



Wethersfield Public Schools

SDMS Curriculum: PE B

Grade(s)	7 & 8
Unit Title and Purpose	Unit 1: Flag Football
Timeframe	Fall (8 weeks)
Vision of the Graduate	
Collaborator: A student actively participates and supports their classmates. They demonstrate a positive attitude, encouraging others to do their best. They listen to their peers, communicate effectively, and show respect for different abilities and ideas. They willingly work in teams, contributing ideas and valuing the input of others. A good collaborator in PE class is also dependable, punctual, and responsible, consistently completing their assigned tasks and being a reliable teammate. Communicator: A student who effectively conveys information and listens attentively to others. They articulate their thoughts clearly, using appropriate language and tone. They ask questions to seek clarification and show genuine interest in understanding their peers' perspectives. They actively engage in group discussions, sharing ideas, and providing constructive feedback. Additionally, a good communicator in PE class is empathetic, displaying sensitivity towards others' feelings and needs. They foster a supportive environment by encouraging open communication and resolving conflicts in a respectful manner. Problem Solver: A student who approaches challenges with a proactive and analytical mindset. They exhibit critical thinking skills, breaking down problems into manageable parts and identifying possible solutions. They demonstrate creativity by thinking outside the box and considering alternative approaches. They are persistent, not giving up easily, and willing to try different strategies to overcome obstacles. An effective problem solver in PE class collaborates with their peers, seeking input and working together to find solutions. They adapt to changing situations, remain flexible, and learn from their experiences to improve future problem-solving abilities.	
Unit Priority Standards	
Standard 1: Students will demonstrate competency in a variety of motor skills and movement patterns	
<i>Throwing</i>	
S1.M2.7. Demonstrates the ability to throw with a mature pattern for distance or power appropriate to the activity during modified game play.	
S1.M2.8. Demonstrates the ability to throw with a mature pattern for distance or power appropriate to the activity during small-sided game play.	
<i>Catching</i>	
S1.M3.7 Demonstrates the ability to catch with a mature pattern from a variety of trajectories using different objects in modified game play.	
S1.M3.8a. Demonstrates the ability to catch with a mature pattern from a variety of trajectories using different objects in small-sided game play.	
<i>Offensive Skills</i>	
S1.M5.7a. Demonstrates at least one of the following designed to create open space during small-sided game play: pivots, fakes, jab steps.	
S1.M5.7b. Demonstrates the following offensive skills with defensive pressure: pivot, give and go, and fakes.	
S1.M5.8a. Demonstrates at least two of the following to create open space during modified game play: pivots, fakes, jab steps, screens.	
S1.M5.8b. Demonstrates the following offensive skills during small-sided game play: pivot, give and go, and fakes.	
<i>Defensive Skills</i>	
S1.M8.7. Demonstrates the ability to slide in all directions while on defense without crossing feet.	
S1.M8.8. Demonstrates the ability to drop-step in the direction of the pass during player-to-player defense.	



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Standard 2: Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance

Creating Space with Movement, Offensive Tactics, using Width and Length

- S2.M1.7a. Reduces open space by using locomotor movements (e.g., walking, running, jumping, and landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal).
- S2.M1.7b. Executes at least two of the following offensive tactics to create open space: uses a variety of passes, pivots, and fakes; give and go.
- S2.M1.7c. Creates open space by staying spread on offense and cutting and passing quickly.
- S2.M1.8a. Opens and closes space during small-sided game play by combining locomotor movements with movement concepts.
- S2.M1.8b. Executes at least three of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes, and pathways; give and go.
- S2.M1.8c. Creates open space by staying spread on offense, cutting, and passing quickly, and using fakes off the ball.

Reducing Space by Changing Size and Shape and Using Denial

- S2.M2.7a. Reduces open space on defense by staying close to the opponent as he/ she nears the goal.
- S2.M2.7b. Reduces open space by not allowing the catch (denial) or anticipating the speed of the object and person for the purpose of interception or deflection.
- S2.M2.8a. Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/ her (third-party perspective).
- S2.M2.8b. Reduces open space by not allowing the catch (denial) and anticipating the speed of the object and person for the purpose of interception or deflection.

Transitions

- S2.M3.7. Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates.
- S2.M3.8. Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates, and capitalizing on an advantage.

Unit Supporting Standards

Standard 3: Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: Students will exhibit responsible personal and social behavior that respects self and others.

Standard 5: Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

Essential Questions

- What are the benefits of participating in team sports?
- How does teamwork contribute to success in team sports?
- How can communication and cooperation be improved among teammates?
- How can strategy & tactics be applied in different game situations?
- How can we move effectively and efficiently?
- What is the relationship between force and movement?
- What body adjustments are needed to send and receive objects at various speeds?

