • Combine locomotor and manipulative skills into specialized sport skills and apply these sequences to partner, small-group, and small-sided game situations • Uses feedback, including technology to improve skill performance. • Demonstrates and understanding of proper stretching exercises and muscle strength endurance exercises. 	<ul style="list-style-type: none"> • Discussion • Skill tests • Some situations • Videos • CD's • Demonstration • Charts • Rubrics • Log books 	<ul style="list-style-type: none"> • Rule books • Appropriate equipment • Videos • Charts • Computer program • Pedometers • Monitors

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
<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>	<p>Understands the principles of skill development (ex. Practicing in game like situations, whole, part, whole using short practice sessions verses one long practice).</p> <p>Complete a health related fitness assessment including the following areas:</p> <ul style="list-style-type: none"> • Cardio respiratory endurance • Muscular strength • Muscular endurance • Flexibility • Body composition • And scores at an acceptable level 	<ul style="list-style-type: none"> • Discussions • Skill test • Game situations • Video • Oral test • Demonstration • Rubrics • Log books 	<ul style="list-style-type: none"> • Rule books • Appropriate equipment • Videos • Charts • Computer programs • Pedometers • Monitors • 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
<p>STANDARD</p> <p>E. Identify and use scientific principles that affect basic movement and skills using appropriate vocabulary.</p> <p>F. Identify and apply game strategies to basic game and physical activities.</p>	<p>Identifies and applies scientific concepts</p> <ul style="list-style-type: none"> • Newton's Laws of Motion • Application of force • Static/dynamic balance • levers • flight <p>in relationship to learning movement skill</p> <p>Understand and applies basic offensive and defensive strategies:</p> <ul style="list-style-type: none"> • give and go • one on one • peer communication <p>in small group cooperative and competitive sports</p>	<ul style="list-style-type: none"> • oral test • skill test • discussion • rubrics • log books • some situations 	<ul style="list-style-type: none"> • Rule books • charts • videos • appropriate equipment • reference books • monitors • pedometers