

GRADE 8 - 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. Analyze factors that impact growth and development between adolescence and adulthood. B. Analyze the interdependence existing among the body systems. C. Analyze factors that impact nutritional choices of adolescents. D. Analyze prevention and intervention strategies in relation to adolescent and adult drug use. E. Analyze how personal choice, disease an genetics can impact health maintenance and disease prevention	Introduce students to stages of mental, physical and social growth through the teen years. <ul style="list-style-type: none"> • Discuss HIV/AIDS • Examines the physical and mental changes during puberty • Contrast the role of environment and heredity in developing Discuss function of reproductive system and disorders Introduce nutritional and fitness choices <ul style="list-style-type: none"> • Compare and contrast different types of influences of health Review with students decision making and refusal skills <ul style="list-style-type: none"> • Discuss drug use related to development Identify how choices relate to fetal development <ul style="list-style-type: none"> • Discuss genetics impact on disease prevention 	<ul style="list-style-type: none"> • Note book • Group projects • Individual projects • Homework • Teacher observation • Test • Quizzes • Media projects • Student oral presentation • Cooperative act. • Oral Q and A • Individual instruction • Enrichment activities 	<ul style="list-style-type: none"> • Student text • Instructor text • Test resources • Instructor generated res. • Internet sites • Health videos • Newspapers/magazines • Computer lab • Outside presenters

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. Identify and describe health care products and services that impact adolescent health practices.</p> <p>B. Analyze the relationship between health-related information and adolescent consumer choices.</p> <p>C. Analyze media health and safety messages and describe their impact on personal health and safety.</p> <p>D. Analyze and apply a decision-making process to adolescent health and safety issues.</p> <p>E. Explain the interrelationship between the environment and personal health</p>	<p>Compare and contrast different health care providers in the community</p> <ul style="list-style-type: none"> • Discuss the health care agencies available <p>Cite the dangers of tobacco products</p> <ul style="list-style-type: none"> • Compare and contrast weight control products with physical activity/proper nutrition <p>Discuss how TV/videos/and video games impact individual health and safety</p> <ul style="list-style-type: none"> • Cite how media leads both positive and negative choices. <p>Examine the decision-making process and show usage</p> <p>Compare and contrast different health care providers in the community</p> <ul style="list-style-type: none"> • Identify different environmental factors that affect breeding and fetal development 	<ul style="list-style-type: none"> • Note book • Group projects • Individual projects • Homework • Teacher observation • Test • Quizzes • Media projects • Student oral presentation • Cooperative act. • Oral Q and A • Individual instruction • Enrichment activities 	<ul style="list-style-type: none"> • Student text • Instructor text • Test resources • Instructor generated res. • Internet sites • Health videos • Newspapers/magazines • Computer lab • Outside presenters

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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
<p>STANDARD</p> <p>A. analyze the role of individual responsibility for safe practices and injury prevention in the home, school and community</p> <p>B. Describe and apply strategies for emergency and long-term management of injuries.</p> <p>C. Analyze and apply strategies to avoid or manage conflict and violence during adolescence.</p> <p>D. Analyze the role of individual responsibility for safety during organized group activities</p>	<p>Discuss ways to prevent violence prevention in school</p> <ul style="list-style-type: none"> • Identify self-protection in the home and public places <p>Examine the aspects of sports injuries</p> <p>Utilize effective negotiation skill to avoid violence</p> <p>Demonstrate how assertive behavior can reduce the risk of conflict</p> <p>Explain way healthy decision making creates safety within activities.</p>	<ul style="list-style-type: none"> • Note book • Group projects • Individual projects • Homework • Teacher observation • Test • Quizzes • Media projects • Student oral presentation • Cooperative act. • Oral Q and A • Individual instruction • Enrichment activities 	<ul style="list-style-type: none"> • Student text • Instructor text • Test resources • Instructor generated res. • Internet sites • Health videos • Newspapers/magazines • Computer lab • Outside presenters

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
<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>B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.</p>	<p>Applies verbal visual cues to improve performance of self and others and analyze their effectiveness</p> <p>Self-assesses levels of physical activity and health related fitness and develop a plan for maintenance or improvement</p> <ul style="list-style-type: none"> • Stress management • Disease prevention • Weight management 	<ul style="list-style-type: none"> • Discussions • Skill practice • Skill tests • Game situations • Demonstrations • Student videos • Activity charts • Rubrics • Heart monitor • Pedometer • Log books • Oral tests • Independent studies 	<ul style="list-style-type: none"> • Rule books • Appropriate equipment for activity • Videos • CD's • Activity books • Testing equipment • Stop watches • Charts • Digital cameras • Heart monitors • Pedometers • Reference books

