



Wachusett Regional School District

Physical Education Curriculum Maps

School: _____

Grade: Middle School - Year 3

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>Responds appropriately to ethical and unethical behavior of participants during physical activity (S4.M4.8)</i> 4. <i>Provides encouragement and feedback to peers without prompting from the teacher (S4.M3.8)</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 the five components of physical fitness, muscular strength, muscular endurance, flexibility, CV endurance, and body composition) and explain the connections between fitness and overall physical and mental health (S3.M1.8 - "Physical Activity Knowledge")</i>	Fitness Pre-Testing a. FitnessGram student data b. SMART GOAL sheet c. Activity log
Field Hockey <i>A. What are the rules, skills, and game strategies involved in field hockey? *1, 2 (2.8, 2.9)</i> <i>B. How do teamwork and sportsmanship affect game play? *5 (2.16)</i> <i>C. How does participation in field hockey improve physical fitness and daily physical activity? *3, 4 (2.12)</i> · Skills: Ball & Stick handling, Striking, Receiving, Shooting · Rules: Field lay-out, Obstruction, 3rd Party, Short & Long corners, Penalty strokes · Game strategy: Formations, Marking on defense, offensive moves · Teamwork & Sportsmanship	Field Hockey 1. Demonstrate basic stick handling 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 an implement in combination with locomotor patterns of running and change of direction & speed with competency in invasion games such as: Lacrosse, Field Hockey, etc. (S1.M4.8 - "Passing and Receiving")</i> 8. <i>Creates open space by staying spread on offense and cutting and passing quickly, and using fakes off the ball (S2.M3.8 - "Creating Space Using Width and Length")</i> 9. <i>Demonstrates at least three of the following tactics to create open space: moves to create open space with and without the ball; uses a variety of passes, fakes, and pathways; and give and go (S2.M2.8 - "Creating space with offensive tactics")</i>	Field Hockey 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
Flickerball A. What are the rules, skills, and game strategies involved in flickerball? *1, 2 (2.8, 2.9) B. How do teamwork and sportsmanship affect game play? *5 (2.16) C. How does participation in flickerball improve physical fitness and daily physical activity? *3, 4 (2.12) · Skills: Throwing, Passing, Catching, Offense, Defense · Rules: Field Layout, Possession, Turnovers · Game strategy: Formations, Offensive plays, Covering on defense, Running route options, Scoring · Teamwork & Sportsmanship	Flickerball 1. Demonstrate proper throwing, catching, kicking and dribbling techniques. 2. Define flickerball and associated rules with the game. 3. Apply team principles to game situations. 4. Identify fitness areas covered by this activity. 5. Identify the different ways to score points, point values, and game tactics. 6. Cooperatively work with classmates to accomplish team goals. 7. Demonstrate selection of flickerball as an activity choice. 8. Demonstrates competency in performing a lead pass to a moving partner off a dribble or pass (S1.M5.8 - "Passing and Receiving") 9. Demonstrates at least two of the following designated to create open space during modified game play: pivots, fakes, and jab steps, and/or screens (S1.M6.8 - "Offensive Skills") 10. Reduces open space by not allowing the catch (denial) and anticipating the speed of the object or person for the purpose of interception or deflection (S2.M5.8 - "Reducing Space Using Denial") 11. Dribbles with dominant and non-dominant hand using a change of speed and direction in small-sided game play (S1.M8.8 - "Dribbling/Ball Control") 12. Foot dribbles or dribbles with an implement with control changing speed and during small-sided game play (S1.M9.8 - "Dribbling/Ball Control")	Flickerball a. Teacher observation b. Written assessment (strategies, skills, or rules) c. Brochure (marketing activity) d. Game play (checklist, small-sided tournament)



