



Wachusett Regional School District

Physical Education Curriculum Maps

School: _____

Grade: Middle School - Year 2

The middle school curriculum will be on a rotating basis which includes a three-year cycle. Cycles will be determined by facility and equipment availability, as well as inclement weather. Students will have covered all content at the conclusion of the three-year cycle.

September

Essential Questions:

1. What does it mean to be physically fit and how does this contribute to social emotional health?
2. How do teamwork, sportsmanship, and work ethic help accomplish life goals?
3. How do motor skills, movement patterns, and game strategies enhance physical fitness in real-life settings?

Content	Skills	Assessments
Intro: Goals, Expectations, Safety <i>How do organizational and safety practices enhance participation in physical education and outside applications? *5 (2.16)</i> - o Curriculum and objectives - o Participation expectations (safety) - o School rules and procedures - o Classroom schedule/routine - o Dress code - o Emergency protocols	Intro: Goals, Expectations, Safety 1. Understand curriculum and objectives 2. Establish classroom expectations 3. Integrate school rules and procedures 4. Explain classroom schedule/routine, dress code, and emergency protocols	Goals, Expectations, Safety a. On-going teacher observation (performance grade sheet)
Cooperative Games & Initiatives <i>How does working cooperatively in small and large groups transfer over to real life? *5 (2.7), (2.15)</i> - o Introduce Adventure Model - o Discuss the importance of sportsmanship and teamwork during “new games” and “group initiatives”.	Cooperative Games & Initiatives 1. Create “community” (i.e. communication, cooperation, trust) 2. Apply full-value contract 3. <i>Demonstrates cooperation skills by establishing rules and guidelines for conflict resolution (S4.M4.7)</i> 4. <i>Provides corrective feedback to a peer using teacher-generated guidelines, incorporating appropriate tone and communication skills (S4.M4.7 - “Passing and Receiving”)</i>	Co-op. Games & Initiatives a. Reflective assessment (self) b. Task card



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October

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Content	Skills	Assessments
Fitness Pre-Testing (FitnessGram) <i>How will students establish a baseline for fitness and utilize testing data to improve fitness levels? *2, 3, 4 (2.11, 2.12, 2.13)</i> WRSD will administer fall and spring fitness assessments along with intermittent test items during the school year. Staff will adjust curriculum activities for personal and class improvements. FitnessGram Assessments: - o Cardiovascular Endurance- PACER - o Core Strength- Curl-up - o Upper-body Strength- Push-up - o Trunk Extensor Strength- Trunk Lift - o Flexibility (Hamstring)- Sit & Reach	Fitness Pre-Testing (FitnessGram) 1. Perform each test with the proper form. 2. Monitor fitness improvements through goal setting 3. Demonstrate activity choices for improvement 4. <i>Identifies barriers related to maintaining a physically active lifestyle and seek solutions for eliminating identified barriers (S3.M1.7 - "Physical Activity Knowledge")</i>	Fitness Pre-Testing a. FitnessGram student data b. SMART GOAL sheet c. Activity log
Soccer A. <i>What are the rules, skills, and game strategies involved in soccer? *1, 2 (2.8, 2.9)</i> B. <i>How do teamwork and sportsmanship affect game play? *5 (2.16)</i> C. <i>How does participation in soccer improve physical fitness and daily physical activity? *3, 4 (2.12)</i> · Skills: <i>Passing, Dribbling, Shooting</i> · Rules: <i>Direct/Indirect kick, Various penalties, Offense, Defense</i> · Game strategy · Teamwork & Sportsmanship	Soccer 1. Demonstrate basic throwing and catching techniques. 2. Display basic understanding of defensive and offensive positioning. 3. Apply team principles to game situations. 4. Explain rules. 5. Identify aspects of health enhancing behaviors. 6. Cooperatively work with classmates to accomplish team goals. 7. <i>Passes and receives with feet in combination with locomotor patterns of running and change of direction & speed with competency in invasion games such as: Soccer, Soccer, Speedball, etc. (S1.M4.7)</i> 8. <i>Creates open space by staying spread on offense and cutting and passing quickly (S2.M3.7 - "Creating Space Using Width and Length")</i> 9. <i>Demonstrates at least two of the following tactics to create open space: moves to open space without the ball; uses a variety of passes; and uses pivot, fake or give and go (S2.M2.7 - "Creating space with offensive tactics")</i>	Soccer a. Teacher observation b. Performance-based assessment (strategies/skills) c. Video clip (self or peer) d. Game play (checklist)



