Germantown Municipal Schools District Physical Education Curriculum Guide

Physical Education (3-5) Module 1

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| *\*\*The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs\*\** | |
| **Topic: Cooperation** | |
| **Overview:**  This unit allows the students to become responsible game players. Within this unit students will review safe conduct and safety procedures during physical activity. This expected conduct will lead students to gain an understanding of personal and social responsibilities during physical education class, at recess and outside of the school setting. Additionally, students will build on their prior knowledge of cooperation and begin to use varied forms of communication. | |
| ***Essential Question(s):***  Why is it important to cooperate with others?  How is cooperation applied in the real world?  What sports use cooperation?  What could you do on the playground to promote good sportsmanship/cooperation? | ***Tier III Vocabulary:***  Kindness  Personal Responsibility  Social Responsibility  Cooperation  Sportsmanship  *\*Tier II Vocabulary should be taught as referenced in the text.* |
| ***Student Performance Indicators (SPIs):***  *\*\*It is expected and understood that all physical education skills will be taught continuously throughout the school year in each unit of study. This spiraling of instruction allows for depth of knowledge and student mastery.*  *The standards listed below may be used to create common formative assessments for this academic quarter. \*\**  **State of Tennessee (3-5) Physical Education Standards**  **Standards:**  1.1.1 perform developmentally appropriate teacher designed games using a variety of locomotor,  non-locomotor and manipulative skills  1.2.2 apply basic skills in game-like situations  1.2.9 identify and apply safety principles in all activity situations  1.3.1 design and play a game that involves cooperating with others to keep an object away from opponents using necessary strategies  5.1.1 identify appropriate rules, procedures and safe practices for selected activities  5.1.2 work cooperatively with a partner or small group  5.2.1 apply classroom rules, procedures and safe practices within physical education and at recess  5.2.2 complete assigned task individually or with others in a productive manner  5.2.3 resolve conflicts in socially acceptable ways during physical education and recess  5.2.4 demonstrate sportsmanship during physical education class  5.2.5 interact positively with students in class regardless of personal differences  5.3.1 demonstrate sportsmanship and physical education, recess, and outside the school setting | ***Content:***  *\*\*Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.\*\**   1. Rule and Procedures    1. Clearly defined expectations for student behavior and activity safety procedures.       1. Follows rules and procedures (e.g., playground, classroom, and gymnasium rules) with reinforcement.       2. Utilizes equipment and space safely and properly (e.g., takes turns using equipment, puts equipment away when not in use).       3. Understands the purpose of rules in games.       4. Practices emergency drills (Fire, Lock Down, Tornado, Earthquake).    2. Incorporate games and activities that will help reinforce rules and procedures. Examples:       1. Listening Games       2. Cooperative Learning       3. Team Building 2. Cooperative Games   a. Various cooperative games and activities that encourage socialization and cooperation among peers.   * + 1. Work cooperatively with other students     2. Understand cooperation promotes a good environment, encourages peace, and advances humanity.     3. Follow all safety and physical education rules |
| ***Cross-Curricular Connections/Applications*** | |
| ***ELA/Literacy Standard:***  CCSS.ELA.Literacy.CCRA.W.1  Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. | ***Connections:***  CCSS.ELA.Literacy.CCRA.W.1  Share arguments to support claims in an analysis of substantive topics or a physical activity using valid reasoning and relevant and sufficient evidence.  **Applications:**  Share evidence of how your team was successful or unsuccessful?  Evaluate the other team and come up with evidence on how they could have improved their performance. |
| ***Numeracy Connections:***  **3. Construct viable arguments and critique the reasoning of others.**  - Listen to the arguments of others and ask useful questions to determine if an argument makes sense. | ***Connections:***  **3. Construct viable arguments and critique the reasoning of others.**   * Listen to the feedback of others and ask useful questions to determine if feedback makes sense.   **Applications:**  Assess your partner’s skills giving specific academic feedback and together create useful questions to ask other groups about the skills being assessed. |
| ***ASSESSMENT /EVALUATION*** | |
| ***Assessment/Evaluation:***  1. Assessment of the students’ performance in each activity to meet the objective of cooperation by specifically performing the focus sub-objective.  2. Students will recall all components of cooperation by writing each on at exit ticket.  3. Watching a video, students will write what one individual could have done to better cooperate. (Using one of the sub-objective components to answer) | |
| ***Vocabulary*** | |
| **Glossary** | **Definition** |
| Kindness | The quality of being friendly, generous and considerate |
| Personal Responsibility | Taking responsibility for your actions, keeping your mind and body under control and understanding that what you do impacts those around you |
| Social Responsibility | The obligation of a student towards the care of and interest of the group in which he/she is participating |
| Cooperation | Working or acting together for a common purpose or benefit; joint action |
| Sportsmanship | Conduct (as fairness, respect for one’s opponent, and graciousness in winning or losing) becoming to one participating in a sport |
| Kindness | The quality of being friendly, generous and considerate |
| Personal Responsibility | Taking responsibility for your actions, keeping your mind and body under control and understanding that what you do impacts those around you |
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