

Cambridge Public Schools Physical Education Curriculum

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MISSION STATEMENT

The mission of physical education in the Cambridge Public Schools is to use physical activity to teach students the physical, cognitive (intellectual), and social skills necessary to develop and sustain a healthy lifestyle.

This mission is achieved through the delivery of a planned, sequential, K-12 Curriculum that draws its content and program goals from the MADOE&SE comprehensive health frameworks and the NASPE standards

Cambridge Public Schools Physical Education Curriculum Kindergarten

**Cambridge Public Schools
Physical Education Curriculum
Grade K**

Scope and Sequence

Concepts (big ideas) taught throughout the units:

Rules
Respect
Responsibility
Safety
Cooperation
Exploration
Fitness
Fundamental Movement

The Cambridge Public Schools follows a skill theme approach for teaching physical education in grades K through 5.

What are ‘Skill Themes’ and ‘Movement Concepts’? Skill themes are fundamental movements that are later modified into more specialized patterns on which activities of increasing complexity are built. Movement concepts are taught in conjunction with the skill themes. Movement concepts are the ideas used to modify or enrich the range and effectiveness of skill employment. Movement concepts include space awareness, effort, and relationships. Our primary goal, then, is to provide children with a degree of competence leading to the confidence that encourages them to try and enjoy a variety of activities and sports.

Characteristics of the skill theme approach:

Competence in performing a variety of locomotor, nonmanipulative and manipulative motor skills is a major purpose of the skill theme approach.

The skill theme approach is designed to provide experiences appropriate to a child’s developmental level, as opposed to age or grade level.

The scope and sequence of the skill themes are designed to reflect the varying needs and interests of students over a period of years.

SKILL THEMES

Locomotor Skills	Nonmanipulative Skills	Manipulative Skills
Walking	Turning	Throwing
Running	Twisting	Catching and collecting
Hopping	Rolling	Kicking
Skipping	Balancing	Punting
Gallop	Transferring weight	Dribbling
Sliding	Jumping and landing	Volleying
Chasing, fleeing, dodging	Stretching	Striking w/ rackets
	Curling	Striking w/ long-handled implements

Kindergarten Unit Layout

Unit #	Name of Unit	Minimum # of Classes
1	Rules/Expectations/Names/ Cooperation	10
2	Traveling # 1: Spatial Awareness/Body Control	10
3	Traveling # 2: Chasing/Fleeing/Dodging	4
4	Movement Concepts	8
5	Collecting, Throwing and Catching	8
6	Fitness Healthy Heart/Fit Body	8
7	Creative Movement/Balancing/Rolli ng	8
8	Dribbling/Striking/Kicking	8
9	World Games	4

**Cambridge Public Schools
Physical Education Curriculum
Grade K**

Unit 1:
Rules/Names/Cooperation/Spatial Awareness

10 Lessons

Concepts: Rules, Respect, Responsibility, Cooperation

<p style="text-align: center;">NASPE Standard</p> <p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p style="text-align: center;">MADDOE&SE</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>
<p style="text-align: center;">Enduring Understandings</p> <p>Rules help keep you safe</p> <p>Activity is fun when you are kind to others</p> <p>Actions have consequences</p>	<p style="text-align: center;">Essential Questions</p> <p>Why is safety important?</p> <p>How do you want to be treated?</p> <p>How should you treat others?</p>
<p>Know and be able to do</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Be aware of class protocol • Follow the class rules/expectations • Listen to teacher/s • Follow directions • Appropriately use instructional supplies • Involve others appropriately 	
<p>Assessment Plan</p>	
<ul style="list-style-type: none"> • Teacher Observation • Exit Slips (Smiley/Frowny Faces; Thumbs Up/Down; Crayon/Paper) 	

Learning Plan

Instructional Strategies

- Modeling
- Demonstration
- Individualized and large group instruction
- Class discussion

Resources

- Books, journals, periodicals, websites
- PE Server
- Instructional supplies

Technology

- Internet Resources
- Music Sources

**Cambridge Public Schools
Physical Education Curriculum
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Unit 2: Traveling #1

Spatial Awareness: Personal Space and General Space

Body Control: Body Identification and Awareness

Traveling: Walking, Running, Hopping, Skipping, Galloping, Sliding, Leaping, and Jumping

10 Lessons

Concepts: Responsibility, Safety, Cooperation, Exploration, Fundamental Movement

NASPE Standard	MADDOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

<p style="text-align: center;">Enduring Understandings</p>	<p style="text-align: center;">Essential Questions</p>
<p>Don't be afraid to try something new Body control keeps us safe</p> <p>Know what your body is doing</p> <p>Movement is FUN</p>	<p>What do you think are appropriate and safe ways to move?</p> <p>Why is it important to travel safely?</p> <p>Why is it important to be aware of your surroundings?</p>
<p>Know and be able to do</p>	
<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explore locomotor movements: Walk, run, hop, skip, leap, jump, gallop, and slide. • Demonstrate ability to move safely throughout space. • Identify the differences between the eight locomotor movements. • Travel throughout space with control and awareness (self-regulation). • Explain the positive benefits of movement • Identify how physical activity affects the body. • Explain level of enjoyment during physical activity. 	
<p>Assessment Plan</p>	
<p>Teacher Observation</p> <ul style="list-style-type: none"> • Exit Slips (Smiley/Frowny Faces; Thumbs Up/Down; Crayon/Paper) • Skill Checklist • Checking for Understanding • Rubric • Group Discussion 	
<p>Learning Plan</p>	
<p>Instructional Strategies</p> <ul style="list-style-type: none"> • Exploration • Modeling • Demonstration • Guided practice • Individualized and large group instruction • Independent practice • Class discussion <p>Resources</p> <ul style="list-style-type: none"> • Books, journals, periodicals, websites • Instructional supplies 	

Technology

- Internet Resources
- Music Sources

**Cambridge Public Schools
Physical Education Curriculum
Grade K**

**Unit 3:
Traveling # 2: Speeds, Levels, Directions and Pathways
Chasing/Fleeing/Dodging**

*Concepts: Rules, Respect, Responsibility, Safety, Exploration,
Fundamental Movement*

NASPE Standard	MADDOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

Enduring Understandings	Essential Questions
<p>Be a good playmate.</p> <p>Know your surroundings.</p> <p>Movement keeps you healthy.</p> <p>Actions have consequences.</p>	<p>What makes a good playmate?</p> <p>Why is traveling safely important?</p> <p>How does movement keep you healthy?</p> <p>Why is staying safe important?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Participate in a variety of activities that incorporate chasing, fleeing, and dodging. • Explore locomotor movements throughout game play. • Through traveling, utilize the movement concepts of: pathways, directions, levels and speeds. • Identify fair play. • Demonstrate ability to move safely throughout space. • Demonstrate fair play. • Identify cooperative play. • Understand the difference between traveling independently and traveling within a group during game play. • Explain the positive benefits of movement • Identify level of enjoyment during physical activity 	
<p style="text-align: center;">Assessment Plan</p>	
<ul style="list-style-type: none"> • Teacher Observation • Exit Slips (Smiley/Frowny Faces; Thumbs Up/Down; Crayon/Paper) • Skill Checklist • Checking for Understanding • Rubric • Group Discussion 	
<p style="text-align: center;">Learning Plan</p>	
<p>Instructional Strategies</p> <ul style="list-style-type: none"> • Exploration • Modeling • Demonstration • Guided practice • Individualized and large group instruction • Independent practice 	

- Class discussion

Resources

- Books, journals, periodicals, websites
- Instructional supplies

Technology

- Internet Resources
- Music Sources

**Cambridge Public Schools
Physical Education Curriculum
Grade K**

Unit 4:

Movement Concepts

Concepts: Safety, Rules, Respect, Exploration, Fundamental Movement, Fitness

NASPE Standard	MADDOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

Enduring Understandings	Essential Questions
<p>Know your surroundings.</p> <p>Know what your body is doing.</p> <p>You learn through new experiences.</p> <p>Movement keeps you healthy.</p> <p>Movement is fun.</p>	<p>What does moving safely look like?</p> <p>Why is moving safely important?</p> <p>Is there a right or wrong way to move?</p> <p>Why is it important to move differently?</p> <p>How can moving be fun?</p>
<p>Know and be able to do</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Participate in a variety of activities that incorporate movement concepts; (over, under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, leading, following, mirroring, matching, clockwise, counterclockwise,..) • Explore twisting, turning, stretching, curling, jumping, landing and weight transfer. • Explore balancing on different bases of support. • Explore balancing on equipment. • Through traveling, utilize the movement concepts of: pathways, directions, levels and speeds. • Demonstrate ability to move safely throughout space. • Understand the difference between traveling independently and traveling within a group. • Explain the positive benefits of movement. • Identify level of enjoyment during physical activity. 	
<p>Assessment Plan</p>	
<ul style="list-style-type: none"> • Teacher Observation • Exit Slips (Smiley/Frowny Faces; Thumbs Up/Down; Crayon/Paper) • Skill Checklist • Checking for Understanding • Rubric • Group Discussion 	
<p>Learning Plan</p>	
<p>Instructional Strategies</p> <ul style="list-style-type: none"> • Exploration 	