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December

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

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. three times a week outside of P.E. class (S3.M6.8 - "Fitness Knowledge")</u> 10. <u>Compares and contrasts health-related fitness components (S3.M7.8 - "Fitness Knowledge")</u> 11. <u>Uses available technology (e.g. pedometers, HR monitors, etc.) to self-monitor aerobic intensity (S3.M8.8 - "Fitness Knowledge")</u> 12. <u>Demonstrates a variety of appropriate static stretching techniques for all (S3.M9.8 - "Fitness Knowledge")</u> 13. <u>Independently uses physical activity and fitness equipment appropriately and identifies specific safety concerns associated with the activity (S4.M7.8 - "Safety")</u> 14. <u>Identifies the five components of HRF (muscular strength, muscular endurance, flexibility, CV endurance, and body composition) and explain the connections between fitness and overall physical and mental health (S5.M1.8 - "Health")</u> 15. <u>Analyzes the empowering consequences of being physically inactive (S5.M2.8 - "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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3. How do motor skills, movement patterns, and game strategies enhance physical fitness in real-life settings?

Content	Skills	Assessments
Floor Hockey A. What are the rules, skills, and game strategies involved in floor hockey? *1, 2 (2.8, 2.9) B. How do teamwork and sportsmanship affect game play? *5 (2.16) C. How does participation in floor hockey improve physical fitness? *3, 4 (2.12) · Skills: Stick handling, Passing, Shooting, Goalkeeping, Shielding · Rules: Scoring, Safety, Penalties · Positions: Forward, Defense, Goal · Game strategy: Offense and Defense Tactics · Teamwork & Sportsmanship · Fitness Principles: Aerobic vs. Anaerobic, Muscles involved, Target Heart Rate, Workout Heart Rate	Floor Hockey 1. Explain various shooting techniques. 2. Demonstrate proper stick handling and passing techniques. 3. Distinguish between the forehand and backhand shot.. 4. Display basic goalkeeping skills in a game situation. 5. Apply basic shielding maneuvers in a game. 6. Explain roles and responsibilities of different positions. 7. Identify basic principles involved in offense and defense. 8. Cooperatively work with classmates to accomplish team goals. 9. Combine and apply principles of fitness, calculating target heart rate, workout heart rate and anatomy to the game of hockey. 10. Explain rules, safety, and scoring. 11. <u>Demonstrates the following offensive skills during small-sided game play: pivot, give and go, and fakes (S1.M7.8 - "Offensive Skills")</u> 12. <u>Reduces open space of defense by staying on the goal side of the offensive player and reducing the distance between you and your opponent (3rd party perspective) (S2.M4.8 - "Reducing Space by Changing Size and Shape")</u> 13. <u>Applies rules and etiquette by acting as an official for modified physical activities/games and creating dance routines within a given set of parameters (S4.M6.8 - "Rules and Etiquette")</u> 14. <u>Shoots on goal with power with a long handled implement for power and accuracy in modified invasion games such as: hockey (floor, field, ice) or lacrosse (S1.M10.8 - "Shooting on goal")</u> 15. <u>Drop steps in the direction of the pass during player to player defense (S1.M11.8 - "Defensive skills")</u>	Floor Hockey 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
Dance (Rhythmic) A. What are the safety concerns involved in dance? *2 (2.9) B. What are the proper techniques involved with the different skills and musical phrasing? *1, 2 (2.8, 2.9) C. How does participation in dance 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 musical phrasing · Fitness Principles: Muscles involved, 5 components of fitness (i.e. flexibility)	Dance (Rhythmic) 1. Demonstrate proper dance techniques and spotting. 2. Display proper understanding of how musical phrasing is used. 3. Apply fitness concepts to dance (rhythmic activities). 4. Demonstrate utilization of rhythmic activities for personal enjoyment. 5. Demonstrates correct technique for basic skills in at least two self-selected individual performance activities (S1.M25.8 - "Individual Performance Activities") 6. Identifies and participates in an activity(s) they enjoy which prompts individual self-expression (S5.M5.6 - "Self-expression/enjoyment")	Dance (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. Demonstrates correct technique for basic skills in at least two self-selected outdoor activity (S1.M22.7 - "Outdoor Pursuits") 7. Discusses how enjoyment could be increased in self-selected physical activities (S5.M4.8 - "Self-expression/enjoyment")	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)