Performance Expectations:
Skills

Performance Expectations:
Essential Knowledge/Concepts



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S1. Speed: The ability to move quickly and cover distances on the field, allowing for fast transitions and effective positioning. S2. Agility: The capability to change direction rapidly, dodge opponents, and maintain balance while maneuvering through tight spaces. S3. Hand-Eye Coordination: The skill to accurately track and react to the Football, allowing for precise catching, throwing. S4. Passing: The ability to deliver accurate and well-timed passes to teammates S5. Ball Control: The proficiency to maintain possession of the Football, using openfield running techniques to navigate the field and evade opponents. S6. Reaction Time: The ability to quickly respond to the Football's movement, anticipate passes, and react swiftly to changes in game situations.	K1. Vision: The capacity to scan the field, assess open spaces, identify passing opportunities, and make quick decisions based on the movement of teammates and opponents. K2. Tactical Understanding: Understand and apply appropriate tactics and strategies in game situations, including positioning, decision-making, movement off the ball, and awareness of teammates and opponents. K3. Communication: The skill of effectively communicating with teammates, using verbal and non-verbal cues to coordinate movements, strategies, and passing options. K4. Teamwork: The ability to collaborate with teammates, understanding and executing assigned roles and responsibilities, and making collective decisions to achieve team objectives. K5. Defensive Skills: The proficiency in defensive techniques such as marking opponents, intercepting passes, and defending the goal to prevent the opposing team from scoring. K6. Game Awareness: The understanding of the flow of the game, recognizing openings, making effective decisions under pressure, and adjusting strategies accordingly.
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
Students participate in learning activities in which they practice basic skills in isolation and during game play: ● Passing overhand ● Hand offs ● Pass receiving ● Ball carrying ● Flag pulling ● Hiking Students participate in differentiated learning activities in which they practice leading passes to a stationary and moving partner: ● While being guarded by opponents ● While demonstrating both accuracy and distance with applied force (underhand, overhand, sidearm)	● Footballs ● Flag belts/Flags cones ● Scrimmage vests ● Dry erase boards & markers



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Grade(s)	7 & 8
Unit Title and Purpose	Unit 2: Cooperative Games
Timeframe	Fall/Winter (4 weeks)
Vision of the Graduate	
Collaborator: A student actively participates and supports their classmates. They demonstrate a positive attitude, encouraging others to do their best. They listen to their peers, communicate effectively, and show respect for different abilities and ideas. They willingly work in teams, contributing ideas and valuing the input of others. A good collaborator in PE class is also dependable, punctual, and responsible, consistently completing their assigned tasks and being a reliable teammate. Communicator: A student who effectively conveys information and listens attentively to others. They articulate their thoughts clearly, using appropriate language and tone. They ask questions to seek clarification and show genuine interest in understanding their peers' perspectives. They actively engage in group discussions, sharing ideas, and providing constructive feedback. Additionally, a good communicator in PE class is empathetic, displaying sensitivity towards others' feelings and needs. They foster a supportive environment by encouraging open communication and resolving conflicts in a respectful manner. Problem Solver: A student who approaches challenges with a proactive and analytical mindset. They exhibit critical thinking skills, breaking down problems into manageable parts and identifying possible solutions. They demonstrate creativity by thinking outside the box and considering alternative approaches. They are persistent, not giving up easily, and willing to try different strategies to overcome obstacles. An effective problem solver in PE class collaborates with their peers, seeking input and working together to find solutions. They adapt to changing situations, remain flexible, and learn from their experiences to improve future problem-solving abilities.	
Unit Priority Standards	
Standard 4: Students will exhibit responsible personal and social behavior that respects self and others. Standard 5: Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction. <i>Challenge</i> S5.M2.7. Demonstrates the ability to generate positive strategies such as offering suggestions or assistance, leading or following others and providing possible solutions when faced with a group challenge. S5.M2.8. Demonstrates the ability to develop a plan of action and make appropriate decisions based on that plan when faced with an individual challenge. <i>Social Interaction</i> S5.M4.7. Demonstrates the importance of social interaction by helping and encouraging others, using positive talk, and providing support to classmates. S5.M4.8. Demonstrates respect for self by asking for help and helping others in various physical activities.	
Unit Supporting Standards	
Essential Questions	
What does it look like when the class works well together? What is a team?	



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What is the result of teams working well together?	
Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
S1. Communication: Cooperative games encourage students to effectively communicate with their peers, express their ideas, and work together to achieve common goals. S2. Collaboration: Students learn to collaborate and cooperate with others, understanding the importance of teamwork, sharing responsibilities, and valuing different perspectives. S3. Conflict resolution: Through cooperative games, students learn to manage conflicts constructively, negotiate differences, and find compromises in a supportive environment. S4. Empathy and understanding: Participating in cooperative games fosters empathy, as students gain a deeper understanding of their peers' strengths, weaknesses, and perspectives. This promotes a sense of inclusivity and respect. S5. Leadership: Cooperative games provide opportunities for students to take on leadership roles, guide their peers, and cultivate leadership qualities such as communication, decision-making, and delegation.	K1. Mental Focus and Discipline: Develop focus, discipline, and the ability to push through challenges and discomfort and overcome the desire to give up. K2. Problem Solving: - Step 1: Identify and define the problem. State the problem as clearly as possible. - Step 2: Generate possible solutions. - Step 3: Evaluate alternatives. - Step 4: Decide on a solution. - Step 5: Implement the solution. - Step 6: Evaluate the outcome. K3. Critical thinking: Engaging in cooperative games helps students develop critical thinking skills as they analyze situations, make informed decisions, and assess the consequences of their actions. K4. Adaptability: Cooperative games often require students to adapt to changing circumstances and adjust their strategies accordingly. This helps them develop flexibility and resilience in the face of challenges. K5. Trust-building: Cooperative games facilitate trust-building among students as they rely on each other's contributions and support. This fosters a positive group dynamic and enhances social bonds.
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
Students participate in learning activities differentiated by skill or competition level in which they: • Develop a community/team • Work cooperatively in large and small groups • Identify techniques for setting goals • Set appropriate goals • Develop rules and a contract for the class • Participate in activities that require teamwork, cooperation, collaboration and strategy • Participate in activities that build self-esteem, confidence, gross motor skills and social skills • Demonstrate behaviors consistent with this contract • Experiment with leadership skills • Experiment with taking physical and emotional risks • Identify one's strengths and weaknesses as they relate to leadership/working as a team	Materials: • Buckets • Ropes of various sizes and lengths • Buckets • Foam balls of various sizes • Poly spots • Gymnastic mats • PVC pipes Online Resources: • PEcentral.com • https://physedgames.com/category/team-building/



