Germantown Municipal Schools District Physical Education Curriculum Guide

Physical Education (K-2) Module 3

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| *\*\*The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs\*\** | |
| **Topic: Fitness** | |
| **Overview:**  Health related fitness components (cardiovascular endurance, and muscular strength and endurance, body composition and flexibility) are the primary focus in this module; skill-related fitness components (power, speed, agility, and balance) are also addressed. Aligned with the NASPE and state content and performance standards, the activities are designed to include and challenge all students’ physical skills, while maintaining enjoyable, health- promoting, moderate-to-vigorous physical activity during class. These challenging and fun-filled activities help motivate students to improve their own fitness. | |
| ***Essential Question(s):***  Describe or explain the benefits of having good health. (Why is it important to have a healthy body?)  How does your ability to play improve as your fitness level increases?  What are some things that you can do at home to increase your overall health?  What does a healthy body look like?  What are the differences between health related and skill related fitness? | ***Tier III Vocabulary:***  Cardiovascular endurance  Muscular strength  Muscular endurance  Body composition  Flexibility  Power  Speed  Agility  Balance  \*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:**  Physical Activity:  3.1.1 discuss appropriate physical activities outside the school  3.1.2 participate in a variety of locomotor, non-locomotor and manipulative activities  3.1.3 discuss appropriate physical activities for recess  3.2.1 record participation in physical activities at recess and outside the physical education setting  3.2.2 engage in regular daily physical activity outside the classroom  3.3.1 initiate physical activity with family and friends  3.3.2 initiate appropriate group activities at recess  Fitness:  4.1.1 sustain moderate to vigorous physical activity for short periods of time  4.1.2 identify the physiological signs of moderate physical activity  4.1.3 recognize that physical activity contributes to personal well-being  4.1.4 identify activities associated with health-related fitness and the benefits associated with these activities  4.1.5 look forward to participation in fitness activities  4.2.1 sustain activity for longer periods of time  4.2.2 identify changes in the body during sustained vigorous physical activity  4.2.4 move joints through a full range of motion  4.2.5 engage in sustained daily physical activity which causes an increased heart rate and heavy breathing  4.2.6 use pulse rate to monitor level of activity  4.2.7 describe the components of health-related fitness  4.3.1 correctly identify and engage in those activities associated with health-related fitness  4.3.2 record participation in physical activity | ***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.\*\**  I. Fitness Activities   1. Cardiovascular and muscular endurance, flexibility, strength, and agility.    * 1. Perform a variety of activities that contribute to fitness      2. Demonstrate an understanding of fitness and its contribution of health.      3. Demonstrate respect for individual differences and needs. |
| ***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:**  Students will determine their purpose of physical activity and shape the content and style to meet their purpose. Examples of purpose include, “getting stronger,” “being able to play longer,” “being able to move my body in different ways (flexibility)” or “feeling better and the desire to live a long life.” Students will use this purpose to plan enjoyable and meaning full activities. Additionally, students will assess how their point of view is different from others and how their point of view shaped the content and style of the activities. |
| ***Numeracy Connections:***  **1. Make sense of problems and persevere in solving them.**  ● -Relate current situations to concepts or skills previously learned and connect mathematical ideas to one another. | ***Connections:***  **1. Make sense of problems and persevere in solving them.**  ● Relate current situations to concepts or skills previously learned and connect mathematical ideas to one another through movement.  **Applications:**  Students will use the results from fitness tests including repetitions completed in one minute and the amount of time it took to complete a task to set goals for improvement. Students will use their goal of the number of repetitions in one minute to outline a workout plan that will help them achieve their goal. Additionally, students will use their current test results and the timed goal to develop a plan that progressively becomes more challenging to help them meet their goal. |
| ***ASSESSMENT /EVALUATION*** | |
| ***Assessment/Evaluation:***  1. Performance Evaluation – psychomotor  2. Categorization of health components – Station  3. Identify and perform a muscular endurance exercise from a magazine – Station | |
| ***Vocabulary*** | |
| **Glossary** | **Definition** |
| Cardiovascular endurance | The ability of the body’s circulatory respiratory systems to supply fuel during sustained physical activity |
| Muscular strength | The ability of the muscle to exert force during an activity |
| Muscular endurance | The ability of the muscle to continue perform without fatigue |
| Body composition | Refers to the relative amount of muscle, fat, bone and other parts of the body |
| Flexibility | Range of motion around a joint |
| power | Strength or force used |
| speed | The rate or a measure of the rate of motion |
| agility | the power of moving quickly and easily |
| balance | The ability to maintain momentary stillness |