- Modeling
- Demonstration
- Guided practice
- Individualized and large group instruction
- Independent practice
- Class discussion

Resources

- Books, journals, periodicals, websites
- Instructional supplies

Technology

- Internet Resources
- Music Sources

**Cambridge Public Schools
Physical Education Curriculum
Grade K**

Unit 5:

Collecting, Throwing and Catching

Concepts: Safety, Rules, Respect, Exploration, Fundamental Movement, Fitness

NASPE Standard	MADDOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

Enduring Understandings	Essential Questions
<p>Respecting equipment keeps you safe. Listening makes learning fun.</p> <p>Use equipment correctly.</p>	<p>What is self-control?</p> <p>How does using equipment properly keep everyone safe?</p> <p>What is the correct way to use equipment?</p>
<p>Know and be able to do</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Explore collecting, throwing and catching with a variety of materials. • Practice the correct way to throw. • Identify the cues of overhand and underhand throwing. • Describe how throwing and catching utilizes the movement concepts of speeds, levels, and force. • Practice catching a variety of materials independently and with a partner. • Explain the difference between underhand and overhand throwing. • Demonstrate the cues of underhand and overhand throwing. • Recognize personal accomplishments and derived level of enjoyment when collecting, throwing and catching. 	
<p>Assessment Plan</p>	
<p>Teacher Observation</p> <ul style="list-style-type: none"> • Exit Slips (Smiley/Frowny Faces; Thumbs Up/Down; Crayon/Paper) • Skill Checklist • Checking for Understanding • Rubric • Group Discussion 	
<p>Learning Plan</p>	
<p>Instructional Strategies</p> <ul style="list-style-type: none"> • Exploration • Modeling • Demonstration • Guided practice • Individualized and large group instruction • Independent practice • Class discussion <p>Resources</p> <ul style="list-style-type: none"> • Books, journals, periodicals, websites • Instructional supplies <p>Technology</p>	

- Internet Resources
- Music Sources

**Cambridge Public Schools
Physical Education Curriculum
Grade K**

**Unit: 6
Fitness
(Healthy Heart and Fit Body)**

Concepts: Safety, Rules, Respect, Exploration, Fundamental Movement, Fitness

NASPE Standard	MADDOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

<p style="text-align: center;">Enduring Understandings</p> <p>Being fit keeps you healthy.</p> <p>Fitness is for everyone.</p> <p>Healthier makes you happier.</p>	<p style="text-align: center;">Essential Questions</p> <p>Why is fitness important?</p> <p>How does activity make you happy?</p> <p>Why is there fitness testing?</p> <p>Why is it important to stay healthy?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Explore activities that improve fitness. (fitness testing) • Discover what makes fitness fun. • Identify how exercise/fitness keeps you healthy. • List ways to improve your fitness. • Recognize how your body feels before, during and after exercising. 	
<p style="text-align: center;">Assessment Plan</p>	
<ul style="list-style-type: none"> • Teacher Observation • Exit Slips (Smiley/Frowny Faces; Thumbs Up/Down; Crayon/Paper) • Skill Checklist • Checking for Understanding • Rubric • Group Discussion 	
<p style="text-align: center;">Learning Plan</p>	
<p>Instructional Strategies</p> <ul style="list-style-type: none"> • Exploration • Modeling • Demonstration • Guided practice • Individualized and large group instruction • Independent practice • Class discussion <p>Resources</p> <ul style="list-style-type: none"> • Books, journals, periodicals, websites • Instructional supplies <p>Technology</p> <ul style="list-style-type: none"> • Internet Resources • Music Sources 	

**Cambridge Public Schools
Physical Education Curriculum
Grade K**

**Unit: 7
Creative Movement/Balancing/Rolling**

Concepts: Safety, Rules, Respect, Exploration, Rhythmic Movement, Fitness

NASPE Standard	MADOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

<p style="text-align: center;">Enduring Understandings</p> <p>Moving differently is fun.</p> <p>Do not be afraid to try something new.</p> <p>Know that your body can move in many ways.</p> <p>Know what your body is doing.</p>	<p style="text-align: center;">Essential Questions</p> <p>Is there a right or wrong way to move?</p> <p>What are the different ways your body can move?</p> <p>How does movement make you happy?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Explore movement in sequential movement patterns. • Explore balancing on different bases of support. • Through balancing and rolling utilize movement concepts. • Demonstrate ability to transfer weight correctly. 	
<p style="text-align: center;">Assessment Plan</p>	
<p>Teacher Observation</p> <ul style="list-style-type: none"> • Exit Slips (Smiley/Frowny Faces; Thumbs Up/Down; Crayon/Paper) • Skill Checklist • Checking for Understanding • Rubric • Group Discussion 	
<p style="text-align: center;">Learning Plan</p>	
<p>Instructional Strategies</p> <ul style="list-style-type: none"> • Exploration • Modeling • Demonstration • Guided practice • Individualized and large group instruction • Independent practice • Class discussion <p>Resources</p> <ul style="list-style-type: none"> • Books, journals, periodicals, websites • Instructional supplies 	

Technology

- Internet Resources
- Music Sources

**Cambridge Public Schools
Physical Education Curriculum
Grade K**

**Unit: 8
Dribbling/Striking/Kicking**

Concepts: Safety, Rules, Respect, Exploration, Fundamental movement

NASPE Standard	MADDOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

<p style="text-align: center;">Enduring Understandings</p> <p>Practicing proper technique helps you get better.</p>	<p style="text-align: center;">Essential Questions</p> <p>How do you get better?</p> <p>How do you find the right way?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Explore dribbling with a variety of manipulatives. • Employ correct form when dribbling. • Employ correct form when striking and kicking. • Through striking and kicking utilize movement concepts. 	
<p style="text-align: center;">Assessment Plan</p>	
<ul style="list-style-type: none"> • Teacher Observation • Exit Slips (Smiley/Frowny Faces; Thumbs Up/Down; Crayon/Paper) • Skill Checklist • Checking for Understanding • Rubric • Group Discussion 	
<p style="text-align: center;">Learning Plan</p>	
<p>Instructional Strategies</p> <ul style="list-style-type: none"> • Exploration • Modeling • Demonstration • Guided practice • Individualized and large group instruction • Independent practice • Class discussion • Resources • Books, journals, periodicals, websites • Instructional supplies <p>Technology</p> <ul style="list-style-type: none"> • Internet Resources • Music Sources 	

**Cambridge Public Schools
Physical Education Curriculum
Grade K**

**Unit: 9
World Games/Activities**

*Concepts: Rules, Respect, Responsibility, Safety, Exploration,
Fundamental Movement*

NASPE Standard	MADOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

Enduring Understandings	Essential Questions
<p>Movement is everywhere in the world.</p> <p>Movement impacts all cultures.</p> <p>It's ok to be different</p>	<p>What makes a good playmate?</p> <p>How does movement keep you healthy?</p> <p>Why is staying safe important?</p> <p>How is movement part of other cultures?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to:</p> <p>Participate in a variety of activities that incorporate games from around the world.</p> <p>Explore locomotor movements throughout game play.</p> <p>Through traveling, utilize the movement concepts of: pathways, directions, levels and speeds.</p> <p>Identify fair play.</p> <p>Demonstrate ability to move safely throughout space.</p> <p>Demonstrate fair play.</p> <p>Identify cooperative play.</p> <p>Understand the difference between traveling independently and traveling within a group during game play.</p> <p>Identify the differences between games played in the USA vs. games played in other cultures</p>	
<p style="text-align: center;">Assessment Plan</p>	
<p>Teacher Observation</p> <p>Exit Slips (Smiley/Frowny Faces; Thumbs Up/Down; Crayon/Paper)</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion</p>	
<p style="text-align: center;">Learning Plan</p>	
<p>Instructional Strategies</p> <p>Exploration</p> <p>Modeling</p> <p>Demonstration</p> <p>Guided practice</p> <p>Individualized and large group instruction</p> <p>Independent practice</p>	

Class discussion

Resources

Books, journals, periodicals, websites

Instructional supplies

Technology

Internet Resources

Music Sources

**Cambridge Public Schools
Physical Education Curriculum
1st Grade**

**Cambridge Public Schools
Physical Education Curriculum
Grade 1**

Scope and Sequence

Concepts (big ideas) taught throughout the units:

- Rules**
- Respect**
- Responsibility**
- Safety**
- Cooperation**
- Exploration**
- Fitness**
- Fundamental Movement**

The Cambridge Public Schools follows a skill theme approach for teaching physical education in grades K through 5.