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Grade(s)	7 & 8
Unit Title and Purpose	Unit 3: Pickleball
Timeframe	Winter (5 weeks)
Vision of the Graduate	
Collaborator: A student actively participates and supports their classmates. They demonstrate a positive attitude, encouraging others to do their best. They listen to their peers, communicate effectively, and show respect for different abilities and ideas. They willingly work in teams, contributing ideas and valuing the input of others. A good collaborator in PE class is also dependable, punctual, and responsible, consistently completing their assigned tasks and being a reliable teammate. Communicator: A student who effectively conveys information and listens attentively to others. They articulate their thoughts clearly, using appropriate language and tone. They ask questions to seek clarification and show genuine interest in understanding their peers' perspectives. They actively engage in group discussions, sharing ideas, and providing constructive feedback. Additionally, a good communicator in PE class is empathetic, displaying sensitivity towards others' feelings and needs. They foster a supportive environment by encouraging open communication and resolving conflicts in a respectful manner. Problem Solver: A student who approaches challenges with a proactive and analytical mindset. They exhibit critical thinking skills, breaking down problems into manageable parts and identifying possible solutions. They demonstrate creativity by thinking outside the box and considering alternative approaches. They are persistent, not giving up easily, and willing to try different strategies to overcome obstacles. An effective problem solver in PE class collaborates with their peers, seeking input and working together to find solutions. They adapt to changing situations, remain flexible, and learn from their experiences to improve future problem-solving abilities.	
Unit Priority Standards	
Standard 1: Students will demonstrate competency in a variety of motor skills and movement patterns. <i>Serving</i> S1.M9.7. Demonstrates consistently (at least 70 percent of the time) a legal underhand serve to a predetermined target for net and wall games such as badminton, volleyball or pickleball. S1.M9.8. Demonstrates consistently (at least 70 percent of the time) a legal underhand serve for distance and accuracy for net and wall games such as badminton, volleyball or pickleball. <i>Striking</i> S1.M10.7. Demonstrates the ability to strike with a mature overhand pattern in a dynamic environment for net/ wall games such as volleyball, handball, badminton, or tennis. S1.M10.8. Demonstrates the ability to strike with a mature overhand pattern in a modified net/wall game such as volleyball, handball, badminton, or tennis. <i>Weight Transfer</i> S1.M11.7. Demonstrates the ability to transfer weight with correct timing using low to high striking pattern with a short-handled implement on the forehand side. S1.M11.8. Demonstrates the ability to transfer weight with correct timing using low to high striking pattern with a longhanded implement on the forehand and backhand sides. <i>Forehand and Backhand</i> S1.M12.7. Demonstrates the mature form of forehand and backhand strokes with a long-handled implement in net games such as badminton or tennis. S1.M12.8. Demonstrates the mature form of forehand and backhand strokes with a short or long-handled implement with power and accuracy in net games such as pickleball, tennis, badminton, or paddle ball.	



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Volleying

S1.M13.7b. Demonstrates the ability to forehand and backhand-volley with a mature form and control using a short-handled implement.

S1.M13.8b. Demonstrates the ability to forehand and backhand-volley with a mature form and control using a short-handled implement during modified game play.

Standard 2: Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Creating Space through Variation

S2.M4.7. Creates open space in net/wall games with a long-handled implement by varying force and direction, and by moving opponent from side to side.

S2.M4.8. Creates open space in net/wall games with either a long- or short-handled implement by varying force or direction, or by moving opponent from side to side and/or forward and back.

Using Tactics and Shots

S2.M5.7. Selects offensive shot based on opponent's location (hit where opponent is not).

S2.M5.8. Varies placement, force, and timing of return to prevent anticipation by opponent.

Unit Supporting Standards

Standard 3: Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: Students will exhibit responsible personal and social behavior that respects self and others.

Standard 5: Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

Essential Questions

What different ways can the body move given a specific purpose?

How can I move effectively and efficiently?

What can I do to be physically active, and why is this important?

Why is it important to be physically fit and how can I stay fit?

How do I interact with others during physical activity?

Performance Expectations: Skills

S1. Speed: The ability to move quickly and cover distances on the court, allowing for fast transitions and effective positioning.

S2. Agility: The capability to change direction rapidly, dodge opponents, and maintain balance while maneuvering through tight spaces.

S3. Hand-Eye Coordination: The skill of accurately tracking and reacting to the ball, allowing for precise catching, throwing.

S4. Placement: The ability to strategically place shots in areas that challenge opponents, exploit weaknesses, or create advantageous positioning. Ball Control: The proficiency to maintain possession of the Football, using openfield running techniques to navigate the field and evade opponents.

Performance Expectations: Essential Knowledge/Concepts

K1. Vision: The capacity to scan the court, assess open spaces, and make quick decisions based on the movement of teammates and opponents.

K2. Tactical Understanding: Understand and apply appropriate tactics and strategies in game situations, including positioning, decision-making, movement off the ball, and awareness of teammates and opponents.

K3. Communication: The skill of effectively communicating with teammates, using verbal and non-verbal cues to coordinate movements, strategies, and passing options.

K4. Teamwork: The ability to collaborate with teammates, understanding and executing assigned roles and responsibilities, and making collective decisions to achieve team objectives.