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November

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Content	Skills	Assessments
Speedball A. What are the rules, skills, and game strategies involved in speedball? *1, 2 (2.8, 2.9) B. How do teamwork and sportsmanship affect game play? *5 (2.16) C. How does participation in speedball improve physical fitness and daily physical activity? *3, 4 (2.12) · Skills: Throwing, Passing, Catching, Kick-ups, Dribbling, Trapping, Throw-ins · Rules: Various (include "free kick/throw") · Scoring: Field Goals, Touchdown, Soccer Goal · Game strategy · Teamwork & Sportsmanship	Speedball - Demonstrate proper throwing, catching, kicking and dribbling techniques. - Define speedball and associated rules with the game. - Apply team principles to game situations. - Identify fitness areas covered by this activity. - Model converting a ground ball to aerial ball. - Identify the different ways to score points, point values, and game tactics. - Cooperatively work with classmates to accomplish team goals. - Demonstrate selection of speedball as an activity choice. 9. Throws, while moving, a leading pass to a moving receiver (S1.M5.7 - "Passing and Receiving") 10. Demonstrates at least one of the following designed to create open space during small-sided game play: pivots, fakes, and jab steps (S1.M6.7 - "Offensive Skills") 11. Reduces open space by allowing the catch (denial) or anticipating the speed of the object or person for the purpose of interception or deflection (S2.M5.7 - "Reducing Space Using Denial") 12. Dribbles with dominant and non-dominant hand using a change of speed and direction in a variety of practice tasks (S1.M8.7 - "Dribbling/Ball Control") 13. Foot dribbles or dribbles with an implement combined with passing in a variety of practice tasks (S1.M9.7 - "Dribbling/Ball Control")	Speedball - Teacher observation - Written assessment (strategies, skills, or rules) - Brochure (marketing activity) - Game play (checklist, small-sided tournament)
Ultimate Frisbee/Disc Golf A. What are the rules, skills, and game strategies involved in ultimate frisbee/disc golf? *1, 2 (2.8, 2.9) B. How do teamwork and sportsmanship affect game play? *5 (2.16) C. How does participation in ultimate frisbee/disc golf improve physical fitness and daily physical activity? *3, 4 (2.12) · Skills: Backhand throw, Forehand throw, 1-Hand catch, 2-Hand catch, Pivoting · Rules: "Man-to-Man" Defense, Touchdown · Game strategy, teamwork, sportsmanship	Ultimate Frisbee/Disc Golf - Demonstrate proper throwing and catching techniques. - Display basic understanding of defensive and offensive positioning. - Apply team principles to game situations. - Explain rules. - Identify aspects of health enhancing behaviors. - Summarize lifetime frisbee activities and explain the role they play in healthy living. - Cooperatively work with classmates to accomplish team goals.	Ultimate Frisbee/Disc Golf - Teacher observation - Written assessment (strategies, skills, or rules) - Peer assessment (ultimate/disc skills) - Research recreational facilities that host disc golf. - Step-counter to track steps during game play. - Locate local lifetime activity opportunities (i.e. disc golf, ultimate frisbee, frisbee baseball)



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December

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Content	Skills	Assessments
**Resistance Training/Fitness Education A. What are the safety concerns involved in lifting weights? *1, 2 (2.8, 2.9) B. What is the proper technique involved with the different machines/weights? *2 (2.9) C. How does participation in weight training improve physical fitness? *3, 4 (2.12) D. What opportunities for weight/strength training are offered outside of school? *3, 4 (2.12) - o Lifting/Spotting techniques - o Fitness Principle - o Testing data - o Weight Training Etiquette - o Fitness Opportunities **Fitness standards and objectives will be achieved through various modes (i.e. TRX, circuit-training, more.)	Resistance Training/Fitness Education 1. Demonstrate correct lifting technique. 2. Display proper understanding and spotting when using free weights. 3. Identify muscles used during various exercises. 4. Understand and apply the overload principle. 5. Explain the 5 components of fitness and how they relate to overall health and fitness levels. 6. Apply FITT principles to weekly workouts. 7. Re-visit Fitnessgram goals from fall <i>pre-testing</i>. 8. Identify opportunities for strength/training outside of schools. 9. <u>Sustains a max. target heart rate of 60% to 85% of max. heart rate for a minimum of 20 min. at least once a week outside of P.E. class (S3.M6.7 - "Fitness Knowledge")</u> 10. <u>Distinguished between health-related fitness and skill-related fitness (S3.M7.7 - "Fitness Knowledge")</u> 11. <u>Adjusts pacing to keep HR in the target zone (S3.M8.7 - "Fitness Knowledge")</u> 12. <u>Describes and demonstrates the difference between dynamic and (S3.M9.7 - "Fitness Knowledge")</u> 13. <u>Independently uses physical activity and exercise equipment appropriately and safely (S4.M7.7 - "Safety")</u> 14. <u>Identifies different types of physical activities and describe how each has a positive impact on health (S5.M1.7 - "Health")</u> 15. <u>Identifies positive mental and emotional aspects of participation in a variety of physical activities (S5.M2.7 - "Health")</u>	Resistance Train/Fitness Ed. a. Teacher observations CA b. Written and verbal assessment (self) c. Workout Plan (student developed) d. Smart Goal applications e. Video clip (correct technique)