What are ‘Skill Themes’ and ‘Movement Concepts’? Skill themes are fundamental movements that are later modified into more specialized patterns on which activities of increasing complexity are built. Movement concepts are taught in conjunction with the skill themes. Movement concepts are the ideas used to modify or enrich the range and effectiveness of skill employment. Movement concepts include space awareness, effort, and relationships. Our primary goal, then, is to provide children with a degree of competence leading to the confidence that encourages them to try and enjoy a variety of activities and sports.

Characteristics of the skill theme approach:

Competence in performing a variety of locomotor, nonmanipulative and manipulative motor skills is a major purpose of the skill theme approach.

The skill theme approach is designed to provide experiences appropriate to a child’s developmental level, as opposed to age or grade level.

The scope and sequence of the skill themes are designed to reflect the varying needs and interests of students over a period of years.

SKILL THEMES

Locomotor Skills	Nonmanipulative Skills	Manipulative Skills
Walking Running Hopping Skipping Galloping Sliding Chasing, fleeing, dodging	Turning Twisting Rolling Balancing Transferring weight Jumping and landing Stretching Curling	Throwing Catching and collecting Kicking Punting Dribbling Volleying Striking w/ rackets Striking w/ long-handled implements

1st Grade Unit Layout

Unit #	Name of Unit	Minimum # of Classes
1	Rules/Expectations/Names/ Cooperation	6
2	Traveling/Movement Concepts	10
3	Collecting, Throwing and Catching	8
4	Creative Movement: Balancing/Rolling	6
5	Rhythmic Movement	6
6	Fitness Healthy Heart/Fit Body	8
7	Dribbling, Striking, Kicking	8
8	Chasing, Fleeing and Dodging	8
9	World Games	4

**Cambridge Public Schools
Physical Education Curriculum
Grade 1**

**Unit 1:
Rules/Names/Expectations/Cooperation**

6 Lessons

Concepts: Rules, Respect, Responsibility, Cooperation

<p style="text-align: center;">NASPE Standard</p> <p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p style="text-align: center;">MADOE&SE</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>
<p style="text-align: center;">Enduring Understandings</p> <p>Rules help keep you safe Playing fair is fun Activity is fun when you are kind to others Actions have consequences Trying your best helps you get better Cooperating/respecting others makes learning fun</p>	<p style="text-align: center;">Essential Questions</p> <p>Why is safety important? How do you want to be treated? Why is playing fair important? How should you treat others? Why should you try your best?</p>
<p>Know and be able to do</p> <p>Students will be able to: Understand class protocol Follow the class rules/expectations Listen to teacher/s</p>	

Follow directions
Appropriately use instructional supplies
Involve others appropriately
Understand fair play

Assessment Plan

Teacher Observation
Exit Slips (Smiley/Frowny Faces; Thumbs Up/Down; Crayon/Paper)

Learning Plan

Instructional Strategies

Modeling
Demonstration
Individualized and large group instruction
Class discussion

Resources

Books, journals, periodicals, websites
PE Server
Instructional supplies

Technology

Internet Resources
Music Sources

**Cambridge Public Schools
Physical Education Curriculum
Grade 1**

Unit 2:

Traveling/Movement Concepts

6 Lessons

Concepts: Responsibility, Safety, Cooperation, Exploration, Fundamental Movement

NASPE Standard	MADDOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>
Enduring Understandings	Essential Questions

<p>Know your surroundings.</p> <p>Know what your body is doing.</p> <p>You learn through new experiences.</p> <p>Movement keeps you healthy.</p> <p>Movement is fun.</p>	<p>What does moving safely look like?</p> <p>What is a safe speed?</p> <p>Why is moving safely important?</p> <p>Is there a right or wrong way to move?</p> <p>Why is it important to move differently?</p> <p>How can moving be fun?</p>
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Know and be able to do

Students will be able to:
 Explore locomotor movements: Walk, run, hop, skip, leap, jump, gallop, and slide.
 Demonstrate ability to move safely throughout space.
 Identify the differences between the eight locomotor movements.
 Travel throughout space with control and awareness (self-regulation).
 Explain the positive benefits of movement
 Identify how physical activity affects the body.
 Explain level of enjoyment during physical activity.

Assessment Plan

Teacher Observation
 Exit Slips (Smiley/Frowny Faces; Thumbs Up/Down; Crayon/Paper)
 Skill Checklist
 Checking for Understanding
 Rubric
 Group Discussion

Learning Plan

Instructional Strategies
 Exploration
 Modeling
 Demonstration
 Guided practice
 Individualized and large group instruction
 Independent practice
 Class discussion

Resources

Books, journals, periodicals, websites
Instructional supplies

Technology

Internet Resources
Music Sources

**Cambridge Public Schools
Physical Education Curriculum
Grade 1**

Unit 3:

Collecting, Throwing and Catching

Concepts: Safety, Rules, Respect, Exploration, Fundamental Movement, Fitness

NASPE Standard	MADOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

Enduring Understandings	Essential Questions
<p>Respecting equipment keeps you safe. Listening makes learning fun.</p> <p>Use equipment correctly.</p>	<p>What is self-control?</p> <p>How does using equipment properly keep everyone safe?</p> <p>What is the correct way to use equipment?</p>
<p>Know and be able to do</p> <p>Students will be able to: Explore collecting, throwing and catching with a variety of materials. Practice the correct way to throw. Identify the cues of overhand and underhand throwing. Describe how throwing and catching utilizes the movement concepts of speeds, levels, and force. Practice catching a variety of materials independently and with a partner. Explain the difference between underhand and overhand throwing. Demonstrate the cues of underhand and overhand throwing, including weight transfer. Recognize personal accomplishments and derived level of enjoyment when collecting, throwing and catching.</p>	
<p>Assessment Plan</p>	
<p>Teacher Observation Exit Slips (Smiley/Frowny Faces; Thumbs Up/Down; Crayon/Paper) Skill Checklist Checking for Understanding Rubric Group Discussion</p>	
<p>Learning Plan</p>	
<p>Instructional Strategies Exploration Modeling Demonstration Guided practice Individualized and large group instruction Independent practice Class discussion</p> <p>Resources Books, journals, periodicals, websites Instructional supplies</p>	

Technology

Internet Resources

Music Sources

**Cambridge Public Schools
Physical Education Curriculum
Grade 1**

**Unit: 4
Creative Movement/Balancing/Rolling**

Concepts: Safety, Rules, Respect, Exploration, Rhythmic Movement, Fitness

NASPE Standard	MADDOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

<p style="text-align: center;">Enduring Understandings</p> <p>Moving differently is fun.</p> <p>Do not be afraid to try something new.</p> <p>Know that your body can move in many ways.</p> <p>Know what your body is doing.</p>	<p style="text-align: center;">Essential Questions</p> <p>Is there a right or wrong way to move?</p> <p>What are the different ways your body can move?</p> <p>How does movement make you happy?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to:</p> <p>Explore movement in sequential movement patterns.</p> <p>Explore balancing on different bases of support.</p> <p>Through balancing and rolling utilize movement concepts.</p> <p>Demonstrate ability to transfer weight correctly.</p>	
<p style="text-align: center;">Assessment Plan</p>	
<p>Teacher Observation</p> <p>Exit Slips (Smiley/Frowny Faces; Thumbs Up/Down; Crayon/Paper)</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion</p>	
<p style="text-align: center;">Learning Plan</p>	
<p>Instructional Strategies</p> <p>Exploration</p> <p>Modeling</p> <p>Demonstration</p> <p>Guided practice</p> <p>Individualized and large group instruction</p> <p>Independent practice</p> <p>Class discussion</p> <p>Resources</p> <p>Books, journals, periodicals, websites</p> <p>Instructional supplies</p> <p>Technology</p> <p>Internet Resources</p> <p>Music Sources</p>	

