Curriculum Guide Germantown Municipal Schools Department of Curriculum and Instruction

Physical Education (Grades 6-8) Quarter 4

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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 11.2.1 Utilize basic locomotor, non-locomotor and manipulative skills in game situations.1.2.4 Perform a sequence combining basic balance moves.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. 2.2.4 Understand how ready position relates to balance and weight transfer in various activities.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. 3.2.4 Play soccer 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. 4.2.3 Maintain a personal fitness log.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.4.2.7 Satisfy the minimum requirements for each component of a formal fitness test.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.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.\*\**I. Recreational Games* 1. Introduce students to life time recreational activities: (e.g. Bowling, Bocce Ball, Horse Shoes, Corn Hole/Tailgate Toss, Shuffle Board, etc.)
		1. Demonstrate basic lifetime recreational games and skills.
		2. Identify principles of mechanics in various games/sports and apply to modified games.
		3. Identify and apply basic rules of each games/sport and principles of fair play.
1. Track and Field
2. Mechanics of running; relay, baton exchange, leaping hurdles/objects (12 inches and progressing higher)
	* 1. Engages in activities that develop and maintain cardio respiratory endurance (e.g., timed or distance

walk/run and other endurance activities at a specified heart rate)* + 1. Identify opportunities for participation in track and field activities both in and out of school.
		2. Demonstrate the ability to cooperate and work with others.
		3. Demonstrate concern for the care and safety of others and for equipment.
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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 11.2.1 Utilize basic locomotor, non-locomotor and manipulative skills in game situations. 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. 2.2.4 Understand how ready position relates to balance and weight transfer in various activities.Standard 33.2.1 Define the importance of daily physical activity.3.2.2 Fulfill the minimum requirements for daily physical activity. Standard 44.2.1 Participate in moderate to vigorous physical activity in a variety of settings. 4.2.2 Incorporate the F.I.T.T. principle into physical activity. 4.2.3 Maintain a personal fitness log.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. 4.2.7 Satisfy the minimum requirements for each component of a formal fitness test.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.Standard 66.2.4 Select physical activities that meet individual fitness needs throughout life. | ***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.\*\**I. Fitness Activities1. Health-related fitness standards for appropriate level of a standardized physical fitness test (e.g., aerobic capacity, muscle strength, endurance, and flexibility)
2. Perform a variety of activities that contribute to fitness.
3. Demonstrate an understanding of fitness and its contribution of health.
4. Demonstrate respect for individual differences and needs.
5. Explain the relationship between healthy living and fitness.
6. Team Building

 a. Field day events, relays, large group games and activities. |