Germantown Municipal Schools District Physical Education Curriculum Guide

Physical Education (K-2) Module 1

|  |
| --- |
| *\*\*The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs\*\** |
| **Topic: Cooperation**  |
| **Overview:**This introductory unit establishes class environment, behavioral expectations of students, management and organization protocols, and teaches principles, which provide the foundation of physical development for the primary age child.Some of the motor development concepts addressed are: body and spatial awareness, non-locomotor and locomotor skills, directionality and pathways, levels, and rates of movement. To enhance their social and personal development, students learn to share, cooperate, take turns, and experience personal success through movements. |
| ***Essential Question(s):***What is the meaning of Cooperation?What does cooperation look like/sound like? What happens if you Cooperate/Don’t Cooperate?How would you show cooperation in an activity?Where are other places cooperation is needed? | ***Tier III Vocabulary:*** KindnessPersonal Responsibility Social Responsibility Cooperation SportsmanshipPersonal SpaceGeneral SpaceRespectListeningSafetySharingProblem SolvingTeamworkSportsmanship*\*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 (K-2) Physical Education Standards****Standards:**Movement Forms/Motor Skills and Movement Patterns1.2.21 State and demonstrate guidelines and behaviors for basic safety principles in Physical Education (implements small and large equipment in environment)Standard: Personal and Social Responsibility5.1.1 know the rules for participating in physical education 5.1.2 choose a partner/team member to complete a task that requires sharing and cooperation5.2.1 demonstrate an understanding of classroom rules, procedures, and safe practices 5.2.2 work on assigned tasks 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 interact positively with students in class regardless of personal differences 5.3.1 work cooperatively with others in structured and non-structured activities 5.3.2 demonstrate awareness of personal behavior and the role that it played in past activities with regard to cooperation and sharingValues Physical Activity6.1.1 participate willingly in physical activity6.2.1 describe feelings following participation in physical activity 6.2.2 participate willingly in all activities in physical education 6.2.3 enjoy the challenge of experiencing new movements and the challenge of learning new skills 6.2.4 identify positive feelings with skill development 6.2.5 interact with others in a positive manner6.3.1 model enjoyment of activity both in and out of school | ***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.R.6 Assess how point of view or purpose shapes the content and style of a text. | ***Connections:*** CCSS.ELA-Literacy.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a physical activity.***Applications:***During a conflict while participating in physical activity students will “pause” and switch teams, positions, or roles with the person of conflict. Students will analyze the conflict from a new point of view and assess how their new view shapes the activity.  |
| ***Numeracy Connections:*** **1. Make sense of problems and persevere in solving them.**● Interpret and make meaning of the problem to find a starting point. Analyze what is given in order to explain to themselves the meaning of the problem. | ***Connections:*****1. Make sense of problems and persevere in solving them.**● Interpret and make meaning of the problem to find a starting point. Analyze what is given in order to explain to themselves the meaning of the problem.**Applications:** Students will first recognize a problem and then establish a starting point in solving the problem. Students will discuss the problem before acting and will explain the current situation and the end goal. Once the situation and goals are established, the students will develop a list of possible solutions to the problem. These solutions will be provided to the teacher and one of the solutions will be acted upon.  |
| ***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 interests 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. |
| Personal Space | Invisible boundaries around your body. |
| General Space | The space available for specific activities |
| Respect | To be considerate of people, things, and time |
| Listening | Hearing and understanding what is being said. |
| Safety | Not causing injury, danger, or loss |
| Sharing | To participate in, use, enjoy, or experience jointly or in turns |
| Problem Solving | Resolve Differences |