

Clarksville-Montgomery County School System

Middle School Physical Education Curriculum Map



Developed: Summer 2020

Reviewed: Spring 2024

Reference:

TN State Physical Education Standards (6-8)

[https://www.tn.gov/content/dam/tn/education/standards/pe/TN Physical Education Standards
_Grades 6-8.pdf](https://www.tn.gov/content/dam/tn/education/standards/pe/TN_Physical_Education_Standards_Grades_6-8.pdf)

CMCSS Middle School Physical Education Curriculum Map

Physical Education is a course designed to physically educate its students so that they can demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities necessary for daily life and a health-enhancing level of fitness. Our goal is to create within our students a love of physical activity by teaching them how to effectively move their bodies through space while demonstrating good sportsmanship, respect for others, and competency in skill and fitness-related components of Physical Education. We want our students to understand the benefits of movement, activity, and physical fitness through the experiences that we provide them in our gym class.

This curriculum map has been developed and reviewed by CMCSS Middle School Educators. The objective of the plan is to provide direction to ensure cohesion and full implementation of the Tennessee State Physical Education Standards across the district.

The 5 Components & Related Standards

It is recommended that standards be revisited in a school year. Most standards will require *more* than one class period for student mastery. While standards are grade-specific, some skills (when developmentally appropriate) may be introduced as exploratory tasks in an earlier grade.

Please note that the plan does not provide a duration of each unit in order to allow each program to tailor their plans to their unique situations. In addition, the list of units is not meant to convey the order in which they should be taught.

We believe that Component 1, 2, and some of Component 4 are more skill and activity specific. The remaining subcomponents of Components 1-5 cover a variety of topics for both physical and physical activity. These components include fitness, safety/procedures, as well as social/emotional wellness. Each physical education program should strive to implement these components on a daily basis throughout the course of the year.

What Does The Curriculum Map Contain?

1. Grade specific standards that are divided into five components:

- Motor Skills (MS);
- Movement Knowledge & Application (MKA);
- Fitness & Physical Activity (FPA);
- Personal & Social Responsibility (PSR); and Values Physical Activity (VPA).

The standards state the skills, knowledge, and behaviors students should demonstrate at each grade level. The STANDARD is now what was previously called an outcome or student performance indicator. Furthermore, each standard is labeled as a means to organize similar standards, e.g. MS.20.5 Creates and performs a simple jump rope routine with short or long rope (Component: Motor Skills, Number: 20, Grade: 5).

2. Units/Skill Themes: We have taken the standards that are grouped by the state into 5 components and multiple subcomponents and placed them into the units/skill themes in which we think they will best be achieved.

3. Suggested Activities: Each unit contains grade specific standards as well as suggested activities to help meet these standards.

4. I Can Statements: We have changed the verbs within each standard to the singular. We believe you can simply add "I Can" in front of each one to create your "I Can" statements/clear targets.

5. Critical Elements: At the conclusion of this document is a list of suggested critical elements for the mature pattern of motor skills and denoted by an asterisk.

6. Vocabulary: Each unit/skill theme contains a handful of vocabulary words that can be posted or shared. This list is not all-encompassing and can definitely have more words added.

7. Literacy: At the conclusion of the document is a list of suggested ways where natural connections exist and allow literacy to be easily integrated without sacrificing movement.

8. Social & Emotional Learning (SEL): SEL is a critical component of educating today's youth and a key component of health and physical education instruction. For more information please visit SHAPE America's website

https://www.shapeamerica.org/advocacy/reentry/Social_and_Emoional_Learning.aspx

9. Resource List: At the conclusion of this document is a resource list that contains various organizations, websites, and books that can be valuable assets to a physical educator and physical education program.