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S5. Reaction Time: The ability to quickly respond to the ball movement, anticipate the next hit, and react swiftly to changes in game situations.	K5. Defensive Skills: The proficiency in defensive techniques such as court positioning. K6. Game Awareness: The understanding of the flow of the game, recognizing openings, making effective decisions under pressure, and adjusting strategies accordingly.
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
Students participate in learning activities differentiated by skill or competition level in which they: • Demonstrate proper grip of the pickleball paddle • Participate in a modified pickleball game o • Demonstrate proper positioning o Follow the rules of the game o Score a game o Demonstrate proper service rotation • Execute a forehand shot in a modified game to Spin the ball • Hit to specific areas of the court • Execute a backhand shot in a modified game • Execute a lob in a modified game • Execute an overhead shot in a modified game • Serve in a modified game • Work in a safe environment • Practice sportsmanship	Materials: • Tennis nets • Pickleball balls • Paddles • Equipment needed for modified play (i.e. ground play, pickleball equipment) • Non-Volley Zone (NVZ) Online Resources: • http://www.usapa.org/what-is-pickleball/ • http://www.usapa.org/wheelchair-pickleball/



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Grade(s)	7 & 8
Unit Title and Purpose	Unit 3.5: Weight Training and Cardio Training
Timeframe	Winter (optional activity)
Vision of the Graduate	
Collaborator: A student actively participates and supports their classmates. They demonstrate a positive attitude, encouraging others to do their best. They listen to their peers, communicate effectively, and show respect for different abilities and ideas. They willingly work in teams, contributing ideas and valuing the input of others. A good collaborator in PE class is also dependable, punctual, and responsible, consistently completing their assigned tasks and being a reliable teammate. Communicator: A student who effectively conveys information and listens attentively to others. They articulate their thoughts clearly, using appropriate language and tone. They ask questions to seek clarification and show genuine interest in understanding their peers' perspectives. They actively engage in group discussions, sharing ideas, and providing constructive feedback. Additionally, a good communicator in PE class is empathetic, displaying sensitivity towards others' feelings and needs. They foster a supportive environment by encouraging open communication and resolving conflicts in a respectful manner. Problem Solver: A student who approaches challenges with a proactive and analytical mindset. They exhibit critical thinking skills, breaking down problems into manageable parts and identifying possible solutions. They demonstrate creativity by thinking outside the box and considering alternative approaches. They are persistent, not giving up easily, and willing to try different strategies to overcome obstacles. An effective problem solver in PE class collaborates with their peers, seeking input and working together to find solutions. They adapt to changing situations, remain flexible, and learn from their experiences to improve future problem-solving abilities.	
Unit Priority Standards	
Standard 3: Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. <i>Physical activity knowledge</i> S3.M1.7. Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers. S3.M1.8. Identifies the five components of health-related fitness and explains the connections between fitness and overall physical and mental health. <i>Participates in physical activity</i> S3.M2.7b. Participates in a variety of strength and endurance-fitness activities such as Pilates, resistance training, bodyweight training and light free-weight training. S3.M2.8b. Participates in a variety of self-selected aerobic fitness activities outside of school such as walking, jogging, biking, skating, dancing, and swimming. S3.M2.7c. Participates in a variety of strength and endurance-fitness activities such as weight or resistance training. S3.M2.8c. Plans and implements a program of cross-training to include aerobic, strength and endurance, and flexibility training. S3.M2.7e. Participates in moderate to vigorous muscle- and bone-strengthening physical activity at least three times a week.	
Unit Supporting Standards	
Standard 4: Students will exhibit responsible personal and social behavior that respects self and others.	



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Standard 5: Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

Essential Questions

Why is strength and conditioning important for overall fitness and athletic performance?

What are the benefits of incorporating cardiovascular exercises into a strength and conditioning program?

What are the different types of strength and conditioning exercises and how do they target specific muscle groups or fitness components?

How does strength training contribute to injury prevention and improved body mechanics?

How can strength and conditioning exercises be integrated with other physical activities and sports?

How can goal setting and tracking progress help motivate and guide a strength and conditioning program?

Performance Expectations: Skills

S1. Proper Form and Technique: Demonstrate the ability to perform exercises with correct form and technique to ensure safety and maximize effectiveness.
S2. Balance and Coordination: Improve proprioception and coordination through exercises that challenge balance and stability, such as single-leg exercises or yoga poses.
S3. Agility and Quickness: Enhance the ability to change direction quickly and react rapidly to stimuli, utilizing ladder drills, cone drills, or agility ladder exercises.
S4. Speed Development: Improve speed through drills and exercises that focus on sprinting technique, acceleration, and running mechanics.

Performance Expectations: Essential Knowledge/Concepts

K1. Power and Explosiveness: Develop explosive strength and speed through exercises like jump squats, medicine ball throws, or plyometric exercises.
K2. Strength Development: Develop and improve muscular strength through exercises targeting different muscle groups, such as push-ups, squats, lunges, and planks.
K3. Mental Focus and Discipline: Develop focus, discipline, and the ability to push through challenges and discomfort during workouts to achieve personal goals.
K4. Goal Setting and Tracking Progress: Set specific, measurable goals and track progress over time to provide motivation and a sense of accomplishment.
K5. Adaptability and Adjustments: Demonstrate the ability to modify exercises or routines based on individual abilities and needs, as well as adapt to different equipment or training environments.

