Curriculum Guide Germantown Municipal Schools Department of Curriculum and Instruction

Physical Education (Grades 6-8) Quarter 1

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| **PART ONE - *First 4.5 Weeks*** *\*\*The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs\*\** | | | |
| ***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 (Grades 6-8) Physical Education Standards**  Standard 1  1.2.1 Utilize basic locomotor, non-locomotor and manipulative skills in game situations.  1.2.4 Perform a sequence combining basic tumbling and balance moves.  Standard 2  2.2.1 Identify reasons for using proper warm-up and cool-down techniques.  2.2.2 Set goals, plan and implement the steps to achievement.  2.2.4 Understand how ready position relates to balance and weight transfer in various activities.  Standard 3  3.2.1 Define the importance of daily physical activity.  3.2.2 Fulfill the minimum requirements for daily physical activity.  3.2.3 Participate in physical activity in and out of physical education class.  Standard 4  4.2.4 Engage in and discuss the techniques of proper warm-up, conditioning and cool-down in physical activity.  Standard 5  5.2.1 Engage in physical activity to achieve social interaction.  5.2.2 Work cooperatively with a group to achieve group goals in competitive as well as cooperative settings.  5.2.3 Displays acceptance of decisions regarding a personal rule infraction without displaying negative reactions toward others. | | ***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., classroom and gymnasium/locker rooms rules) with reinforcement.       2. Utilizes equipment and space safely and properly (e.g., takes turns using equipment, putting 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 to reinforce rules and procedures.       1. Listening Games       2. Cooperative Learning       3. Team Building 2. Space awareness and body awareness    1. Identify, maintain, and use space adequately.       1. Demonstrate an understanding of orientation. Demonstrate an understanding of paths of motion.       2. Demonstrate respect for the personal space of others. 3. Locomotor Skills    1. Basic locomotor movements (e.g., running, skipping, hopping, sliding)       1. Demonstrate the mechanics of various locomotor skills.       2. Demonstrate an understanding of basic concepts of human locomotion. Identify the effects of movement on the body.       3. Demonstrate the ability to cooperate and work with others.       4. Demonstrate concern for the safety of self and others. 4. Non-Locomotor Skills    1. Basic non-locomotor skills (e.g., bending, twisting, stretching, turning, lifting)       1. Demonstrate a range and combination of non- locomotor skills to improve range of movement, flexibility, strength and balance.       2. Identify why stretching is important before and after physical activity.       3. Demonstrate cooperation in assisting others.       4. Demonstrate respect for individual differences. | |
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| **PART TWO - *Second 4.5 Weeks*** *\*\*The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs\*\** | | | |
| ***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 (Grades 6-8) Physical Education Standards**  Standard 1  1.2.1 Utilize basic locomotor, non-locomotor and manipulative skills in game situations .  1.2.4 Perform a sequence combining basic tumbling and balance moves.  Standard 3  3.2.2 Fulfill the minimum requirements for daily physical activity.  3.2.3 Participate in physical activity in and out of physical education class.  Standard 4  4.2.1 Participate in moderate to vigorous physical activity in a variety of settings.  4.2.4 Engage in and discuss the techniques of proper warm-up, conditioning and cool-down in physical activity.  4.2.5 Work in target heart rate zone for a sustained period of time.  4.2.6 Incorporate the components of fitness into a personal fitness plan.  Standard 5  5.2.1 Engage in physical activity to achieve social interaction.  5.2.2 Work cooperatively with a group to achieve group goals in competitive as well as cooperative settings.  5.2.3 Displays acceptance of decisions regarding a personal rule infraction without displaying negative reactions toward others.  5.2.4 Resolves conflicts and accepts decisions of judgment in socially acceptable ways.  Standard 6  6.2.1 Appreciate the benefits of participating in individual and/or group physical activity.  6.2.2 Model ways to use the body and movement to communicate ideas and feelings.  6.2.5 Recognize that working cooperatively within a group will provide opportunities for problem solving, decision-making, and risk-taking. | | ***Content:***  *\*\*Continue to reinforce previous 4.5 weeks skills. 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. Cooperative Learning Games and Activates    1. Participate in various cooperative games and activities that encourage socialization and cooperation among peers. Perform activities to reinforce previous learned locomotor, space awareness and body awareness, and non-locomotor skills.       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. 2. Manipulative Skills: Projecting and Receiving objects    1. Mechanics, Sport specific (e.g. football throw, softball throw, Frisbee, basketball passing, and shooting)    2. Catching (using a variety of manipulative) lead-up activities       1. Project a range of objects in a variety of games and activities.       2. Receive a range of objects in a variety of games and activities.       3. Demonstrate an understanding of the importance of correct techniques in games and activities.       4. Demonstrate concern for the safety of self, others and physical surroundings.       5. Demonstrate leadership in encouraging the participation of others. | |