**Cambridge Public Schools
Physical Education Curriculum
Grade 1**

**Unit: 5
Rhythmic Movement**

Concepts: Safety, Rules, Respect, Exploration, Rhythmic Movement, Fitness

NASPE Standard	MADOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

<p style="text-align: center;">Enduring Understandings</p> <p>Do not be afraid to try something new.</p> <p>Know that your body can move in many ways.</p> <p>Know what your body is doing.</p> <p>Rhythm is everywhere.</p> <p>Rhythmic movement is fun and creative.</p>	<p style="text-align: center;">Essential Questions</p> <p>Is there a right or wrong way to move?</p> <p>What are the different ways your body can move?</p> <p>How does movement make you happy?</p> <p>What is rhythm?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to:</p> <p>Explore movement in sequential movement patterns.</p> <p>Demonstrate basic rhythmic patterns using a variety of body parts and materials.</p> <p>Demonstrate ability to transfer weight correctly.</p> <p>Demonstrate rhythmic patterns individually and within groups.</p>	
<p style="text-align: center;">Assessment Plan</p>	
<p>Teacher Observation</p> <p>Exit Slips (Smiley/Frowny Faces; Thumbs Up/Down; Crayon/Paper)</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion</p> <p>Peer assesment</p>	
<p style="text-align: center;">Learning Plan</p>	
<p>Instructional Strategies</p> <p>Exploration</p> <p>Modeling</p> <p>Demonstration</p> <p>Guided practice</p> <p>Individualized and large group instruction</p> <p>Independent practice</p> <p>Class discussion</p> <p>Resources</p> <p>Books, journals, periodicals, websites</p> <p>Instructional supplies</p>	

Technology

Internet Resources

Music Sources

**Cambridge Public Schools
Physical Education Curriculum
Grade 1**

**Unit: 6
Fitness
(Healthy Heart and Fit Body)**

Concepts: Safety, Rules, Respect, Exploration, Fundamental Movement, Fitness

NASPE Standard	MADOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

<p style="text-align: center;">Enduring Understandings</p> <p>Being fit keeps you healthy.</p> <p>Fitness is for everyone.</p> <p>Healthier makes you happier.</p>	<p style="text-align: center;">Essential Questions</p> <p>Why is fitness important?</p> <p>How does activity make you happy?</p> <p>Why is there fitness testing?</p> <p>Why is it important to stay healthy?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to:</p> <p>Explore activities that improve fitness (fitness testing).</p> <p>Discover what makes fitness fun.</p> <p>Identify how exercise/fitness keeps you healthy.</p> <p>List ways to improve your fitness.</p> <p>Recognize how your body feels before, during and after exercising.</p>	
<p style="text-align: center;">Assessment Plan</p>	
<p>Teacher Observation</p> <p>Exit Slips (Smiley/Frowny Faces; Thumbs Up/Down; Crayon/Paper)</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion</p>	
<p>Learning Plan</p>	
<p>Instructional Strategies</p> <p>Exploration</p> <p>Modeling</p> <p>Demonstration</p> <p>Guided practice</p> <p>Individualized and large group instruction</p> <p>Independent practice</p> <p>Class discussion</p> <p>Resources</p> <p>Books, journals, periodicals, websites</p> <p>Instructional supplies</p> <p>Technology</p> <p>Internet Resources</p> <p>Music Sources</p>	

**Cambridge Public Schools
Physical Education Curriculum
Grade 1**

**Unit: 7
Dribbling/Striking/Kicking**

Concepts: Safety, Rules, Respect, Exploration, Fundamental movement

NASPE Standard	MADOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

<p style="text-align: center;">Enduring Understandings</p> <p>Practicing proper technique helps you get better.</p> <p>Use equipment correctly.</p>	<p style="text-align: center;">Essential Questions</p> <p>How do you get better?</p> <p>How do you find the right way?</p> <p>Where do you use these skills?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to:</p> <p>Explore dribbling with a variety of manipulatives.</p> <p>Employ correct form when dribbling.</p> <p>Employ correct form when striking and kicking.</p> <p>Through striking and kicking utilize movement concepts.</p> <p>Explore striking with long-handled and short-handled implements.</p>	
<p style="text-align: center;">Assessment Plan</p>	
<p>Teacher Observation</p> <p>Exit Slips (Smiley/Frowny Faces; Thumbs Up/Down; Crayon/Paper)</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion</p>	
<p style="text-align: center;">Learning Plan</p>	
<p>Instructional Strategies</p> <p>Exploration</p> <p>Modeling</p> <p>Demonstration</p> <p>Guided practice</p> <p>Individualized and large group instruction</p> <p>Independent practice</p> <p>Class discussion</p> <p>Resources</p> <p>Books, journals, periodicals, websites</p> <p>Instructional supplies</p> <p>Technology</p> <p>Internet Resources</p> <p>Music Sources</p>	

**Cambridge Public Schools
Physical Education Curriculum
Grade 1**

**Unit: 8
Chasing, Fleeing and Dodging**

*Concepts: Rules, Respect, Responsibility, Safety, Exploration,
Fundamental Movement*

NASPE Standard	MADOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

Enduring Understandings	Essential Questions
<p>Be a good playmate.</p> <p>Know your surroundings.</p> <p>Movement keeps you healthy.</p> <p>Actions have consequences.</p>	<p>What makes a good playmate?</p> <p>Why is traveling safely important?</p> <p>How does movement keep you healthy?</p> <p>Why is staying safe important?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to:</p> <p>Participate in a variety of activities that incorporate chasing, fleeing, and dodging.</p> <p>Explore locomotor movements throughout game play.</p> <p>Through traveling, utilize the movement concepts of: pathways, directions, levels and speeds.</p> <p>Identify fair play.</p> <p>Demonstrate ability to move safely throughout space.</p> <p>Demonstrate fair play.</p> <p>Identify cooperative play.</p> <p>Understand the difference between traveling independently and traveling within a group during game play.</p> <p>Explain the positive benefits of movement</p> <p>Identify level of enjoyment during physical activity</p>	
<p style="text-align: center;">Assessment Plan</p>	
<p>Teacher Observation</p> <p>Exit Slips (Smiley/Frowny Faces; Thumbs Up/Down; Crayon/Paper)</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion</p>	
<p>Learning Plan</p>	
<p>Instructional Strategies</p> <p>Exploration</p> <p>Modeling</p> <p>Demonstration</p> <p>Guided practice</p> <p>Individualized and large group instruction</p> <p>Independent practice</p>	

Class discussion

Resources

Books, journals, periodicals, websites

Instructional supplies

Technology

Internet Resources

Music Sources

**Cambridge Public Schools
Physical Education Curriculum
Grade 1**

**Unit: 9
World Games/Activities**

*Concepts: Rules, Respect, Responsibility, Safety, Exploration,
Fundamental Movement*

NASPE Standard	MADOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

<p style="text-align: center;">Enduring Understandings</p> <p>Movement is everywhere in the world.</p> <p>Movement impacts all cultures.</p> <p>It's ok to be different</p>	<p style="text-align: center;">Essential Questions</p> <p>What makes a good playmate?</p> <p>How does movement keep you healthy?</p> <p>Why is staying safe important?</p> <p>How is movement part of other cultures?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to:</p> <p>Participate in a variety of activities that incorporate games from around the world.</p> <p>Explore locomotor movements throughout game play.</p> <p>Through traveling, utilize the movement concepts of: pathways, directions, levels and speeds.</p> <p>Identify fair play.</p> <p>Demonstrate ability to move safely throughout space.</p> <p>Demonstrate fair play.</p> <p>Identify cooperative play.</p> <p>Understand the difference between traveling independently and traveling within a group during game play.</p> <p>Identify the differences between games played in the USA vs. games played in other cultures</p>	
<p style="text-align: center;">Assessment Plan</p>	
<p>Teacher Observation</p> <p>Exit Slips (Smiley/Frowny Faces; Thumbs Up/Down; Crayon/Paper)</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion</p>	
<p style="text-align: center;">Learning Plan</p>	
<p>Instructional Strategies</p> <p>Exploration</p> <p>Modeling</p> <p>Demonstration</p> <p>Guided practice</p> <p>Individualized and large group instruction</p>	

Independent practice

Class discussion

Resources

Books, journals, periodicals, websites

Instructional supplies

Technology

Internet Resources

Music Sources

**Cambridge Public Schools
Physical Education Curriculum
2nd Grade**

**Cambridge Public Schools
Physical Education Curriculum
Grade 2**

Scope and Sequence

Concepts (big ideas) taught throughout the units:

- Rules**
- Respect**
- Responsibility**
- Safety**
- Cooperation**
- Exploration**
- Fitness**
- Fundamental Movement**

The Cambridge Public Schools follows a skill theme approach for teaching physical education in grades K through 4.