Student Learning Tasks & Resources

Students participate in learning activities differentiated by skill or competition level in which they:

- Safely use the equipment in the weight room
- Explain the components of a comprehensive fitness plan (working on different muscle groups on different days and proper recovery time)
- Work in collaboration with the teacher and peers to decide what outcomes they are looking for in a fitness plan
- Demonstrate proper form for free weight exercises
- Decide what weight is appropriate for each exercise
- Create an individualized fitness program

Suggested Teacher Materials & Resources

Materials:

- Dumbbells
- Weight Racks
- Exercise bands
- Free weights
- Smart board
- Exercise videos and online programs

Online Resources:

- PEcentral.com
- Beachbody.com



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| <ul style="list-style-type: none">• Keep a fitness log• Spot properly | |
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Grade(s)	7 & 8
Unit Title and Purpose	Unit 4: Badminton
Timeframe	Winter (5 weeks)
Vision of the Graduate	
Collaborator: A student actively participates and supports their classmates. They demonstrate a positive attitude, encouraging others to do their best. They listen to their peers, communicate effectively, and show respect for different abilities and ideas. They willingly work in teams, contributing ideas and valuing the input of others. A good collaborator in PE class is also dependable, punctual, and responsible, consistently completing their assigned tasks and being a reliable teammate. Communicator: A student who effectively conveys information and listens attentively to others. They articulate their thoughts clearly, using appropriate language and tone. They ask questions to seek clarification and show genuine interest in understanding their peers' perspectives. They actively engage in group discussions, sharing ideas, and providing constructive feedback. Additionally, a good communicator in PE class is empathetic, displaying sensitivity towards others' feelings and needs. They foster a supportive environment by encouraging open communication and resolving conflicts in a respectful manner. Problem Solver: A student who approaches challenges with a proactive and analytical mindset. They exhibit critical thinking skills, breaking down problems into manageable parts and identifying possible solutions. They demonstrate creativity by thinking outside the box and considering alternative approaches. They are persistent, not giving up easily, and willing to try different strategies to overcome obstacles. An effective problem solver in PE class collaborates with their peers, seeking input and working together to find solutions. They adapt to changing situations, remain flexible, and learn from their experiences to improve future problem-solving abilities.	
Unit Priority Standards	
Standard 1: Students will demonstrate competency in a variety of motor skills and movement patterns. <i>Serving</i> S1.M9.7. Demonstrates consistently (at least 70 percent of the time) a legal underhand serve to a predetermined target for net and wall games such as badminton, volleyball or pickleball. S1.M9.8. Demonstrates consistently (at least 70 percent of the time) a legal underhand serve for distance and accuracy for net and wall games such as badminton, volleyball or pickleball. <i>Striking</i> S1.M10.7. Demonstrates the ability to strike with a mature overhand pattern in a dynamic environment for net/ wall games such as volleyball, handball, badminton, or tennis. S1.M10.8. Demonstrates the ability to strike with a mature overhand pattern in a modified net/wall game such as volleyball, handball, badminton, or tennis. <i>Weight Transfer</i> S1.M11.7. Demonstrates the ability to transfer weight with correct timing using low to high striking pattern with a short-handled implement on the forehand side. S1.M11.8. Demonstrates the ability to transfer weight with correct timing using low to high striking pattern with a longhandled implement on the forehand and backhand sides. <i>Forehand and Backhand</i> S1.M12.7. Demonstrates the mature form of forehand and backhand strokes with a long-handled implement in net games such as badminton or tennis. S1.M12.8. Demonstrates the mature form of forehand and backhand strokes with a short or long-handled implement with power and accuracy in net games such as pickleball, tennis, badminton, or paddle ball.	



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Volleying

S1.M13.7b. Demonstrates the ability to forehand and backhand-volley with a mature form and control using a short-handled implement.

S1.M13.8b. Demonstrates the ability to forehand and backhand-volley with a mature form and control using a short-handled implement during modified game play.

Standard 2: Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Creating Space through Variation

S2.M4.7. Creates open space in net/wall games with a long-handled implement by varying force and direction, and by moving opponent from side to side.

S2.M4.8. Creates open space in net/wall games with either a long- or short-handled implement by varying force or direction, or by moving opponent from side to side and/or forward and back.

Using Tactics and Shots

S2.M5.7. Selects offensive shot based on opponent's location (hit where opponent is not).

S2.M5.8. Varies placement, force, and timing of return to prevent anticipation by opponent.

Unit Supporting Standards

Standard 3: Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: Students will exhibit responsible personal and social behavior that respects self and others.

Standard 5: Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

Essential Questions

What different ways can the body move given a specific purpose?

How can I move effectively and efficiently?

What can I do to be physically active, and why is this important?

Why is it important to be physically fit and how can I stay fit?

How do I interact with others during physical activity?

Performance Expectations: Skills

S1. Speed: The ability to move quickly and cover distances on the court, allowing for fast transitions and effective positioning.

S2. Agility: The capability to change direction rapidly, dodge opponents, and maintain balance while maneuvering through tight spaces.

S3. Hand-Eye Coordination: The skill of accurately tracking and reacting to the ball, allowing for precise catching, throwing.

S4. Placement: The ability to strategically place shots in areas that challenge opponents, exploit weaknesses, or create advantageous positioning.

Ball Control: The proficiency to maintain possession of the Football, using

Performance Expectations: Essential Knowledge/Concepts

K1. Vision: The capacity to scan the field, assess open spaces, identify passing opportunities, and make quick decisions based on the movement of teammates and opponents.

K2. Tactical Understanding: Understand and apply appropriate tactics and strategies in game situations, including positioning, decision-making, movement off the ball, and awareness of teammates and opponents.

K3. Communication: The skill of effectively communicating with teammates, using verbal and non-verbal cues to coordinate movements, strategies, and passing options.