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January

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Content	Skills	Assessments
Volleyball A. What are the rules, skills, and game strategies involved in volleyball? *1, 2 (2.8, 2.9) B. How do teamwork and sportsmanship affect game play? *5 (2.16) C. How does participation in volleyball improve physical fitness? *3, 4 (2.12) · Skills: Bump, Set, Dig, Underhand serve, Overhand serve, Block, and Spike · Rules: Court boundaries, Rotation, Violations, Scoring · Game strategy: Offense and Defense Tactics, Formation, Rotation · Teamwork & Sportsmanship · Fitness Principles: Aerobic vs. Anaerobic, Muscles involved, Target Heart Rate, Workout Heart Rate	Volleyball 1. Explain various passing (i.e. bump, set) and scoring (i.e. spike, serve) techniques. 2. Determine when to use a bump or set based on location of the ball to the player's body. 3. identify health-enhancing aspects of volleyball. 4. Apply team strategies to game situations. 5. Explain roles and responsibilities of different positions. 6. Identify basic principles involved in offense and defense. 7. Cooperatively work with classmates to accomplish team goals. 8. Combine and apply principles of fitness, calculating target heart rate, workout heart rate and anatomy to the game of hockey. 9. Explain rules, safety, and scoring. 10. Demonstrates the following offensive skills with defensive pressure: pivot, give and go, and fakes (S1.M7.7 - "Offensive Skills") 11. Reduces open space of defense by staying closer to your opponent as they get nearer to the goal (S2.M4.7 - "Reducing Space by Changing Size and Shape") 12. Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities/games or following parameters to create or modify a dance (S4.M6.7 - "Rules and Etiquette") 13. Shoots on goal with power and accuracy (i.e. spike) in small-sided game play (S1.M10.7 - "Shooting on goal") 14. Sliding in all directions while on defense without crossing feet (S1.M11.7 - "Defensive skills")	Volleyball a. Teacher observation b. Written assessment c. Peer evaluation (performance task) d. Task card (heart rate calculation) e. *Portfolio (Sport-Ed Model)



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February

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Content	Skills	Assessments
Gymnastics/Tumbling (Rhythmic) A. What are the safety concerns involved in gymnastics/tumbling? *2 (2.9) B. What are the proper techniques involved with the different skills and equipment? *1, 2 (2.8, 2.9) C. How does participation in gymnastics/tumbling improve physical fitness? *3, 4, 6 (2.12, 2.16) D. How do rhythmic activities apply to health-related fitness? *2, 4 (2.12) · Skills: Safety, Proper technique, Spotting, Proper use of equipment · Fitness Principles: Muscles involved, 5 components of fitness (i.e. flexibility)	Gymnastics/Tumbling (Rhythmic) 1. Demonstrate proper tumbling techniques and spotting. 2. Display proper understanding of how equipment (i.e. jump rope) is used. 3. Apply fitness concepts to jump roping (rhythmic activities). 4. Demonstrate utilization of rhythmic activities for personal enjoyment. 5. <i>Demonstrates correct technique for a variety of skills in one self-selected individual performance activity (S1.M25.7 - "Individual Performance Activities")</i> 6. <i>Explains the relationship between self-expression and lifelong enjoyment through physical activity (S5.M5.7 - "Self-expression/enjoyment")</i>	Gymnastics (Rhythmic) a. Teacher observation b. Self-check (journaling) c. Event Task (student designed routine)
+Outdoor Winter Activities (various) A. What are the rules, skills, and game strategies involved in the outdoor winter activities? *1, 2 (2.8, 2.9) B. What are the proper techniques involved with the different skills and equipment? *3, 4 (2.12) C. What are the safety concerns involved in the outdoor winter activities? *2 (2.9) D. How does participation in outdoor winter activities improve physical fitness? *3, 4 (2.12) E. What opportunities for outdoor winter activities are offered outside of school? · Skills: skills specific to the activity at hand, Proper technique, Spatial awareness, Proper use of equipment · Fitness Principles: Aerobic vs. Anaerobic · Rules: safety and rules of etiquette for a variety of outdoor winter activities	Outdoor Winter Activities (various) 1. Demonstrate basic x-c ski skills (diagonal stride, double-pole, herringbone, wedge-stop and turn, etc.) 2. Apply basic safety concerns and ski etiquette. 3. Utilize x-c skiing, snowshoeing, and sliding for fitness and enjoyment. 4. Identify fitness factors targeted by each activity. 5. Research outdoor venues for winter activity (lifetime carry-over and local resources). 6. <i>Demonstrates correct technique for a variety of skills in one self-selected outdoor activity (S1.M22.7 - "Outdoor Pursuits")</i> 7. <i>Identifies why self-selected physical activities create enjoyment (S5.M4.7 - "Self-expression/enjoyment")</i>	Outdoor Winter Activities a. Skill checklist b. Product (brochure, website, powerpoint) c. Written assessment (letter campaign- marketing a winter activity to a friend) d. Online assessment tool (proprofs.com)