What are ‘Skill Themes’ and ‘Movement Concepts’? Skill themes are fundamental movements that are later modified into more specialized patterns on which activities of increasing complexity are built. Movement concepts are taught in conjunction with the skill themes. Movement concepts are the ideas used to modify or enrich the range and effectiveness of skill employment. Movement concepts include space awareness, effort, and relationships. Our primary goal, then, is to provide children with a degree of competence leading to the confidence that encourages them to try and enjoy a variety of activities and sports.

Characteristics of the skill theme approach:

Competence in performing a variety of locomotor, nonmanipulative and manipulative motor skills is a major purpose of the skill theme approach.

The skill theme approach is designed to provide experiences appropriate to a child’s developmental level, as opposed to age or grade level.

The scope and sequence of the skill themes are designed to reflect the varying needs and interests of students over a period of years.

SKILL THEMES

Locomotor Skills	Nonmanipulative Skills	Manipulative Skills
Walking Running Hopping Skipping Galloping Sliding Chasing, fleeing, dodging	Turning Twisting Rolling Balancing Transferring weight Jumping and landing Stretching Curling	Throwing Catching and collecting Kicking Punting Dribbling Volleying Striking w/ rackets Striking w/ long-handled implements

2nd Grade Unit Layout

Unit #	Name of Unit	Minimum # of Classes
1	Rules/Expectations/Names/ Cooperation	6
2	Traveling/Movement Concepts	10
3	Collecting, Throwing and Catching	8
4	Creative Movement: Balancing/Rolling	6
5	Rhythmic Movement	6
6	Fitness Healthy Heart/Fit Body	8
7	Dribbling, Striking, Kicking	8
8	Chasing, Fleeing and Dodging	8
9	World Games	4

**Cambridge Public Schools
Physical Education Curriculum
Grade 2**

**Unit 1:
Rules/Names/Expectations/Cooperation**

6 Lessons

Concepts: Rules, Respect, Responsibility, Cooperation

<p style="text-align: center;">NASPE Standard</p> <p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p style="text-align: center;">MADOE&SE</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>
<p style="text-align: center;">Enduring Understandings</p> <p>Rules help keep you safe Playing fair is fun Activity is fun when you are kind to others Actions have consequences Trying your best helps you get better Cooperating/respecting others makes learning fun</p>	<p style="text-align: center;">Essential Questions</p> <p>Why is safety important? How do you want to be treated? Why is playing fair important? How should you treat others? Why should you try your best?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to: Understand class protocol Follow the class rules/expectations Listen to teacher/s Follow directions Appropriately use instructional supplies Involve others appropriately Understand fair play</p>	

Assessment Plan	
Teacher Observation Exit Slips (Smiley/Frowny Faces; Thumbs Up/Down; Crayon/Paper)	
Learning Plan	
<p>Instructional Strategies Modeling Demonstration Individualized and large group instruction Class discussion</p> <p>Resources Books, journals, periodicals, websites PE Server Instructional supplies</p> <p>Technology Internet Resources Music Sources</p>	

**Cambridge Public Schools
Physical Education Curriculum
Grade 2**

Unit 2:

Traveling/Movement Concepts

6 Lessons

Concepts: Responsibility, Safety, Cooperation, Exploration, Fundamental Movement

NASPE Standard	MADOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

Enduring Understandings	Essential Questions
<p>Know your surroundings.</p> <p>Know what your body is doing.</p> <p>You learn through new experiences.</p> <p>Movement keeps you healthy.</p> <p>Movement is fun.</p>	<p>What does moving safely look like?</p> <p>What is a safe speed?</p> <p>Why is moving safely important?</p> <p>Is there a right or wrong way to move?</p> <p>Why is it important to move differently?</p> <p>How can moving be fun?</p>
<p>Know and be able to do</p> <p>Students will be able to:</p> <p>Explore locomotor movements: Walk, run, hop, skip, leap, jump, gallop, and slide.</p> <p>Demonstrate ability to move safely throughout space.</p> <p>Identify the differences between the eight locomotor movements.</p> <p>Travel throughout space with control and awareness (self-regulation).</p> <p>Explain the positive benefits of movement</p> <p>Identify how physical activity affects the body.</p> <p>Explain level of enjoyment during physical activity.</p>	
<p>Assessment Plan</p>	
<p>Teacher Observation</p> <p>Exit Slips (Smiley/Frowny Faces; Thumbs Up/Down; Crayon/Paper)</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion</p>	
<p>Learning Plan</p>	
<p>Instructional Strategies</p> <p>Exploration</p> <p>Modeling</p> <p>Demonstration</p> <p>Guided practice</p> <p>Individualized and large group instruction</p> <p>Independent practice</p>	

Class discussion

Resources

Books, journals, periodicals, websites
Instructional supplies

Technology

Internet Resources
Music Sources

**Cambridge Public Schools
Physical Education Curriculum
Grade 2**

Unit 3:

Collecting, Throwing and Catching

Concepts: Safety, Rules, Respect, Exploration, Fundamental Movement, Fitness

NASPE Standard	MADOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

<p style="text-align: center;">Enduring Understandings</p> <p>Respecting equipment keeps you safe. Listening makes learning fun.</p> <p>Use equipment correctly.</p>	<p style="text-align: center;">Essential Questions</p> <p>What is self-control?</p> <p>How does using equipment properly keep everyone safe?</p> <p>What is the correct way to use equipment?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to:</p> <p>Explore collecting, throwing and catching with a variety of materials. Practice the correct way to throw. Identify the cues of overhand and underhand throwing. Describe how throwing and catching utilizes the movement concepts of speeds, levels, and force. Practice catching a variety of materials independently and with a partner. Explain the difference between underhand and overhand throwing. Demonstrate the cues of underhand and overhand throwing, including weight transfer. Recognize personal accomplishments and derived level of enjoyment when collecting, throwing and catching.</p>	
<p style="text-align: center;">Assessment Plan</p>	
<p>Teacher Observation Exit Slips (Smiley/Frowny Faces; Thumbs Up/Down; Crayon/Paper) Skill Checklist Checking for Understanding Rubric Group Discussion</p>	
<p style="text-align: center;">Learning Plan</p>	
<p>Instructional Strategies</p> <p>Exploration Modeling Demonstration Guided practice Individualized and large group instruction Independent practice Class discussion</p> <p>Resources</p> <p>Books, journals, periodicals, websites Instructional supplies</p> <p>Technology</p> <p>Internet Resources Music Sources</p>	

**Cambridge Public Schools
Physical Education Curriculum
Grade 2**

**Unit: 4
Creative Movement/Balancing/Rolling**

Concepts: Safety, Rules, Respect, Exploration, Rhythmic Movement, Fitness

NASPE Standard	MADOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

<p style="text-align: center;">Enduring Understandings</p> <p>Moving differently is fun.</p> <p>Do not be afraid to try something new.</p> <p>Know that your body can move in many ways.</p> <p>Know what your body is doing.</p>	<p style="text-align: center;">Essential Questions</p> <p>Is there a right or wrong way to move?</p> <p>What are the different ways your body can move?</p> <p>How does movement make you happy?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to:</p> <p>Explore movement in sequential movement patterns.</p> <p>Explore balancing on different bases of support.</p> <p>Through balancing and rolling utilize movement concepts.</p> <p>Demonstrate ability to transfer weight correctly.</p>	
<p style="text-align: center;">Assessment Plan</p>	
<p>Teacher Observation</p> <p>Exit Slips (Smiley/Frowny Faces; Thumbs Up/Down; Crayon/Paper)</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion</p>	
<p style="text-align: center;">Learning Plan</p>	
<p>Instructional Strategies</p> <p>Exploration</p> <p>Modeling</p> <p>Demonstration</p> <p>Guided practice</p> <p>Individualized and large group instruction</p> <p>Independent practice</p> <p>Class discussion</p> <p>Resources</p> <p>Books, journals, periodicals, websites</p> <p>Instructional supplies</p> <p>Technology</p> <p>Internet Resources</p> <p>Music Sources</p>	