K4. Teamwork: The ability to collaborate with teammates, understanding and executing assigned roles and



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openfield running techniques to navigate the field and evade opponents. S5. Reaction Time: The ability to quickly respond to the ball movement, anticipate the next hit, and react swiftly to changes in game situations.	responsibilities, and making collective decisions to achieve team objectives. K5. Defensive Skills: The proficiency in defensive techniques such as marking opponents, intercepting passes, and defending the goal to prevent the opposing team from scoring. K6. Game Awareness: The understanding of the flow of the game, recognizing openings, making effective decisions under pressure, and adjusting strategies accordingly.
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
Students continue to hone skills learned in the previous unit with an emphasis on application of those skills in a modified badminton game. Students participate in learning activities differentiated by skill or competition level in which they: ● Demonstrate skills learned in previous grades ○ Forehand shot ○ Backhand shot ○ Lob ○ Overhead shot ○ Serve ● Demonstrate a smash ● Participate in singles and doubles matches ● Demonstrate proper positioning on the court during both singles and doubles matches ● Score a match using regulation rules ● Demonstrate proper service rotation ● Consistently keep the birdie in play ● Demonstrate offensive strategies while playing badminton ● Demonstrate defensive strategies while playing badminton ● Aim shots to a specific place ● Vary the strength of shots ● Vary the height of shots ● Select the appropriate shot in a game setting	Materials: ● Badminton nets ● Shuttlecock ● Badminton standards ● Equipment for modified play ● Extra large birdie ● Larger rackets ● Shorter racket ● Lower net Online Resources: ● https://www.usta.com/en/home.html ● http://www.atpworldtour.com/



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Grade(s)	7 & 8
Unit Title and Purpose	Unit 4.5: Self-Defense
Timeframe	Winter (optional activity)
Vision of the Graduate	
Collaborator: A student actively participates and supports their classmates. They demonstrate a positive attitude, encouraging others to do their best. They listen to their peers, communicate effectively, and show respect for different abilities and ideas. They willingly work in teams, contributing ideas and valuing the input of others. A good collaborator in PE class is also dependable, punctual, and responsible, consistently completing their assigned tasks and being a reliable teammate. Communicator: A student who effectively conveys information and listens attentively to others. They articulate their thoughts clearly, using appropriate language and tone. They ask questions to seek clarification and show genuine interest in understanding their peers' perspectives. They actively engage in group discussions, sharing ideas, and providing constructive feedback. Additionally, a good communicator in PE class is empathetic, displaying sensitivity towards others' feelings and needs. They foster a supportive environment by encouraging open communication and resolving conflicts in a respectful manner. Problem Solver: A student who approaches challenges with a proactive and analytical mindset. They exhibit critical thinking skills, breaking down problems into manageable parts and identifying possible solutions. They demonstrate creativity by thinking outside the box and considering alternative approaches. They are persistent, not giving up easily, and willing to try different strategies to overcome obstacles. An effective problem solver in PE class collaborates with their peers, seeking input and working together to find solutions. They adapt to changing situations, remain flexible, and learn from their experiences to improve future problem-solving abilities.	
Unit Priority Standards	
Standard 4: Students will exhibit responsible personal and social behavior that respects self and others. Standard 5: Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction. <i>Challenge</i> S5.M2.8. Demonstrates the ability to develop a plan of action and make appropriate decisions based on that plan when faced with an individual challenge. <i>Social Interaction</i> S5.M4.7. Demonstrates the importance of social interaction by helping and encouraging others, using positive talk, and providing support to classmates. S5.M4.8. Demonstrates respect for self by asking for help and helping others in various physical activities.	
Unit Supporting Standards	
Essential Questions	
What are the key principles of self-defense? How can I recognize potential threats and dangerous situations? What are some effective techniques to defend myself from physical attacks? How can I develop better situational awareness to stay safe?	



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How can I effectively communicate and de-escalate conflicts to avoid physical confrontations?

How can I build confidence and assertiveness in self-defense situations?

How do I set personal boundaries and recognize when they are being crossed?

How can I practice self-defense techniques in a safe and controlled environment?

How can I stay calm and focused during high-pressure situations?

Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
S1. Escaping from grabs and holds - Students learn techniques to escape from common grabs and holds, such as wrist grabs, bear hugs, and headlocks S2. Ground defense and escapes: Students learn to defend themselves and escape from an attacker when they are on the ground, including techniques like bridging, shrimping and creating distance S3. Body movement and footwork: Learn how to move efficiently, maintain balance, and create distance from an attacker. S4. Falling and rolling techniques: Learn how to fall safely and roll out of potential impact situations. S5. Practice and repetition: Students practice skills in controlled scenarios and drills, ensuring they gain confidence and muscle memory	K1. Self-awareness: students recognize and understand their own physical abilities, limitations, and emotions. K2. Confidence: Learning self-defense techniques empowers students and boosts their self-confidence. They develop a sense of self-assurance, knowing that they possess the skills to protect themselves if needed. K3. Situational awareness: Students learn to be aware of their surroundings and identify potential threats or dangerous situations. They acquire the ability to assess their environment and make quick decisions based on the information available to them. K5. Self-control: Self-defense training emphasizes the importance of self-control and restraint. Students learn how to manage their emotions, stay calm under pressure, and avoid escalating conflicts unnecessarily. K6. Discipline: Self-defense classes instill discipline in students as they follow instructions, adhere to rules, and commit to regular practice. K7. Focus and concentration: Self-defense techniques require students to concentrate on their movements, anticipate their opponent's actions, and react effectively. K9. Decision-making skills: Self-defense training involves making split-second decisions based on the situation at hand. Students learn to evaluate options, assess risks, and choose the most appropriate course of action. K10. Resilience and perseverance: Students learn to push through challenges, overcome obstacles, and develop resilience in the face of adversity. K11. Conflict resolution: students learn the importance of conflict resolution and avoiding violence whenever possible.
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
Students participate in learning activities differentiated by skill or competition level in which they practice proficiencies including: • Takedown • Block	Materials: • Mats • Training dummy