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Focus:	Team and Individual Sports & Activities/ Lifelong Fitness Activities (Skill and health-related components)	
TN Standards included in this unit:	Component 1: Motor Skills (MS) Component 2: Cognitive Concepts (CC) Component 4: Personal & Social Responsibility (PSR)	Subcomponents: Motor Skills & Fitness Subcomponents: Skill Analysis, Tactics & Strategies Subcomponents: Personal & Social Behaviors, Rules & Etiquette, Cooperation
	Black targets indicate 6th grade level, Blue targets indicate 7th grade level, Orange targets indicate 8th grade level.	
Targets and Standards:		
- I can make catchable throws to teammates in game-like situations. (MS.1)		
- I can catch at different levels and extensions, using a mature pattern, with a passive defense, and in game-like situations (MS. 2)		
- I can pass and/or receive with my hands and feet while moving, against a defender, and in game-like situations (MS.3)		
- I can perform offensive skills such as pivots, fakes, change of direction, and give and go to create open space, with defensive pressure, in game like situations. (MS. 5)		
- I can demonstrate a dominate side and non-dominant side dribble (hand/ foot) while changing directions and speeds. (MS. 6)		
- I can dribble and pass a ball with both the inside and outside of my foot, with a defender, and in a game-like situation. (MS.7)		
- I can shoot on goal with my foot, with appropriate force and accuracy, solo, with a defender, and in a game like situation (MS. 8)		
- I can demonstrate a dominate side and non-dominant side dribble (hand/ foot) while changing directions and speeds. (MS. 6)		
- I can demonstrate defensive ready position, perform a defensive slide, and execute a drop step. (MS. 9)		
- I can perform a serve (underhand or overhand) with control, to a target, and for accuracy & distance. (MS. 10)		
- I can strike with an overhand pattern with appropriate distance and force, during challenge activities, and game like situations. (MS. 11)		

- I can use a short or long handled implement to complete a forehand & backhand stroke, using proper technique, with a partner, and in game like situations (MS. 12)
- I can execute a forearm volley using a mature pattern, with accuracy, and in game like situations. (MS. 13)
- I can strike a stationary object with an implement for accuracy, from varying distances, and in game like situations. (MS. 14)
- I can strike a pitched ball with an implement with force and accuracy in a game like situation (MS. 15)
- I can catch and field an object using mature form, from different directions and force, in game like situations (MS. 16)
- I can create open space by staying spread on offense and cutting and passing quickly and using fakes off the ball (CC. 3)
- I can identify correct defensive position based on situation, execute the correct movement, and work with teammate to maximize defensive coverage. (CC 4)
- I can realize when appropriate and deny the pass or catch defensively in order to work toward deflection, or interception. (CC. 5)
- I can successfully transition from defense to offense or offense to defense while communicating with teammates and maintaining proper spacing to capitalize on an advantage. (CC. 6)
- I can identify the appropriate position for an anticipated shot, execute appropriate shots based on opponent's location, and use a variety of shots and placement to prevent opponent anticipation. (CC. 7)
- I can identify what club or shot I need based on the opponent's position or the angle/ distance of the target. (CC. 8)
- I can control speed and/ or trajectory of the shot based on the location of the opponent or the target. (CC. 8)
- I can explain the intended location of my shot on goal, provide a description of shot selection, and identify different strategies to advance a teammate. (CC. 9)
- I can make appropriate decisions based on skill level and conditions, as well as skill, fitness, and equipment, and implement safety procedures in self-selected activities. (CC 10)
- I can exhibit responsible social behaviors by cooperating with classmates and exhibiting good sportsmanship during competitive play. (PSR 1. 7&8)
- I can identify rules and etiquette in physical activities and demonstrate knowledge of those rules and etiquette during game like activities. (PSR 2)
- I can apply rules and etiquette by acting as and interacting with officials during physical activity. (PSR 2.8)
- I can describe rules and guidelines for resolving conflict in physical activity and when I recognize potential conflict, I demonstrate proactive ways to prevent it. (PSR 3)
- I can resolve conflicts and accept decisions of judgement in socially acceptable ways. (PSR 3)
- I can willingly include others of a diverse population in physical activity. (PSR 4)
- I can cooperate respectfully with peers in a small group and work cooperatively with a large group to achieve common goals. (PSR 4. 7 & 8)

Suggested Activities:

(Not an all-inclusive list; will vary based on individual school space/equipment) soccer, baseball/wiffleball, volleyball, football, basketball, Ultimate Frisbee, Nitro ball, Spike ball, hockey, tennis, lacrosse, badminton, pickle ball, golf, disc golf, table tennis, handball games, kickball and kickball games, dodgeball games, various cooperative and recreational games, walking, cycling, 4-square, dance

