

# Thomaston Public Schools - Curriculum Overview and Pacing Guide

## 7th and 8th grade Physical Education

Directions - Each colored box below represents one curricular unit. In each box, complete as much of the required information as possible (unit title, unit pacing, unit overview, priority learning targets). On its own, this document will eventually become a public-facing and quick-reference curriculum guide. As suits our curriculum goals, we will eventually use the information you lay out here as the basis for building a fully-expanded curriculum.

A few important points:

1. Unit Title - Your unit title can be thematic (i.e. “The Power and Pain of Love”) or Skill-Based (i.e. Research and Argumentation) or Content-Driven (“Quadratic Functions and Operations”).
2. Uni Pacing - There are approximately forty instructional weeks in a school year, but due to testing, school events, etc., we build a curriculum to cover thirty-six weeks. A full curriculum should contain six units each a minimum of four weeks and maximum of eight weeks long. In total, the units should add up to thirty-six weeks of coverage. The only exception is ELA, which uses quarterly units each 9 weeks long.
3. Unit Overview - The unit overview is a “meaty” paragraph that provides a narrative description of the unit, including major themes, skills, and (possibly) content. Think: In this unit students will (read / do / experience / learn / understand / develop / consider /etc.)...
4. Compelling Questions - Compelling questions are essential. They reflect critical and important inquiries that help students make sense of the world around them through the lenses of specific themes, issues, and topics that connect to specific disciplines. Compelling questions are relevant. They engage students in inquiries that are of personal importance and that ask students to consider themes, issues, and topics that help them connect the content of specific disciplines to their own lives and to their world. For more information, click [here](#).
5. Priority Learning Targets - Each unit should contain three priority learning targets. These are effectively end-of-unit guarantees of what students will be able to do and demonstrate as a result of their learning. As priority learning targets, they are those “level three” learning targets on our eventual proficiency scales that we’ve been developing for a while now. The only exception to three targets per unit are for ELA (5-6 per unit) and history (six per unit, incl. three inquiry targets). These content areas have separate curriculum guide templates

Course Title: Middle School Physical Education		
School: Thomaston High School	Grade: 7/8	Curriculum Pacing: 18 weeks
Unit One: Individual/Dual Activities	Unit Two: Cooperative Games/Lifetime Activities	Unit Three: Team Activities
Unit Pacing: 4 weeks	Unit Pacing: 2 weeks	Unit Pacing: 8 weeks
<p><b>Unit Overview:</b>            This unit provides activities for students to learn, practice, develop, and apply skills used in individual and dual activities. Activities in this unit have students playing both individually and with a partner. Doubles play and tournaments are particularly enjoyable for middle school students.</p>	<p><b>Unit Overview:</b>  <b>Cooperative activities are an integral component of quality physical education. Unlike other classes, students are expected to move rigorously, work often in pairs and groups, and improve their physical skills and fitness levels. In this unit, students must learn to trust one another, communicate effectively, develop positive relationships, and work together to solve problems and achieve common goals.</b></p>	<p><b>Unit Overview:</b>            Activities sequenced in this unit utilizes small groups, reduces the number of rules, and equalizes play. This maximizes student participation and enjoyment. Students progress to modified and small-sided games. This unit provides activities for students to practice, develop, and apply specific skills and strategies for successful game play.</p>
<p><b>Compelling Questions</b></p> <ol style="list-style-type: none"> <li>1. What different ways can the body move given a specific purpose?</li> <li>2. How can I move effectively and efficiently?</li> </ol>	<p><b>Compelling Questions</b></p> <ol style="list-style-type: none"> <li>1. How do I interact with others during physical activity?</li> <li>2. Why is working as a team important in the real world?</li> </ol>	<p><b>Compelling Questions</b></p> <ol style="list-style-type: none"> <li>1. What can I do to be physically active and why is this important?</li> <li>2. How can I develop a personalized fitness plan to stay healthy mentally and physically?</li> </ol>

<p><b>Priority Learning Targets</b></p> <p>1.I can demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. (Standard 1 M.9).</p> <p>2. I can develop and demonstrate advanced skills in selected activities. (Standard 9 H.9.4).</p> <p>3. I can adapt and combine skills to meet the demands of increasingly dynamic environments. (Standard 9 M.9.3).</p>	<p><b>Priority Learning Targets</b></p> <p>1.I can demonstrate cooperation skills by establishing rules and guidelines for resolving conflicts (S4.M4.7)</p> <p>2. I can problem-solve with a small group of classmates during adventure activities, small-group initiatives or game play (S4.M5.7)</p>	<p><b>Priority Learning Targets</b></p> <p>1.I can participate regularly in physical activity (Standard 11 M.11).</p> <p>2. I can apply connections between between the purposes of movements and their effects on fitness. (Standard 11 M.11.2.).</p> <p>3. I can engage in a variety of appropriate physical activities with individualized goals, during and outside of school , that promote the development and improvement of physical fitness level. (Standard 11 H.11.4.).</p>
<b>Unit Four: Physical Fitness</b>		
<b>Unit Pacing: 4 weeks</b>		
<p><b>Unit Overview</b> This unit provides an active tutorial on the five components of fitness: aerobic capacity, flexibility, muscular strength, muscular endurance, and body composition. This section is designed to be used throughout the school year, ensuring that health-related</p>		

<p>fitness is an integral and ongoing component of the PE routine.</p>		
<p><b>Compelling Questions</b></p> <p>1. Why is it important to be physically fit and how can I stay fit?</p> <p>2. How will physical activity help me now and in the future?</p>		
<p><b>Priority Learning Targets</b></p> <p>1. I can independently use physical activity and exercise equipment appropriately and safely. (S4.M7.7)</p> <p>2. I can provide corrective feedback to a peer, using teacher-generated guidelines, and incorporating appropriate tone and other communication skills. (S4.M3.7)</p> <p>3. I can participate in a variety of strength-and endurance-fitness activities such as weight or resistance training. (S3.M4.7)</p> <p>4. I can design and implement a program of remediation for areas of weakness based on the results of health-related fitness assessment. (S3.M16.7)</p>		