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<p>STANDARD</p> <p>C. Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.</p> <p>D. Analyze factors that affect physical activity preference of adolescents.</p>	<p>Investigate and self assess the relationship among body composition, nutrition, use of tobacco, family history, and levels of physical activity</p> <p>Understand the legal, ethnical, and physical consequences of using anabolic steroids or other performance enhancing substances</p> <p>Analyze the role of self responsibility for personal safety and safety of others during physical activity</p>	<ul style="list-style-type: none"> • Discussions • Skill practice • Skill tests • Game situations • Demonstrations • Student videos • Activity charts • Rubrics • Heart monitor • Pedometer • Log books • Oral tests • Independent studies 	<ul style="list-style-type: none"> • Rule books • Appropriate equipment for activity • Videos • CD's • Activity books • Testing equipment • Stop watches • Charts • Digital cameras • Heart monitors • Pedometers • Reference books

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Academic Content Standard

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<p>STANDARD</p> <p>E. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement</p> <p>F. Analyze the effects of positive and negative interactions of adolescent group members in physical activities.</p>	<p>Uses a variety of resources (i.e., heart rate monitor, pedometer, fitness logs, software programs) to assess monitor and improve personal fitness.</p> <p>Demonstrates fair play and acts responsibly in physical activity settings.</p> <p>Exhibits respect for the unique characteristics and abilities of peers</p>	<ul style="list-style-type: none"> • Discussions • Skill practice • Skill tests • Game situations • Demonstrations • Student videos • Activity charts • Rubrics • Heart monitor • Pedometer • Log books • Oral tests • Independent studies 	<ul style="list-style-type: none"> • Rule books • Appropriate equipment for activity • 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 # 10.5 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>A. Describe and apply the components of skill-related fitness to movement performance.</p> <p>B. Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement</p>	<p>Demonstrates mechanically correct form and control when combining and modifying movement skills in applied game settings</p> <p>Set goals to improve skill performance based on external sources (i.e., partner feedback, video of performance) and intrinsic motivation</p>	<ul style="list-style-type: none"> • Discussions • Skill practice • Skill tests • Game situations • Demonstrations • Student videos • Activity charts • Rubrics • Heart monitor • Pedometer • Log books • Oral tests • Independent studies 	<ul style="list-style-type: none"> • Rule books • Appropriate equipment for activity • Videos • CD's • Activity books • Testing equipment • Stop watches • Charts • Digital cameras • Heart monitors • Pedometers • Reference books

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<p>STANDARD</p> <p>C. Identify and apply practice strategies for skill improvement.</p> <p>D. Identify and describe the principles of training using appropriate vocabulary</p>	<p>Demonstrates competence in one or more modified versions of various game/sport, aerobic, and recreational activities</p> <p>Assess and monitor physiological responses before, during and after exercise and modified exercise appropriately in response</p>	<ul style="list-style-type: none"> • Discussions • Skill practice • Skill tests • Game situations • Demonstrations • Student videos • Activity charts • Rubrics • Heart monitor • Pedometer • Log books • Oral tests • Independent studies 	<ul style="list-style-type: none"> • Rule books • Appropriate equipment for activity • Videos • CD's • Activity books • Testing equipment • Stop watches • Charts • Digital cameras • Heart monitors • Pedometers • Reference books

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STANDARD E. Analyze and apply scientific and biomechanical principles to complex movement F. Describe and apply game strategies to complex games and physical activities	Completes a health related fitness assessment and participates regularly in health-enhancing physical activities within and outside of the school setting Demonstrates and describes when, where, and how to use offensive, defensive, and cooperative strategies and their use in activity situations.	<ul style="list-style-type: none"> • Discussions • Skill practice • Skill tests • Game situations • Demonstrations • Student videos • Activity charts • Rubrics • Heart monitor • Pedometer • Log books • Oral tests • Independent studies 	<ul style="list-style-type: none"> • Rule books • Appropriate equipment for activity • Videos • CD's • Activity books • Testing equipment • Stop watches • Charts • Digital cameras • Heart monitors • Pedometers • Reference books