**Cambridge Public Schools
Physical Education Curriculum
Grade 2**

**Unit: 5
Rhythmic Movement**

Concepts: Safety, Rules, Respect, Exploration, Rhythmic Movement, Fitness

NASPE Standard	MADOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

<p style="text-align: center;">Enduring Understandings</p> <p>Do not be afraid to try something new.</p> <p>Know that your body can move in many ways.</p> <p>Know what your body is doing.</p> <p>Rhythm is everywhere.</p> <p>Rhythmic movement is fun and creative.</p>	<p style="text-align: center;">Essential Questions</p> <p>Is there a right or wrong way to move?</p> <p>What are the different ways your body can move?</p> <p>How does movement make you happy?</p> <p>What is rhythm?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to:</p> <p>Explore movement in sequential movement patterns.</p> <p>Demonstrate basic rhythmic patterns using a variety of body parts and materials.</p> <p>Demonstrate ability to transfer weight correctly.</p> <p>Demonstrate rhythmic patterns individually and within groups.</p>	
<p style="text-align: center;">Assessment Plan</p>	
<p>Teacher Observation</p> <p>Exit Slips (Smiley/Frowny Faces; Thumbs Up/Down; Crayon/Paper)</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion</p> <p>Peer assesment</p>	
<p style="text-align: center;">Learning Plan</p>	
<p>Instructional Strategies</p> <p>Exploration</p> <p>Modeling</p> <p>Demonstration</p> <p>Guided practice</p> <p>Individualized and large group instruction</p> <p>Independent practice</p> <p>Class discussion</p> <p>Resources</p> <p>Books, journals, periodicals, websites</p> <p>Instructional supplies</p>	

Technology

Internet Resources

Music Sources

**Cambridge Public Schools
Physical Education Curriculum
Grade 2**

**Unit: 6
Fitness
(Healthy Heart and Fit Body)**

Concepts: Safety, Rules, Respect, Exploration, Fundamental Movement, Fitness

NASPE Standard	MADOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

<p style="text-align: center;">Enduring Understandings</p> <p>Being fit keeps you healthy.</p> <p>Fitness is for everyone.</p> <p>Healthier makes you happier.</p>	<p style="text-align: center;">Essential Questions</p> <p>Why is fitness important?</p> <p>How does activity make you happy?</p> <p>Why is there fitness testing?</p> <p>Why is it important to stay healthy?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to:</p> <p>Explore activities that improve fitness (fitness testing).</p> <p>Discover what makes fitness fun.</p> <p>Identify how exercise/fitness keeps you healthy.</p> <p>List ways to improve your fitness.</p> <p>Recognize how your body feels before, during and after exercising.</p>	
<p style="text-align: center;">Assessment Plan</p>	
<p>Teacher Observation</p> <p>Exit Slips (Smiley/Frowny Faces; Thumbs Up/Down; Crayon/Paper)</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion</p>	
<p style="text-align: center;">Learning Plan</p>	
<p>Instructional Strategies</p> <p>Exploration</p> <p>Modeling</p> <p>Demonstration</p> <p>Guided practice</p> <p>Individualized and large group instruction</p> <p>Independent practice</p> <p>Class discussion</p> <p>Resources</p> <p>Books, journals, periodicals, websites</p> <p>Instructional supplies</p> <p>Technology</p> <p>Internet Resources</p> <p>Music Sources</p>	

**Cambridge Public Schools
Physical Education Curriculum
Grade 2**

**Unit: 7
Dribbling/Striking/Kicking**

Concepts: Safety, Rules, Respect, Exploration, Fundamental movement

NASPE Standard	MADOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

<p style="text-align: center;">Enduring Understandings</p> <p>Practicing proper technique helps you get better.</p> <p>Use equipment correctly.</p>	<p style="text-align: center;">Essential Questions</p> <p>How do you get better?</p> <p>How do you find the right way?</p> <p>Where do you use these skills?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to:</p> <p>Explore dribbling with a variety of manipulatives.</p> <p>Employ correct form when dribbling.</p> <p>Employ correct form when striking and kicking.</p> <p>Through striking and kicking utilize movement concepts.</p> <p>Explore striking with long-handled and short-handled implements.</p>	
<p style="text-align: center;">Assessment Plan</p>	
<p>Teacher Observation</p> <p>Exit Slips (Smiley/Frowny Faces; Thumbs Up/Down; Crayon/Paper)</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion</p>	
<p style="text-align: center;">Learning Plan</p>	
<p>Instructional Strategies</p> <p>Exploration</p> <p>Modeling</p> <p>Demonstration</p> <p>Guided practice</p> <p>Individualized and large group instruction</p> <p>Independent practice</p> <p>Class discussion</p> <p>Resources</p> <p>Books, journals, periodicals, websites</p> <p>Instructional supplies</p> <p>Technology</p> <p>Internet Resources</p> <p>Music Sources</p>	

**Cambridge Public Schools
Physical Education Curriculum
Grade 2**

**Unit: 8
Chasing, Fleeing and Dodging**

*Concepts: Rules, Respect, Responsibility, Safety, Exploration,
Fundamental Movement*

NASPE Standard	MADOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

<p style="text-align: center;">Enduring Understandings</p> <p>Be a good playmate.</p> <p>Know your surroundings.</p> <p>Movement keeps you healthy.</p> <p>Actions have consequences.</p>	<p style="text-align: center;">Essential Questions</p> <p>What makes a good playmate?</p> <p>Why is traveling safely important?</p> <p>How does movement keep you healthy?</p> <p>Why is staying safe important?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to:</p> <p>Participate in a variety of activities that incorporate chasing, fleeing, and dodging.</p> <p>Explore locomotor movements throughout game play.</p> <p>Through traveling, utilize the movement concepts of: pathways, directions, levels and speeds.</p> <p>Identify fair play.</p> <p>Demonstrate ability to move safely throughout space.</p> <p>Demonstrate fair play.</p> <p>Identify cooperative play.</p> <p>Understand the difference between traveling independently and traveling within a group during game play.</p> <p>Explain the positive benefits of movement</p> <p>Identify level of enjoyment during physical activity</p>	
<p style="text-align: center;">Assessment Plan</p>	
<p>Teacher Observation</p> <p>Exit Slips (Smiley/Frowny Faces; Thumbs Up/Down; Crayon/Paper)</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion</p>	

Learning Plan	
<p>Instructional Strategies Exploration Modeling Demonstration Guided practice Individualized and large group instruction Independent practice Class discussion</p> <p>Resources Books, journals, periodicals, websites Instructional supplies</p> <p>Technology Internet Resources Music Sources</p>	

**Cambridge Public Schools
Physical Education Curriculum
Grade 2**

**Unit: 9
World Games/Activities**

*Concepts: Rules, Respect, Responsibility, Safety, Exploration,
Fundamental Movement*

NASPE Standard	MADOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

<p style="text-align: center;">Enduring Understandings</p> <p>Movement is everywhere in the world.</p> <p>Movement impacts all cultures.</p> <p>It's ok to be different</p>	<p style="text-align: center;">Essential Questions</p> <p>What makes a good playmate?</p> <p>How does movement keep you healthy?</p> <p>Why is staying safe important?</p> <p>How is movement part of other cultures?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to:</p> <p>Participate in a variety of activities that incorporate games from around the world.</p> <p>Explore locomotor movements throughout game play.</p> <p>Through traveling, utilize the movement concepts of: pathways, directions, levels and speeds.</p> <p>Identify fair play.</p> <p>Demonstrate ability to move safely throughout space.</p> <p>Demonstrate fair play.</p> <p>Identify cooperative play.</p> <p>Understand the difference between traveling independently and traveling within a group during game play.</p> <p>Identify the differences between games played in the USA vs. games played in other cultures</p>	
<p style="text-align: center;">Assessment Plan</p>	
<p>Teacher Observation</p> <p>Exit Slips (Smiley/Frowny Faces; Thumbs Up/Down; Crayon/Paper)</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion</p>	
<p style="text-align: center;">Learning Plan</p>	
<p>Instructional Strategies</p> <p>Exploration</p> <p>Modeling</p> <p>Demonstration</p> <p>Guided practice</p> <p>Individualized and large group instruction</p> <p>Independent practice</p>	

Class discussion

Resources

Books, journals, periodicals, websites

Instructional supplies

Technology

Internet Resources

Music Sources

**Cambridge Public Schools
Physical Education Curriculum
3rd Grade**

**Cambridge Public Schools
Physical Education Curriculum
Grade 3**

Scope and Sequence

Concepts (big ideas) taught throughout the units:

- Rules**
- Respect**
- Responsibility**
- Safety**
- Cooperation**
- Exploration**
- Fitness**
- Fundamental Movement**

The Cambridge Public Schools follows a skill theme approach for teaching physical education in grades K through 4.

What are ‘Skill Themes’ and ‘Movement Concepts’? Skill themes are fundamental movements that are later modified into more specialized patterns on which activities of increasing complexity are built. Movement concepts are taught in conjunction with the skill themes. Movement concepts are the ideas used to modify or enrich the range and effectiveness of skill employment. Movement concepts include space awareness, effort, and relationships. Our primary goal, then, is to provide children with a degree of competence leading to the confidence that encourages them to try and enjoy a variety of activities and sports.

