



Wachusett Regional School District

Physical Education Curriculum Maps

School: _____

Grade: Middle School - Year 1

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>Accepts differences among classmates in physical development, maturation, and varying skill levels (S4.M4.6)</i> 4. <i>Demonstrates self-responsibility by implementing specific corrective feedback to improve performance (S4.M3.6)</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>Describes how being physically active leads to a healthy body (S3.M1.6 - "Physical Activity Knowledge")</i>	Fitness Pre-Testing a. FitnessGram student data b. SMART GOAL sheet c. Activity log
Flag Football A. <i>What are the rules, skills, and game strategies involved in flag football? *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 flag football improve physical fitness and daily physical activity? *3, 4 (2.12)</i> · Skills: Throwing, Catching (triangle), Flag Pulling · Rules: Line of Scrimmage, 4 downs, Offense, Defense · Game strategy · Teamwork & Sportsmanship	Flag Football 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 hands in combination with locomotor patterns of running and change of direction & speed with competency in invasion games such as: Basketball, Flag Football, Speedball, Team Handball etc. (S1.M4.6- "Passing and Receiving")</i> 8. <i>Creates open space by using the width and length of the field on offense (S2.M3.6 - "Creating space using width and length")</i> 9. <i>Demonstrates at least one 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.M2.6 - "Creating space with offensive tactics")</i>	Flag Football 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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- 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
Team Handball A. What are the rules, skills, and game strategies involved in team handball? *1, 2 (2.8, 2.9) B. How do teamwork and sportsmanship affect game play? *5 (2.16) C. How does participation in team handball improve physical fitness and daily physical activity? *3, 4 (2.12) · Skills: Throwing, Passing, Catching, Dribbling, Moving without the ball · Rules: Various (include "free throw") · Scoring: Field Goals, Free Throw · Game strategy · Teamwork & Sportsmanship	Team Handball 1. Demonstrate proper throwing, catching, and dribbling techniques. 2. Define team handball and associated rules with the game. 3. Apply team principles to game situations. 4. Identify fitness areas covered by this activity. 5. Model performing an aerial jump throw. 6. Identify the different ways to score points, point values, and game tactics. 7. Cooperatively work with classmates to accomplish team goals. 8. Demonstrate selection of team handball as an activity choice. 9. Throws, while stationary, a leading pass to a moving receiver (S1.M5.6 - "Passing and Receiving") 10. Demonstrates pivots, fakes, and jab step designed to create open space during practice tasks (S1.M6.6 - "Offensive Skills") 11. Reduces open space by allowing the catch, but not the return pass or not allowing the catch (denial) (S2.M5.6 - "Reducing Space Using Denial") 12. Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks (S1.M8.6 - "Dribbling/Ball Control") 13. Foot dribbles or dribbles with an implement with control changing speed and direction in a variety of practice tasks (S1.M9.6 - "Dribbling/Ball Control")	Team Handball 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. Sustains a target heart rate of 60% to 85% of max. heart rate for a minimum of 20 min. <u>during class</u> (S3.M6.6 - "Fitness Knowledge") 10. Identifies the components of skill-related fitness (S3.M7.6 - "Fitness Knowledge") 11. Calculates target heart rate and apply HR information to personal fitness plan (S3.M8.6 - "Fitness Knowledge") 12. Demonstrates correct techniques and methods of stretching (S3.M8.6 - "Fitness Knowledge") 13. Uses physical activity and fitness equipment appropriately and safely <u>with the teacher's guidance</u> (S4.M7.6 - "Safety") 14. Describes how being physically active leads to a healthy body (S5.M1.6 - "Health") 15. Recognizes physical activity as a positive opportunity for stress reduction and social interaction (S5.M2.6 - "Health")	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
Basketball A. What are the rules, skills, and game strategies involved in basketball? *1, 2 (2.8, 2.9) B. What are the basic elements of a good pass? C. How do teamwork and sportsmanship affect game play? *5 (2.16) D. How does participation in basketball improve physical fitness? *3, 4 (2.12) · Skills: Dribbling, Passing, Shooting, Defending, Rebounding · Rules: Scoring, Safety, Violations · Positions: Guard, Forward, Center · Game strategy: Offense and Defense Tactics · Teamwork & Sportsmanship · Fitness Principles: Aerobic vs. Anaerobic, Muscles involved, Target Heart Rate, Workout Heart Rate	Basketball 1. Explain various shooting techniques 2. Demonstrate proper ball handling and passing techniques. 3. Distinguish between the lay-up, set shot, and jump shot. 4. Display basic defensive skills in a game situation. 5. Explain "moving without the ball". 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. Demonstrates the following offensive skills without defensive pressure: pivot, give and go, and fakes (S1.M7.6 - "Offensive Skills") 12. Reduces open space of defense by making yourself larger and reducing passing angles (S2.M4.6 - "Reducing Space by Changing Size and Shape") 13. Identifies the rules and etiquette for physical activities/games, and dance activities (S4.M6.6 - "Rules and Etiquette") 14. Shoots on goal with power in a dynamic environment as appropriate to the activity (S1.M10.6 - "Shooting on goal") 15. Maintains defensive ready position with weight on balls of feet, arms extended, and eyes on mid-section of the body of the offensive player (S1.M11.6 - "Defensive skills")	Basketball 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
Jump Rope (Rhythmic) A. What are the safety concerns involved in jump roping? *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 jump roping 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)	Jump Rope (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 basic skills in one self-selected individual performance activity (S1.M22.6 - "Individual Performance Activities")</i> 6. <i>Identifies how self-expression and physical activity are related (S5.M5.6 - "Self-expression/enjoyment")</i>	Jump Rope (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 basic skills in one self-selected outdoor activity (S1.M22.6 - "Outdoor Pursuits")</i> 7. <i>Describes how moving competently in a physical activity setting creates enjoyment (S1.M4.6 - "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)