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Focus:	Personal Fitness	
TN Standards included in this unit:	Component 1: Motor Skills (MS) Component 2: Cognitive Concepts (CC) Component 3: Fitness and Physical Activity Component 4: Personal & Social Responsibility Component 5: Values Physical Activity	Subcomponents: Motor Skills & Fitness Subcomponents: Skill Analysis, Tactics & Strategies Subcomponents: Physical Activity and Fitness Knowledge, Assessment & Planning Subcomponents: Personal & Social Behaviors, Rules & Etiquette, Cooperation Subcomponents: Appreciation & Change
	***Black targets indicate 6th grade level, Blue targets indicate 7th grade level, Orange targets indicate 8th grade level. ***	

Targets and Standards:

- I can demonstrate a basic water adjustment skill, floating technique, and correct front crawl technique. (MS. 23)
- I can demonstrate correct technique for basic skills in 1, 2, or 3 selected outdoor activities. (MS. 24)
- I can recite the critical elements of a task, evaluate a peer's performance using the critical elements, and offer feedback to correct that peer's skill performance.
- I can use a teacher generated checklist to evaluate a peer's performance of a skill in a game situation. (CC. 1)
- I can create a checklist to evaluate a peer's skill performance and use of tactic and strategies in game-like situations (CC. 2)
- I can list and define the benefits of daily physical activity. (FPA. 1)
- I can create a list of light, moderate, and vigorous activity that I can complete after school or on the weekends. (FPA. 1)

I can identify the 6 skill-related fitness components (agility, balance, coordination, power, reaction time, and speed). (FPA. 2.6)
I can differentiate between health- related components (cardiovascular endurance, muscular strength, muscular endurance, body composition, flexibility) and skill-related fitness. (FPA. 2)
I can incorporate health and skill-related fitness components in an individual fitness plan. (FPA. 2)
I can define resting heart rate and calculate my target heart rate zone. (FPA. 3)
I can interpret the Rate of Perceived Exertion (PRE) scale as it relates to intensity and use the RPE scale to monitor and adjust workout intensity (FPA. 3)
I can identify the F.I.T.T principle (Frequency, Intensity, Type, Time), explain how it relates to fitness and physical activity. (FPA. 4)
I can identify upper and lower body muscle groups, which of those groups are used in certain physical activities, and select strengthening exercises that will help performance in physical activities. (FPA. 5)
I can complete a two week activity log and compare my results to a formal fitness test. (FPA. 6.6)
I can design a fitness plan to improve one health-related component based on data results of my fitness log and test. (FPA 6.7)
I can implement a fitness plan and assess it's effectiveness. (FPA 6.8)
I can exhibit responsible social behaviors by cooperating with classmates and exhibiting good sportsmanship during competitive play. (PSR 1. 7&8)
I can describe rules and guidelines for resolving conflict in physical activity and when I recognize potential conflict, I demonstrate proactive ways to prevent it. (PSR 3)
I can willingly include others of a diverse population in physical activity. (PSR 4)
I can cooperate respectfully with peers in a small group and work cooperatively with a large group to achieve common goals. (PSR 4. 7 & 8)
I can communicate ideas and feelings toward physical activity and share how it benefits me both physically and emotionally. (VPA 1.6, 7)
I can recognize differences in reasons why people participate in physical activity. (VPA 1.8)
I can recognize individual challenges and perform positive coping strategies, then use those positive coping strategies in a group setting. (VPA. 2.6,7)
I can provide support for classmates in challenging situations while performing physical fitness activities. (VPA. 2.8)
Suggested Activities: (Not an all-inclusive list; will vary based on individual school space/equipment): weight training, fitness testing, aerobic and anaerobic activities, swimming, jumping rope, agility activities, body-weight workouts, HIIT training, exercise band activities, kettlebell activities, plyometric workouts, yoga, Tae-Bo, walking, jogging, long-distance running, track and field activities, dance, hiking, cycling, triathlon events, at-home workout programs, kayaking

Glossary for Tennessee Physical Education Standards

base(s) of support - body part(s) which support the body while moving or still; a wider base of support using more body parts is seen as more stable

body alignment - orientation of body parts in relation to one another

component – a grouping of similar skills, knowledge, or behaviors

critical elements – the necessary movements that create sequence to skill development and attainment.