Characteristics of the skill theme approach:

Competence in performing a variety of locomotor, nonmanipulative and manipulative motor skills is a major purpose of the skill theme approach.

The skill theme approach is designed to provide experiences appropriate to a child’s developmental level, as opposed to age or grade level.

The scope and sequence of the skill themes are designed to reflect the varying needs and interests of students over a period of years.

SKILL THEMES

Locomotor Skills	Nonmanipulative Skills	Manipulative Skills
Walking Running Hopping Skipping Galloping Sliding Chasing, fleeing, dodging	Turning Twisting Rolling Balancing Transferring weight Jumping and landing Stretching Curling	Throwing Catching and collecting Kicking Punting Dribbling Volleying Striking w/ rackets Striking w/ long-handled implements

3rd Grade Unit Layout

Unit #	Name of Unit	Minimum # of Classes
1	Rules/Expectations/Names	2
2	Cooperative Games	4
3	Offensive and Defensive Strategies Invasion Games	8
4	Hand-Eye Coordination	8
5	Creative Movement	8
6	Fitness Healthy Heart/Fit Body	8
7	Striking	8
8	Foot-Eye Coordination	8
9	World Games	4

**Cambridge Public Schools
Physical Education Curriculum
Grade 3**

**Unit 1:
Rules/Names/Expectations**

4 Lessons

Concepts: Rules, Respect, Responsibility, Cooperation

<p style="text-align: center;">NASPE Standard</p> <p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p style="text-align: center;">MADOE&SE</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>
<p style="text-align: center;">Enduring Understandings</p> <p>Rules help keep you safe Playing fair is fun Activity is fun when you are kind to others Actions have consequences Trying your best helps you get better Cooperating/respecting others makes learning fun</p>	<p style="text-align: center;">Essential Questions</p> <p>Why is safety important? How do you want to be treated? Why is playing fair important? How should you treat others? Why should you try your best?</p>
<p>Know and be able to do</p> <p>Students will be able to: Understand class protocol Follow the class rules/expectations Listen to teacher/s Follow directions</p>	

Appropriately use instructional supplies
Involve others appropriately
Understand fair play

Assessment Plan

Teacher Observation
Exit Slips (Smiley/Frowny Faces; Thumbs Up/Down; Crayon/Paper)

Learning Plan

Instructional Strategies

Modeling
Demonstration
Individualized and large group instruction
Class discussion

Resources

Books, journals, periodicals, websites
PE Server
Instructional supplies

Technology

Internet Resources
Music Sources

**Cambridge Public Schools
Physical Education Curriculum
Grade 3**

Unit 2:

Cooperative Games

6 Lessons

Concepts: Responsibility, Safety, Cooperation, Exploration, Fundamental Movement

NASPE Standard	MADOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

Enduring Understandings	Essential Questions
<p>Cooperating makes learning fun.</p> <p>Working with others allows you to be a good playmate.</p> <p>Recognizing differences helps you learn.</p>	<p>Why is cooperation important?</p> <p>How will working together improve learning?</p>
<p>Know and be able to do</p> <p>Students will be able to:</p> <p>Participate in large group and small group cooperative games.</p> <p>Demonstrate ability to safely travel and move with others.</p> <p>List places in which cooperating is essential.</p> <p>Explain why cooperation helps you to become a positive community member.</p> <p>Explain level of enjoyment derived as a result of participating in cooperative activities.</p>	
<p>Assessment Plan</p>	
<p>Teacher Observation</p> <p>Exit Slips (Smiley/Frowny Faces; Thumbs Up/Down; Crayon/Paper)</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion</p>	
<p>Learning Plan</p>	
<p>Instructional Strategies</p> <p>Exploration</p> <p>Modeling</p> <p>Demonstration</p> <p>Guided practice</p> <p>Individualized and large group instruction</p> <p>Independent practice</p> <p>Class discussion</p> <p>Resources</p> <p>Books, journals, periodicals, websites</p> <p>Instructional supplies</p>	

Technology

Internet Resources

Music Sources

**Cambridge Public Schools
Physical Education Curriculum
Grade 3**

Unit 3:

Offensive and Defensive Strategies/Invasion Games

Concepts: Safety, Rules, Respect, Exploration, Fundamental Movement, Fitness

NASPE Standard	MADOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

Enduring Understandings	Essential Questions
<p>Strategies lead to success.</p> <p>Being a team players benefits everyone.</p> <p>Playing fair makes activities fun.</p> <p>Have a plan.</p>	<p>What leads to success?</p> <p>How is cooperation an important role?</p> <p>Why is having a plan important?</p>
<p>Know and be able to do</p> <p>Students will be able to:</p> <p>Demonstrate ability to travel safely in large and small groups.</p> <p>Explain the differences between offensive and defensive strategies.</p> <p>Participate in activities that incorporate both offensive and defensive strategies.</p> <p>Utilize a variety of team strategies.</p> <p>Describe how working together and being a good teammate allows for success.</p> <p>Recognize personal accomplishments and derived level of enjoyment when participating in invasion games/sports.</p>	
<p>Assessment Plan</p>	
<p>\</p> <p>Teacher Observation</p> <p>Exit Slips (Smiley/Frowny Faces; Thumbs Up/Down; Crayon/Paper)</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion</p>	
<p>Learning Plan</p>	
<p>Instructional Strategies</p> <p>Exploration</p> <p>Modeling</p> <p>Demonstration</p> <p>Guided practice</p> <p>Individualized and large group instruction</p> <p>Independent practice</p> <p>Class discussion</p> <p>Resources</p> <p>Books, journals, periodicals, websites</p> <p>Instructional supplies</p> <p>Technology</p> <p>Internet Resources</p> <p>Music Sources</p>	

**Cambridge Public Schools
Physical Education Curriculum
Grade 3**

**Unit: 4
Hand-Eye coordination**

Concepts: Safety, Rules, Respect, Exploration, Fundamental Movement, Fitness

NASPE Standard	MADOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

<p style="text-align: center;">Enduring Understandings</p> <p>Do not be afraid to try something new.</p> <p>Know what your body is doing.</p> <p>Proper practice improves skill.</p>	<p style="text-align: center;">Essential Questions</p> <p>How can you get better?</p> <p>Why is it important to know what my body is doing?</p> <p>Why is it important to try new things?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> Explore a variety of hand-eye activities Identify the importance of hand-eye coordination Demonstrate controlled hand dribbling 	
<p style="text-align: center;">Assessment Plan</p>	
<ul style="list-style-type: none"> Teacher Observation Exit Slips (Smiley/Frowny Faces; Thumbs Up/Down; Crayon/Paper) Skill Checklist Checking for Understanding Rubric Group Discussion 	
<p style="text-align: center;">Learning Plan</p>	
<p>Instructional Strategies</p> <ul style="list-style-type: none"> Exploration Modeling Demonstration Guided practice Individualized and large group instruction Independent practice Class discussion <p>Resources</p> <ul style="list-style-type: none"> Books, journals, periodicals, websites Instructional supplies <p>Technology</p> <ul style="list-style-type: none"> Internet Resources Music Sources 	

**Cambridge Public Schools
Physical Education Curriculum
Grade 3**

**Unit: 5
Creative Movement**

Concepts: Safety, Rules, Respect, Exploration, Fundamental Movement, Fitness

NASPE Standard	MADOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

<p style="text-align: center;">Enduring Understandings</p> <p>Do not be afraid to try something new.</p> <p>Know that your body can move in many ways.</p> <p>Know what your body is doing.</p> <p>Rhythm is everywhere.</p> <p>Rhythmic movement is fun and creative.</p>	<p style="text-align: center;">Essential Questions</p> <p>Is there a right or wrong way to move?</p> <p>What are the different ways your body can move?</p> <p>How does movement make you happy?</p> <p>What is rhythm?</p> <p>How does music affect your movement?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to: Explore movement in rhythmic-sequential movement patterns. Demonstrate a rhythmic sequence with a partner</p>	
<p style="text-align: center;">Assessment Plan</p>	
<p>Teacher Observation Exit Slips (Smiley/Frowny Faces; Thumbs Up/Down; Crayon/Paper) Skill Checklist Checking for Understanding Rubric Group Discussion Peer assesment</p>	
<p style="text-align: center;">Learning Plan</p>	
<p>Instructional Strategies Exploration Modeling Demonstration Guided practice Individualized and large group instruction Independent practice Class discussion</p> <p>Resources Books, journals, periodicals, websites Instructional supplies</p> <p>Technology Internet Resources Music Sources</p>	