March



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Content	Skills	Assessments
Badminton A. What are the rules, skills, and game strategies involved in badminton? *1, 2 (2.8, 2.9) B. Why is good sportsmanship important while playing badminton? *5 (2.16) C. What areas of physical fitness (skill-related) will be enhanced through playing badminton? *4, 6 (2.12) · Skills: Racquet techniques, Grip · Shots: Forehand, Backhand, Drop, Drive/Clear, Smash · Rules: Scoring, Safety, Penalties · Positions: Singles, Doubles (rotation) · Game strategy: Offense and defense tactics · Sportsmanship: Replay undecided calls · Skill-Related Fitness: Agility, Hand-eye coordination, more	Badminton 1. Explain various parts of the racket. 2. Demonstrate proper shots and racquet handling techniques. 3. Distinguish between the forehand and backhand shot. 4. Model the basic offensive and defensive strategies. 5. Display knowledge of playing area boundaries. 6. Explain roles and responsibilities when playing singles and doubles. 7. Explain rules, safety, and scoring. 8. <u>Strikes, with an implement, a stationary object for accuracy and distance in activities that involve racquet equipment (S1.M19.7 - "Striking")</u> 9. <u>Demonstrates consistency (at least 70% of the time) a legal underhand serve to a predetermined target (S1.M12.7 - "Underhand Serve")</u> 10. <u>Reduces open space by using locomotor movements (walking, running, jumping, etc.) in combination with movement concepts (reducing the angle in the space, reducing distance between player and goal, etc) (S2.M1.7 - "Creating space with movement")</u>	Badminton a. Teacher observation b. Skill assessment (peer) c. Students will participate in playing each offensive and defensive position. d. Written test e. Game play (offense and defense positioning)



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April

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Content	Skills	Assessments
+Adventure -Climbing <i>+Adventure and climbing activities will take place only at schools that have facilities available. More info. to come soon!</i> A. How will adventure activities help you to grow as an individual and in a group setting? *5 (2.7, 2.13., 2.14) B. What personal qualities and diverse skills do group members have that will be valued/appreciated by others in goal setting/achievement? *5 (2.7, 2.14) C. How do adventure activities develop teamwork, trust, and leadership skills? *5 (2.7, 2.14) D. Which components of physical fitness will be enhanced through adventure activities? *1, 2 (2.11, 2.13) Sequencing of Activities: - o Ice Breakers - o Group Initiatives - o Trust Activities - o Low-rope Elements - o High-rope Elements - o Debriefing - o Community Outreach	Adventure Climbing 1. Practice following “full value contract” and “challenge by choice” during all activities. 2. Appreciate diversity within the group setting. 3. Practice giving and receiving positive, specific, and constructive feedback. 4. Demonstrate harness safety (basic assembly, Studebaker wrap). 5. Demonstrate and perform appropriate checklist/verbal commands prior to climbing high elements. 6. Display teamwork, trust, and leadership skills during various adventure activities.. 7. Apply adventure philosophies via helping others. 8. Problem-solves with a small group of classmates during adventure activities or small group initiatives or game play (S4.M5.7 - “Working with Others”) 9. Realizes that facing and overcoming challenges will make them better and generate positive strategies to assist overcoming challenges (S5.M3.7- “Challenge”) 10. Demonstrates the importance of social interaction by helping and encouraging others so they can perform the physical activities together (S5.M6.7 - “Social Interaction”)	Adventure Climbing a. Peer assessment (check “3C’s” on harness and Studebaker wrap) b. Self assessment (written form) - c.. Teacher observation (spotting stance and technique- harness, carabiner, squeeze/pinch check) d. Verbal assessment (climbing commands)