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March

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Content	Skills	Assessments
Ping Pong A. What are the rules, skills, and game strategies involved in ping pong? *1, 2 (2.8, 2.9) B. Why is good sportsmanship important while playing ping pong? *5 (2.16) C. What areas of physical fitness (skill-related) will be enhanced through playing ping pong? *4, 6 (2.12) · Skills: Grip, Serving, Volleying · 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	Ping Pong 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. Strikes, with an implement, a stationary object for accuracy and power in activities that involve racquet equipment (S1.M19.8 - "Striking") 9. Demonstrates consistency (at least 70% of the time) a legal underhand serve for distance and accuracy for (S1.M12.8 - "Underhand Serve") 10. Opens and closes space during small-sided game play by combining locomotor movements with movement concepts (reducing the angle in the space, reducing distance between player and goal, etc) (S2.M1.8 - "Creating space with movement")	Ping Pong 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>+High-element 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. Cooperates with multiple classmates on problem solving initiatives including adventure activities, large group initiative, and game play (S4.M5.8 - “Working with Others”) 9. Sees challenges as growth opportunities and make appropriate decisions which will help them overcome challenges (S5.M3.8 - “Challenge”) 10. Demonstrates a willingness to ask for help and help others in various physical activities (S5.M6.8 - “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. Participates in physical activity three times a week outside of P.E. class (S3.M2.8 - "Engages in Physical Activity") 5. Participates in a variety of self-selected aerobic fitness activities outside of school such as walking, jogging, biking, skating, dancing, and/or swimming (S3.M3.8 - "Engages in Physical Activity") 6. Plans and implements a program of cross training to include aerobic, strength/endurance, and flexibility (S3.M4.8 - "Engages in Physical Activity") 7. Participates in a self-selected lifetime sport, dance, aquatic, or outdoor activity outside of the school day (S3.M5.8 - "Engages in Physical Activity")	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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Content	Skills	Assessments
Track & Field <i>A. What are the rules, skills, and strategies involved in track and field events? *1, 2 (2.8, 2.9)</i> <i>B. How do teamwork and sportsmanship affect athletic competition? *5 (2.16)</i> <i>C. How does participation in track and field improve physical fitness? *3, 4 (2.12)</i> · Skills: <i>Sprinting, Chi-Running, Manipulating weighted equipment</i> · Events: <i>100 m, 200 m, 400 m, Shot Put, Discus, Relay Races</i> · Game strategy: <i>Running and Throwing tactics, Lanes</i> · Teamwork & Sportsmanship · Fitness Principles: <i>Moderate to Vigorous Physical Activity, Muscles involved, Step count calculation</i>	Track & Field 1. Demonstrate basic running techniques. 3. identify health-enhancing aspects of track & field. 4. Apply team strategy to event situations. 5. Follow safety procedures during physical activity. 6. Explain roles and responsibilities of different positions/lanes, as well as individual/team scoring. 7. 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, safety, and scoring.	Track & Field a. Teacher observation b. Written assessment c. Peer evaluation (performance task) d. Task card (heart rate calculation)
Social/Yard Games <i>A. What are the rules, skills, and strategies involved in various social/yard games? *1, 2 (2.8, 2.9)</i> <i>B. How do teamwork and sportsmanship affect athletic competition? *5 (2.16)</i> <i>C. How does participation in social/yard games improve physical fitness? *3, 4 (2.12)</i> · Skills: <i>Various manipulative skills</i> · Events: <i>Horseshoes, Croquet, more.</i> · Rules: <i>Boundaries, Various</i> · Game strategy: <i>Throw & Strike tactics</i> · Teamwork & Sportsmanship · Fitness Principles: <i>Walking, MVPA</i>	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. Demonstrates competency in one target game such as bowling, bocci, etc. (S1.M18.8 - "Underhand Throw") 10. Strikes a pitched ball with an implement for power to open space in a variety of small-sided games (S1.M20.8 - "Fielding/Striking Games - throwing") 11. Catches, using an implement, from different trajectories and speeds in a dynamic environment or modified game play (S1.M21.8 - "Fielding/Striking Games - catching")	Social/Yard Games a. Teacher observation b. Written assessment c. Peer evaluation (performance task) d. Task card (step count calculation) e. Class-based competitions



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