cues – short words or phrases to remind students of correct movements

educational gymnastics – using the body to perform movement challenges against the force of gravity which are individualized for each student's current level of readiness and needs; balance and transfer of weight concepts are prominent

effort – qualities which address how the body moves including time (fast, slow), force (strong, light), and flow (smooth, jerky, ongoing)

extensions – moving arms or legs away from the body in various movements (e.g., near, far)

flow – quality of movement, bound (stoppable) and free (unstoppable)

inverted balance – head is lower than most of the body

mature pattern – movement which consistently includes all or nearly all of the critical elements of a skill

movement concepts – body awareness, space, qualities of movement, and relationships inherent to all movement

muscular tension – using muscular tightness to maintain a certain position

outcome - what students are expected to know and/or be able to do at the end of a specific grade level

small-sided games/activities – activities which focus on a particular skill and involve a smaller group (1-5 persons)

static balance – showing control by maintaining a position for a short amount of time through manipulating the body's base of support and center of gravity

subcomponent – a more refined grouping of similar skills, knowledge, or behaviors within a component

Critical Elements for a Mature Pattern

Locomotor Skills

Hop

- Travel in a forward direction
- Take off on one foot and land on the same foot
- Knee of non-landing leg is bent
- Momentarily airborne

Skip

- Travel in a forward direction with a smooth, rhythmical action
- Step taken followed by a short hop with a knee lift
- Alternate feet
- Momentarily airborne

Gallop

- Travel in a forward direction with smooth, rhythmical action on the balls of the feet
- Demonstrates lead leg step-close action without crossover
- Hips (Torso) facing forward in direction of travel
- Momentarily airborne (no foot drag)

Slide

- Travel in a sideways direction with a smooth, rhythmical action on the balls of the feet
- Demonstrates lead leg step-close action without crossover
- Hips (Torso) facing forward while side clearly faces direction of travel - Momentarily airborne (no foot drag)

Leap

- Travel in a forward direction
- Take off on one foot propelling body upward landing on the opposite foot
- Arms swing forward and backward
- Momentarily airborne

Running

- Arm-leg opposition throughout running action
- Toes point forward
- Foot lands heel to toe
- Arms swing forward and backward- no crossing of midline
- Trunk leans slightly forward

Non Locomotor Skills

Jumping and Landing (Horizontal Plane)

- Arms back and knees bend in preparation for jumping action
- Arms extend forward as body propels forward
- Hips, knees and ankles bend on landing
- Shoulders, knees and ankles align for balance after landing

Jumping and Landing (Vertical Plane)

- Hips, knees and ankles bend in preparation for jumping action
- Arms extend upward as body propels upward
- Body extends and stretches upward while in flight
- Hips, knees and ankles bend on landing
- Shoulders, knees, and ankles align for balance after landing

Jump Rope Single Rope (Basic)

- Feet together, Body Straight, Eyes looking forward
- Elbows bent and close to the waist
- Thumbs pointing out
- Wrist make a circle motion
- Rope comes over in front of body, then jumper jumps as it goes under the feet

Manipulative Skills**Throwing (Underhand)**

- Face target in preparation for throwing action
- Arm back in preparation for action
- Step with opposite foot as throwing arm moves forward
- Release ball between knee and waist level
- Follow through to target

Rolling

- Face target in preparation for rolling action
- Arm back in preparation for action
- Step with opposite foot as rolling arm moves forward
- Release ball between knee and foot level
- Follow through to target

Throwing (Overhand)

- Side to target in preparation for throwing action
- Arm back and extended, and elbow at shoulder height or slightly above in preparation for action; Elbow leads
- Step with opposite foot as throwing arm moves forward
- Hip and spine rotate as throwing action is executed
- Follow through toward target and across body

Catching

- Extend arms outward to reach for ball
 - o Thumbs in for catch above the waist
 - o Thumbs out for catch at or below waist
- Watch the ball all the way into the hands
- Catch with hands only; no cradling against the body
- Pull the ball into the body as the catch is made

Dribbling

- Knees slightly bent
- Opposite foot forward when dribbling in self-space
- Contact ball with finger pads
- Firm contact with top of ball
 - o Contact slightly behind ball for travel
 - o Ball to side and in front of body for travel
- Eyes looking forward, not down at, the ball