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| <ul style="list-style-type: none">● Parry● Reversal● Sprawl● Pull Guard● Verbally de-escalate a conflict● Fall/roll safely● Experiment with leadership skills● Experiment with taking physical and emotional risks● Identify one's strengths and weaknesses as they relate to leadership/working as a team | |
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Grade(s)	7 & 8
Unit Title and Purpose	Unit 5: Wiffle Ball
Timeframe	Spring (6 weeks)
Vision of the Graduate	
Collaborator: A student actively participates and supports their classmates. They demonstrate a positive attitude, encouraging others to do their best. They listen to their peers, communicate effectively, and show respect for different abilities and ideas. They willingly work in teams, contributing ideas and valuing the input of others. A good collaborator in PE class is also dependable, punctual, and responsible, consistently completing their assigned tasks and being a reliable teammate. Communicator: A student who effectively conveys information and listens attentively to others. They articulate their thoughts clearly, using appropriate language and tone. They ask questions to seek clarification and show genuine interest in understanding their peers' perspectives. They actively engage in group discussions, sharing ideas, and providing constructive feedback. Additionally, a good communicator in PE class is empathetic, displaying sensitivity towards others' feelings and needs. They foster a supportive environment by encouraging open communication and resolving conflicts in a respectful manner. Problem Solver: A student who approaches challenges with a proactive and analytical mindset. They exhibit critical thinking skills, breaking down problems into manageable parts and identifying possible solutions. They demonstrate creativity by thinking outside the box and considering alternative approaches. They are persistent, not giving up easily, and willing to try different strategies to overcome obstacles. An effective problem solver in PE class collaborates with their peers, seeking input and working together to find solutions. They adapt to changing situations, remain flexible, and learn from their experiences to improve future problem-solving abilities.	
Unit Priority Standards	
Standard 1: Students will demonstrate competency in a variety of motor skills and movement patterns. <i>Throwing</i> S1.M2.7. Demonstrates the ability to throw with a mature pattern for distance or power appropriate to the activity during modified game play. S1.M2.8. Demonstrates the ability to throw with a mature pattern for distance or power appropriate to the activity during small-sided game play. <i>Striking</i> S1.M16.7. Demonstrates the ability to strike a pitched ball with an implement to open space in a variety of practice tasks. S1.M16.8. Demonstrates the ability to strike a pitched ball with an implement for power to open space in a variety of small-sided games. <i>Catching</i> S1.M17.7. Demonstrates the ability to catch, with a mature pattern, from different trajectories using a variety of objects in small-sided game play. S1.M17.8. Demonstrates the ability to catch, using an implement, from different trajectories and speeds in a dynamic environment or modified game play. Standard 2: Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance. <i>Offensive Strategies</i> S2.M7.7. Uses a variety of shots (e.g., line drive high arc) to hit the ball into open space. S2.M7.8. Identifies sacrifice situations and attempts to advance a teammate.	



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Reducing Space

S2.M8.7. Selects the correct defensive play based on the situation (e.g., number of outs).

S2.M8.8. Reduces open spaces in the field by working with teammates to maximize coverage.

Unit Supporting Standards

Standard 3: Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: Students will exhibit responsible personal and social behavior that respects self and others.

Standard 5: Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

Essential Questions

What different ways can the body move given a specific purpose?

How can I move effectively and efficiently?

What can I do to be physically active, and why is this important?

Why is it important to be physically fit and how can I stay fit?

How do I interact with others during physical activity?

How will physical activity help me now and in the future?

Performance Expectations: Skills

S1. Speed: The ability to move quickly and cover distances on the field, allowing for fast transitions and effective positioning.

S2. Agility: The capability to change direction rapidly, dodge opponents, and maintain balance while maneuvering through tight spaces.

S3. Hand-Eye Coordination: The skill of accurately tracking and reacting to the ball, allowing for precise catching, throwing, striking.

S4. Placement: The ability to strategically place the ball in areas that challenge opponents, exploit weaknesses, or create advantageous positioning.

S5. Reaction Time: The ability to quickly respond to the ball movement, anticipate the next hit, and react swiftly to changes in game situations.

Performance Expectations: Essential Knowledge/Concepts

K1. Vision: The capacity to scan the field, assess open spaces, and make quick decisions based on the movement of teammates and opponents.

K2. Tactical Understanding: Understand and apply appropriate tactics and strategies in game situations, including positioning, decision-making, movement off the ball, and awareness of teammates and opponents.

K3. Communication: The skill of effectively communicating with teammates, using verbal and non-verbal cues to coordinate movements, strategies, and passing options.

K4. Teamwork: The ability to collaborate with teammates, understanding and executing assigned roles and responsibilities, and making collective decisions to achieve team objectives.

K5. Defensive Skills: The proficiency in defensive techniques such as positioning, cut offs, and defending space to prevent the opposing team from scoring.

K6. Game Awareness: The understanding of the flow of the game, recognizing openings, making effective decisions under pressure, and adjusting strategies accordingly.

