

Thurston Middle School

Physical Education, Grade 6-8

Course Description:

Physical Education at Thurston Middle School is designed to have a positive impact on student's knowledge, attitudes and skills relative to physical education. The main emphasis of the course is to provide students with successful encounters in exercise and physical activities that lead to improved physical fitness, a commitment to personal wellness, and exposure to lifetime activities. The course also provides a number of unique opportunities for students to experience and develop social-emotional skills by working in small groups and team situations. A major aim is to offer students experiences in a variety of areas from individual and small group activities to large group activities and team sports.

Units of Instruction:

The units for physical education include fitness (Cardio/Strength/Flexibility/Agility), dance, project adventure/team building/cooperative games, nature walks, snow shoeing, touch/flag football, volleyball, team handball, tchoukball, basketball, speedball, badminton, tennis baseball, tri-ball, angle-ball, soccer (indoor & outdoor), pillow polo, ultimate frisbee/ball, basketball (various forms), lawn sports, and student choice activities. Units vary from grade to grade and from year to year.

Instructional Strategies

- ☒ whole-class directed instruction
- ☒ small group instruction
- ☒ one-on-one instruction
- ☒ cooperative learning
- ☒ team play

Assessment

Physical Education is graded A-F. Students receive a grade once during the semester, second and/or fourth terms. Students receive progress reports once during the semester, first and/or third terms.

The following are included in the assessment process:

- ☒ observation of skills, level of participation, and cooperation
- ☒ skill-based testing
- ☒ written assessment
- ☒ cognitive and affective assessments

Daily Grade Rubric

| Grade | Criteria |
|-------|---|
| 0 | Unprepared for Class No Participation Does Not Follow Class Rules |
| 1 | Prepared for Class Minimal Participation Follows Class Rules Rarely |
| 2 | Prepared for Class Participates Some of the Time Follows Rules Some of the Time |
| 3 | Prepared for Class Participates Most of the Time Follows Rules Most of the Time Follows the Sportsmanship Code |
| 4 | Prepared for Class Participates the Whole Class Follows Rules All of the Time Follows the Sportsmanship Code Self Starter, Helpful Shows Leadership to Peers |
| M | Medically Excused with Doctor's Note* |
| Ex | Excused with School Nurse's Note* |

*** ALL INFORMATION REGARDING STUDENTS' HEALTH AND ABILITY TO PARTICIPATE IN PHYSICAL EDUCATION CLASS MUST BE SUBMITTED TO THE SCHOOL NURSE, MRS. BAKER.**

Semester Grades:

Each student's daily grade will be averaged to form the semester grade.

| Report Card Grade | Range of Grade |
|-------------------|----------------|
| A | 3.6 – 4.0 |
| B | 3.2 – 3.5 |
| C | 2.8 – 3.1 |
| D | 2.4 – 2.7 |
| F | 0 – 2.3 |

Shape National Standards

Our expectations for what a student should know and be able to do as a result of participating in Thurston Middle School's Physical Education Program align with the SHAPE National Standards. These standards provide a framework to create a holistic development of students and ensure a consistent and high quality physical education program.

Grades 6-8

Standard 1- Develops a variety of motor skills.

Through learning experiences in physical education, the student develops motor skills across a variety of environments. Motor skills are a foundational part of child development and support the movements of everyday life. The development of motor skills contributes to an individual's physical literacy journey.

1.8.1 Demonstrates correct technique in a variety of outdoor activities.

1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities.

1.8.11 Demonstrates a proper underhand and overhand serve using a short-handled implement in a variety of practice tasks and modified small-sided games.

1.8.12 Demonstrates the correct form of a forehand and backhand stroke with a short-handled implement in a variety of practice tasks and modified small-sided games.

1.8.14 Demonstrates sending and receiving in combination with locomotor skills in a variety of small-sided games.

Standard 2- Applies knowledge related to movement and fitness concepts.

Through learning experiences in physical education, the student uses their knowledge of movement concepts, tactics, and strategies across a variety of environments. This knowledge helps the student become a more versatile and efficient mover. Additionally, the student applies knowledge of health-related and skill-related fitness to enhance their overall well-being. The application of knowledge related to various forms of movement contributes to an individual's physical literacy journey.

2.8.2 Demonstrates knowledge of offensive tactics to create space with movement in invasion games

2.8.7 Demonstrates problem-solving skills in a variety of games and activities.

2.8.12 Applies knowledge of skill-related fitness to different types of physical activity.

2.8.16 Identifies ways to be physically active.

Standard 3- Develops social skills through movement.

Through learning experiences in physical education, students develop the social skills necessary to exhibit empathy and respect for others and foster and maintain relationships. In addition, students develop skills for communication, leadership, cultural awareness, and conflict resolution in a variety of physical activity settings.

3.8.1 Understands and accepts others' differences during a variety of physical activities.

3.8.2 Demonstrates consideration for others and contributes positively to the group or team.

3.8.3 Uses communication skills to negotiate strategies and tactics in a physical activity setting.

3.8.4 Implements and provides constructive feedback to and from others when prompted and supported by the teacher.

3.8.6 Demonstrates the ability to follow game rules in a variety of physical activity situations.

3.8.7 Recognizes and implements safe and appropriate behaviors during physical activity and with exercise equipment.

3.8.8 Solves problems amongst teammates and opponents.

3.8.9 Applies and respects the importance of etiquette in a physical activity setting.

Standard 4- Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

Through learning experiences in physical education, the student develops an understanding of how movement is personally beneficial and subsequently chooses to participate in physical activities that are personally meaningful (e.g., activities that offer social interaction, cultural connection, exploration, choice, self-expression, appropriate levels of challenge, and added health benefits). The student develops personal skills including goal setting, identifying strengths, and reflection to enhance their physical literacy journey.

4.8.2 Describes how social interaction impacts individual engagement in physical activity.

4.8.3 Participates in a variety of physical activities that can positively affect personal health.

4.8.4 Connects how choice and personal interests impact individual engagement in physical activity.

4.8.8 Utilizes a variety of techniques to manage one's emotions and behaviors in a physical activity setting.