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May

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Content	Skills	Assessments
Fitness Post-Testing (FitnessGram) <i>How will students interpret post-test data, analyze goal setting performances, and adjust goals for future? *2, 3, 4 (2.11, 2.12, 2.13)</i> WRSD will administer fall and spring fitness assessments along with intermittent test items during the school year. Staff will adjust curriculum activities for personal and class improvements. FitnessGram Assessment: - o Cardiovascular Endurance- PACER - o Core Strength- Curl-up - o Upper-body Strength- Push-up - o Trunk Extensor Strength- Trunk Lift - o Flexibility (Hamstring)- Sit & Reach	Fitness Post-Testing (FitnessGram) 1. Perform each test with the proper form. 2. Analyze and develop an understanding of post-test data 3. Adjust personal goals 4. <i>Participates in physical activity twice a week outside of P.E. class (S3.M2.7 - "Engages in Physical Activity")</i> 5. <i>Participates in a variety of strength and endurance fitness activities such as Pilates, resistance training, body weight, and/or light free weights (S3.M3.7 - "Engages in Physical Activity")</i> 6. <i>Participates in a variety of aerobic fitness activities using technology such as Dance, Dance Revolution or Wii Fitness (S3.M4.7 - "Engages in Physical Activity")</i> 7. <i>Participates in a variety of lifetime dual and individual sports, martial arts, or aquatic activities (S3.M5.7 - "Engages in Physical Activity")</i>	Post-Testing (FitnessGram) a. FitnessGram assessment b. SMART GOAL sheet review c. Activity log (take-home) e. Printed FitnessGram student report



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June

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3. How do motor skills, movement patterns, and game strategies enhance physical fitness in real-life settings?

Content	Skills	Assessments
Golf A. What are the rules, skills, game strategies, <u>safety procedures</u> involved in golf? *1, 2 (2.8, 2.9) B. How do teamwork and sportsmanship affect game play? *5 (2.16) C. How does participation in golf improve physical fitness? *3, 4 (2.12) · Skills: Grip, Stance, Basic swing · Rules: Scoring, <u>Safety</u> , Penalties · Game strategy: Course obstacles · Teamwork & Sportsmanship · Fitness Principles: Moderate to Vigorous Physical Activity (walking), Muscles involved, Step count calculation	Golf 1. Explain various parts of the golf club. 2. Demonstrate proper grip and basic stance. 3. Demonstrate the key points of the basic swing. 4. Display basic golfing skills in a match situation (school course). 5. Follow safety procedures and “golf etiquette” in a match. 6. Explain roles and responsibilities of different players. 7. Identify basic principles involved in game strategies. 8. Cooperatively work with classmates to accomplish team goals. 9. Combine and apply principles of fitness, calculating step count, and concepts of MVPA. 10. Explain rules, <u>safety</u> , and scoring.	Golf a. Teacher observation b. Written assessment c. Peer evaluation (performance task) d. Task card (heart rate calculation)
Social/Yard Games A. What are the rules, skills, and strategies involved in various social/yard games? *1, 2 (2.8, 2.9) B. How do teamwork and sportsmanship affect athletic competition? *5 (2.16) C. How does participation in social/yard games improve physical fitness? *3, 4 (2.12) · Skills: Various manipulative skills · Events: Horseshoes, Croquet, more. · Rules: Boundaries, Various · Game strategy: Throw & Strike tactics · Teamwork & Sportsmanship · Fitness Principles: Walking, MVPA	Social/Yard Games 1. Demonstrate basic throwing techniques. 2. Identify health-enhancing aspects of social/yard games. 3. Apply team strategy to event situations. 4. Explain roles and responsibilities of different positions. 5. Identify basic principles involved in offense and defense. 6. Cooperatively work with classmates to accomplish team goals. 7. Combine and apply principles of fitness, enjoyment of lifetime walking, MVPA. 8. Explain rules, safety, and scoring. 9. <u>Demonstrates consistency (70% of the time) a mature underhand pattern for target games such as bowling, bocci, horseshoes, etc. (S1.M18.7 - “Underhand Throw”)</u> 10. <u>Strikes a pitched ball with an implement to open space in a variety of practice tasks (S1.M20.7 - “Fielding/Striking Games - throwing”)</u> 11. <u>Catches, with a mature pattern, from different trajectories using a variety of objects in small-sided game play (S1.M21.7 - “Fielding/Striking Games - catching”)</u>	Social/Yard Games a. Teacher observation b. Written assessment c. Peer evaluation (performance task) d. Task card (step count calculation) e. Class-based competitions