Curriculum Guide Germantown Municipal Schools Department of Curriculum and Instruction

Physical Education (Grades 6-8) Quarter 3

|  |
| --- |
| **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 11.2.1 Utilize basic locomotor, non-locomotor and manipulative skills in game situations.1.2.2 Dribble a ball while preventing an opponent from stealing the ball.Standard 22.2.1 Identify reasons for using proper warm-up and cool-down techniques. 2.2.2 Set goals, plan and implement the steps to achievement.2.2.3 Practice offensive, defensive and transition strategies while playing team sports. 2.2.4 Understand how ready position relates to balance and weight transfer in various activities.2.2.5 Utilize a peer checklist to evaluate the volleyball serve, pass and spike.Standard 33.2.1 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 44.2.1 Participate in moderate to vigorous physical activity in a variety of settings. Standard 55.2.1 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 66.2.1 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.6.2.3 Exhibit personal values gained from participation in physical activity.6.2.4 Select physical activities that meet individual fitness needs throughout life.6.2.5 Recognize that working cooperatively within a group will provide opportunities for problem solving, decision-making, and risk-taking. | ***Content:****\*\* Continue to review and reinforce previous quarter(s). 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. Team Sports: (Basketball)
	1. Basketball skills and game like situations.
		1. Demonstrate basic to moderate basketball skills.
		2. Identify principles of mechanics in various sports and apply to modified games.
		3. Identify and apply basic rules of the sport and principles of fair play.
		4. Demonstrate leadership.
2. Team Sports: (Volleyball)
	1. Volleyball skills and game like situations.
		1. Demonstrate basic to moderate volleyball skills.
		2. Identify principles of mechanics in various sports and apply to modified games.
		3. Identify and apply basic rules of the sport and principles of fair play.
		4. Demonstrate leadership
 |
|  |  |  |
| **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 11.2.1 Utilize basic locomotor, non-locomotor and manipulative skills in game situations. 1.2.2 Dribble a ball while preventing an opponent from stealing the ball. 1.2.3 Use a map and/or compass in orienteering activities. Standard 22.2.1 Identify reasons for using proper warm-up and cool-down techniques. 2.2.2 Set goals, plan and implement the steps to achievement.2.2.3 Practice offensive, defensive and transition strategies. Standard 33.2.1 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. 3.2.5 Compare the programs of two or more community resources that promote active lifestyles.Standard 44.2.1 Participate in moderate to vigorous physical activity in a variety of settings. Standard 55.2.1 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. | ***Content:****\*\* Continue to review and reinforce previous 4.5 weeks and previous quarter(s). 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. Manipulative skills
	1. Jumping a rope which is swung slowly by others; rotate and jump an individual rope in a large group:
		1. Manipulate various apparatus individually and in a large group.
		2. Demonstrate an understanding of factors that contribute to skills in using an apparatus.
		3. Demonstrate the ability to cooperate and work with others.
		4. Demonstrate concern for the care and safety of others and for equipment.
2. Educational Games: (Creative)
	1. Creative games with a partner or group of 3 or more that are safe moving using locomotor, non-locomotor, and manipulatives that may be enjoyed at recess or home. (e.g. Knock Out, Scooter Foot ball, Bucket ball, orienteering, Speed Stacks, etc.
		1. Demonstrate and explain group games.
		2. Demonstrate safety and concern for self and others. Cooperate with a partner.
 |