Kicking

- Arms extend forward in preparation for kicking action
- Contact with ball is made directly below center of ball (travel in the air); contact with the ball is made directly
- Contact the ball with shoelaces or top of foot for kicking action
- Trunk leans back slightly in preparation for kicking action
- Follow through with kicking leg extending forward and upward toward target

Volleying (Underhand)

- Face the target in preparation for the volley
- Opposite foot forward
- Flat surface with hand for contact of the ball or object
- Contact with ball or object between knee and waist level
- Follow through upward and to the target

Volleying (Overhead)

- Body aligned and positioned under the ball
- Knees, arms and ankles bent in preparation for the volley
- Hands rounded; thumbs and first fingers make triangle (without touching) in preparation
- Ball contacts only the finger pads; wrists stay firm
- Arms extended upward on contact; follow through slightly toward target

Striking with Short Handled Implement

- Racket/Paddle back in preparation for striking
- Step on opposite foot as contact is made
- Swing racket/paddle low to high
- Coil and uncoil the trunk for preparation and execution of the striking action - Follow through for completion of the striking action

Striking with Long Handled Implement (Bat)

- Bat up and back in preparation for the striking action
- Step forward on opposite foot as contact is made
- Coil and uncoil the trunk for preparation and execution of the striking action
- Swing the bat on a horizontal plane
- Wrist uncocks follow-through for completion of the striking action

Striking with Long Handled Implement (Hockey Stick)

- Hockey stick is pulled back from ready position with proper grip and stance o Grip:
 - ☐ Dominant hand placed halfway down the stick, nondominant hand placed at the top of the stick o Stance:
 - ☐ Feet are positioned comfortably shoulder width apart
 - ☐ Hockey stick blade is on the ground close to the body
 - ☐ Eyes looking forward
- Coil and uncoil the trunk for preparation and execution of striking action
- Swing the stick in a horizontal plane at ground level
- Wrist uncocks follow-through for completion of the striking action

Striking with Long Handled Implement (Putter)

- Putter is pulled back from ready position with proper grip and stance o Grip: §
- Baseball or Interlocking o Stance:
 - ☐ Feet shoulder width apart
 - ☐ Arms in V-Position, with shoulders parallel to target
- Eyes focused on the ball (Located in the center of the stance)
- Contact ball with needed force
- Follow through for completion toward target

Resource List:

Professional Organizations:

- www.shapeamerica.org (Society of Health and Physical Educators)
- www.tahperd.us (TN Association for Health, Physical Education, Recreation, & Dance)

National PE Standards & Grade Level Outcomes:

- <https://www.shapeamerica.org/standards/pe/upload/Grade-Level-Outcomes-for-K-12-PhysicalEducation.pdf>

TN State PE Standards:

- https://www.tn.gov/content/dam/tn/education/standards/pe/std_pe_gr_6-8.pdf

Helpful Websites:

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| <ul style="list-style-type: none"> • www.peuniverse.com • www.pecentral.com • www.openphysed.org • www.thepespecialist.com/ • https://teachphysed.weebly.com/ • http://www.thepeproject.com/ • www.presidentschallenge.org • www.physedgames.com • https://thepegeek.com/ | <ul style="list-style-type: none"> • https://perec.spikeball.com/pages/curriculum-and-resources • https://netgeneration.usta.com/ • https://usultimate.org/youth/ • https://www.darebee.com/ • https://www.tn.gov/content/dam/tn/health/documents/healthy-places/healthy-schools/HSW_CDC_CSPAP_SchoolPhysActivityPrograms_2013.pdf |
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Spark PE:

- <https://sparkpe.org/>
This is a fantastic resource with lesson plans, visual aids/task cards, peer assessments, formative assessments, online activities, etc. It DOES require purchasing the curriculum but you can use BEP money and it is well worth the cost.

Social Media:

- There are great resources and community groups available on social media.

YouTube:

- There are many helpful YouTube channels and videos available to use for ideas or to incorporate into your lessons.
 - https://www.youtube.com/results?search_query=yoga+with+adriene
 - <https://www.youtube.com/c/TheBodyCoachTV>

Professional Development:

- CMCSS Physical Education In-Services (check PLAN for the latest listings)
- TAHPERD Annual Physical Education Conference (Fall of each year)