Student Learning Tasks & Resources

Suggested Teacher Materials & Resources



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Students continue to hone skills learned in previous grades with an emphasis on application of those skills in a wiffle ball game. Students participate in learning activities differentiated by skill or competition level in which they:

- Demonstrate skills learned in previous grades
- Hit a cut-off man
- Catch a ball hit not directly hit to them
- Hit a ball thrown underhand
- Identify which pitch to hit in a specific hitting situation
- Facilitate a wiffle ball game with proper set up and execution of the rules
- Transition the ball from the catching position to proper throwing stance
- Demonstrate an understanding of advanced situational base running
- Choose the most probable runner vs. the most important runner based on the score
- Demonstrate an understanding of situational batting to advance runners and/or score runs

Materials

- Wiffle balls
- Bats
- Bases
- Hitting Tees

Online Resources:

- <https://www.rulesofsport.com/sports/wiffle-ball.html>



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Grade(s)	7 & 8
Unit Title and Purpose	Unit 6: Social Sports
Timeframe	Spring (4 weeks)
Vision of the Graduate	
Collaborator: A student actively participates and supports their classmates. They demonstrate a positive attitude, encouraging others to do their best. They listen to their peers, communicate effectively, and show respect for different abilities and ideas. They willingly work in teams, contributing ideas and valuing the input of others. A good collaborator in PE class is also dependable, punctual, and responsible, consistently completing their assigned tasks and being a reliable teammate. Communicator: A student who effectively conveys information and listens attentively to others. They articulate their thoughts clearly, using appropriate language and tone. They ask questions to seek clarification and show genuine interest in understanding their peers' perspectives. They actively engage in group discussions, sharing ideas, and providing constructive feedback. Additionally, a good communicator in PE class is empathetic, displaying sensitivity towards others' feelings and needs. They foster a supportive environment by encouraging open communication and resolving conflicts in a respectful manner. Problem Solver: A student who approaches challenges with a proactive and analytical mindset. They exhibit critical thinking skills, breaking down problems into manageable parts and identifying possible solutions. They demonstrate creativity by thinking outside the box and considering alternative approaches. They are persistent, not giving up easily, and willing to try different strategies to overcome obstacles. An effective problem solver in PE class collaborates with their peers, seeking input and working together to find solutions. They adapt to changing situations, remain flexible, and learn from their experiences to improve future problem-solving abilities.	
Unit Priority Standards	
Standard 4: Students will exhibit responsible personal and social behavior that respects self and others. <i>Rules and Etiquette</i> S4.M3.7a. Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts. S4.M3.7b. Demonstrates the ability to problem solve with a small group of classmates during adventure activities, small-group initiatives or game play. S4.M3.8a. Demonstrates the ability to respond appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts. S4.M3.8b. Demonstrates the ability to cooperate with multiple classmates on problem solving initiatives including adventure activities, large-group initiatives, and game play. Standard 5: Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction. <i>Health</i> S5.M1.7a. Demonstrates the ability to identify different types of physical activities and describe how each exerts a positive effect on health. S5.M1.8a. Demonstrates the ability to identify the five components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiorespiratory endurance, and body composition) and explain the connections between fitness and overall physical and mental health. <i>Self-Expression and Enjoyment</i> S5.M3.7a. Demonstrates the ability to identify why self-selected physical activities create enjoyment. S5.M3.7b. Demonstrates the ability to explain the relationship between self-expression and lifelong enjoyment through physical activity.	



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S5.M3.8a. Demonstrates the ability to discuss how enjoyment could be increased in self selected physical activities.
 S5.M3.8b. Demonstrates the ability to identify and participate in an enjoyable activity that prompts individual self-expression.

Social Interaction

S5.M4.7. Demonstrates the importance of social interaction by helping and encouraging others, using positive talk, and providing support to classmates.

S5.M4.8. Demonstrates respect for self by asking for help and helping others in various physical activities.

Unit Supporting Standards

Standard 1: Students will demonstrate competency in a variety of motor skills and movement patterns.

Standard 2: Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Essential Questions

What are some social benefits of outdoor games?

What are some safety considerations while participating in outdoor games?

What does etiquette consist of while participating in outdoor games?

Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
S1. Communication: Cooperative games encourage students to effectively communicate with their peers, express their ideas, and work together to achieve common goals. S2. Collaboration: Students learn to collaborate and cooperate with others, understanding the importance of teamwork, sharing responsibilities, and valuing different perspectives. S3. Conflict resolution: Through cooperative games, students learn to manage conflicts constructively, negotiate differences, and find compromises in a supportive environment. S4. Reaction Time: The ability to quickly respond to the speedball's movement, anticipate passes or shots, and react swiftly to changes in game situations. S5. Hand-Eye Coordination: The skill to accurately track and react to the various sport balls, allowing for precise catching, throwing, shooting, and passing.	K1. Mental Focus and Discipline: Develop focus, discipline, and the ability to push through challenges and discomfort and overcome the desire to give up. K2. Teamwork: The ability to collaborate with teammates, understanding and executing assigned roles and responsibilities, and making collective decisions to achieve team objectives. K3. Game Awareness: The understanding of the flow of the game, recognizing openings, making effective decisions under pressure, and adjusting strategies accordingly. K4. Vision: The capacity to scan the field, assess open spaces, identify passing opportunities, and make quick decisions based on the movement of teammates and opponents.
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
Students participate in learning activities differentiated by skill or competition level in which they: - Develop a community/team - Work cooperatively in large and small groups - Practice teamwork, cooperation, collaboration and strategy - Participate in activities that build self-esteem, confidence, gross motor skills and social skills	Materials: - Can Jam Sets - Bocce Sets - Spikeball (various sizes) - Kubb Sets Online Resources: https://spikeball.com/pages/official-rules https://www.backyardbocce.com/basic-rules/



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| <ul style="list-style-type: none">• Demonstrate responsible and respectful behavior promotes positive personal and social success. | <ul style="list-style-type: none">• https://www.kanjam.com/pages/how-to-play• http://www.kubbunited.com/rules-of-kubb |
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