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March

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Content	Skills	Assessments
Pickleball A. What are the rules, skills, and game strategies involved in pickleball? *1, 2 (2.8, 2.9) B. Why is good sportsmanship important while playing pickleball? *5 (2.16) C. What areas of physical fitness (skill-related) will be enhanced through playing pickleball? *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	Pickleball 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 in activities that involve racquet equipment (S1.M19.6 - "Striking")</u> 9. <u>Demonstrates a legal underhand serve with control for net/wall games such as badminton, volleyball, pickleball (S1.M12.6 - "Underhand Serve")</u> 10. <u>Creates open space by using locomotor movements (walking, running, jumping, etc.) in combination with movement (varying pathways, change of speed, direction, or pace, etc.) (S2.M1.6 - "Creating space with movement")</u>	Pickleball 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. Cooperates with a small group of classmates during adventure activities, game play, or team building activities (S4.M5.6 - “Working with Others”) 9. Recognizes challenges and copes in a positive way (S5.M3.6 - “Challenge”) 10. Demonstrates respect for self and others in activities and games (S5.M6.6 - “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 self-selected physical activity outside of P.E. class (S3.M2.6 - "Engages in Physical Activity") 5. Participates in a variety of aerobic fitness activities such as cardio kick, step aerobics, and/or aerobic dance (S3.M3.6 - "Engages in Physical Activity") 6. Participates in a variety of aerobic fitness activities using technology such as Dance, Dance Revolution or Wii Fitness (S3.M4.6 - "Engages in Physical Activity") 7. Participates in a variety of lifetime recreational team sports, outdoor pursuits or dance activities (S3.M5.6 - "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
Lacrosse A. What are the rules, skills, and game strategies involved in lacrosse? *1, 2 (2.8, 2.9) B. How do teamwork and sportsmanship affect game play? *5 (2.16) C. How does participation in lacrosse improve physical fitness? *3, 4 (2.12) · Skills: Stick handling, Passing, Shooting, Goalkeeping, Cradling · Rules: Scoring, Safety, Penalties · Positions: Forward, Defense, Goalkeeper · Game strategy: Offense and Defense Tactics · Teamwork & Sportsmanship · Fitness Principles: Aerobic vs. Anaerobic	Lacrosse 1. Explain various parts of the stick 2. Demonstrate proper stick handling and passing techniques. 3. Distinguish between women's and men's rules. 4. Display basic goalkeeping skills in a game situation. 5. Apply basic cradling 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 10. Explain rules, safety, and scoring	Lacrosse 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 a mature underhand pattern for a modified target game (modified equipment, distance, etc.) such as bowling, bocce, horseshoes, etc. (S1.M18.6 - "Underhand Throw")</u> 10. <u>Strikes a pitched ball with an implement with force in a variety of practice tasks (S1.M20.6 - "Fielding/Striking Games - throwing")</u> 11. <u>Catches, with a mature pattern, from different trajectories using a variety of objects in a varying practice tasks (S1.M21.6 - "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



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