**Cambridge Public Schools
Physical Education Curriculum
Grade 3**

**Unit: 6
Fitness
(Healthy Heart and Fit Body)**

Concepts: Safety, Rules, Respect, Exploration, Fundamental Movement, Fitness

NASPE Standard	MADOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

<p style="text-align: center;">Enduring Understandings</p> <p>Being fit keeps you healthy and happy.</p> <p>Fitness is for everyone.</p> <p>Healthier makes you happier.</p>	<p style="text-align: center;">Essential Questions</p> <p>Why is fitness important?</p> <p>How can I stay fit?</p> <p>How does activity make you happy?</p> <p>Why is it important to stay healthy?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to:</p> <p>Explore activities that improve fitness (fitness testing).</p> <p>Discover what makes fitness fun.</p> <p>Recognize how your body feels before, during and after exercising.</p> <p>Describe ways to keep a healthy heart/fit body</p> <p>Employ various skill themes and movement concepts during physical activity</p>	
<p style="text-align: center;">Assessment Plan</p>	
<p>Teacher Observation</p> <p>Exit Slips (Smiley/Frowny Faces; Thumbs Up/Down; Crayon/Paper)</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion</p>	
<p style="text-align: center;">Learning Plan</p>	
<p>Instructional Strategies</p> <p>Exploration</p> <p>Modeling</p> <p>Demonstration</p> <p>Guided practice</p> <p>Individualized and large group instruction</p> <p>Independent practice</p> <p>Class discussion</p> <p>Resources</p> <p>Books, journals, periodicals, websites</p> <p>Instructional supplies</p> <p>Technology</p> <p>Internet Resources</p> <p>Music Sources</p>	

**Cambridge Public Schools
Physical Education Curriculum
Grade 3**

**Unit: 7
Striking**

Concepts: Safety, Rules, Respect, Exploration, Fundamental movement

NASPE Standard	MADOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

<p style="text-align: center;">Enduring Understandings</p> <p>Practicing proper technique helps you get better.</p> <p>Use equipment correctly.</p> <p>Know what your body is doing.</p>	<p style="text-align: center;">Essential Questions</p> <p>How do you get better?</p> <p>How do you find the right way?</p> <p>Where do you use these skills?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to:</p> <p>Employ correct form when striking an object to a target or partner.</p> <p>Employ correct form when striking an object with a long or short handled implement.</p> <p>Through striking utilize movement concepts.</p> <p>Understand the risks associated with striking.</p>	
<p style="text-align: center;">Assessment Plan</p>	
<p>Teacher Observation</p> <p>Exit Slips (Smiley/Frowny Faces; Thumbs Up/Down; Crayon/Paper)</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion</p>	
<p style="text-align: center;">Learning Plan</p>	
<p>Instructional Strategies</p> <p>Exploration</p> <p>Modeling</p> <p>Demonstration</p> <p>Guided practice</p> <p>Individualized and large group instruction</p> <p>Independent practice</p> <p>Class discussion</p> <p>Resources</p> <p>Books, journals, periodicals, websites</p> <p>Instructional supplies</p> <p>Technology</p> <p>Internet Resources</p> <p>Music Sources</p>	

**Cambridge Public Schools
Physical Education Curriculum
Grade 3**

**Unit: 8
Foot-Eye coordination**

*Concepts: Rules, Respect, Responsibility, Safety, Exploration,
Fundamental Movement*

NASPE Standard	MADOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

<p style="text-align: center;">Enduring Understandings</p> <p>Be a good playmate.</p> <p>Know your surroundings</p> <p>Practice improves skill</p> <p>Know what your body is doing</p>	<p style="text-align: center;">Essential Questions</p> <p>How do you get better?</p> <p>Why is it important to move?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to:</p> <p>Demonstrate kicking an object to a target or partner</p> <p>Understand the risks associated with kicking</p> <p>Demonstrate a controlled foot dribble</p>	
<p style="text-align: center;">Assessment Plan</p>	
<p>Teacher Observation</p> <p>Exit Slips (Smiley/Frowny Faces; Thumbs Up/Down; Crayon/Paper)</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion</p>	
<p style="text-align: center;">Learning Plan</p>	
<p>Instructional Strategies</p> <p>Exploration</p> <p>Modeling</p> <p>Demonstration</p> <p>Guided practice</p> <p>Individualized and large group instruction</p> <p>Independent practice</p> <p>Class discussion</p> <p>Resources</p> <p>Books, journals, periodicals, websites</p> <p>Instructional supplies</p> <p>Technology</p> <p>Internet Resources</p> <p>Music Sources</p>	

**Cambridge Public Schools
Physical Education Curriculum
Grade 3**

**Unit: 9
World Games/Activities**

*Concepts: Rules, Respect, Responsibility, Safety, Exploration,
Fundamental Movement*

NASPE Standard	MADOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

<p style="text-align: center;">Enduring Understandings</p> <p>Movement is everywhere in the world.</p> <p>Movement impacts all cultures.</p> <p>It's ok to be different</p>	<p style="text-align: center;">Essential Questions</p> <p>What makes a good playmate?</p> <p>How does movement keep you healthy?</p> <p>Why is staying safe important?</p> <p>How is movement part of other cultures?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to:</p> <p>Participate in a variety of activities that incorporate games from around the world.</p> <p>Explore locomotor movements throughout game play.</p> <p>Through traveling, utilize the movement concepts of: pathways, directions, levels and speeds.</p> <p>Identify fair play.</p> <p>Demonstrate ability to move safely throughout space.</p> <p>Demonstrate fair play.</p> <p>Identify cooperative play.</p> <p>Identify the differences between games played in the USA vs. games played in other cultures</p>	
<p>Assessment Plan</p>	
<p>Teacher Observation</p> <p>Exit Slips (Smiley/Frowny Faces; Thumbs Up/Down; Crayon/Paper)</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion</p>	
<p>Learning Plan</p>	
<p>Instructional Strategies</p> <p>Exploration</p> <p>Modeling</p> <p>Demonstration</p> <p>Guided practice</p> <p>Individualized and large group instruction</p> <p>Independent practice</p> <p>Class discussion</p> <p>Resources</p>	

Books, journals, periodicals, websites
Instructional supplies

Technology

Internet Resources

Music Sources

Cambridge Public Schools Physical Education Curriculum 4th Grade

**Cambridge Public Schools
Physical Education Curriculum
Grade 4**

Scope and Sequence

Concepts (big ideas) taught throughout the units:

Rules	Respect	Responsibility
Safety	Cooperation	Exploration
Fitness	Fundamental Movement	

The Cambridge Public Schools follows a skill theme approach for teaching physical education in grades K through 4.

What are ‘Skill Themes’ and ‘Movement Concepts’? Skill themes are fundamental movements that are later modified into more specialized patterns on which activities of increasing complexity are built. Movement concepts are taught in conjunction with the skill themes. Movement concepts are the ideas used to modify or enrich the range and effectiveness of skill employment. Movement concepts include space awareness, effort, and relationships. Our primary goal, then, is to provide children with a degree of competence leading to the confidence that encourages them to try and enjoy a variety of activities and sports.

Characteristics of the skill theme approach:

Competence in performing a variety of locomotor, nonmanipulative and manipulative motor skills is a major purpose of the skill theme approach.

The skill theme approach is designed to provide experiences appropriate to a child’s developmental level, as opposed to age or grade level.

The scope and sequence of the skill themes are designed to reflect the varying needs and interests of students over a period of years.

SKILL THEMES

Locomotor Skills	Nonmanipulative Skills	Manipulative Skills
Walking	Turning	Throwing
Running	Twisting	Catching and collecting
Hopping	Rolling	Kicking
Skipping	Balancing	Punting
Galloping	Transferring weight	Dribbling
Sliding	Jumping and landing	Volleying
Chasing, fleeing, dodging	Stretching	Striking w/ rackets
	Curling	Striking w/ long-handled implements

4th Grade Unit Layout

Unit #	Name of Unit	Minimum # of Classes
1	Rules/Expectations/Names	2
2	Cooperative Games	4
3	Invasion Games	8
4	Hand-Eye Coordination	8
5	Creative Movement	8
6	Fitness Healthy Heart/Fit Body	8
7	Striking	8
8	Chasing, Fleeing, and Dodging	8
9	World Games	4

**** NOTE: All 4th grades will participate in a swim unit for 8 classes in the Fall, Winter or Spring; and, optionally a cycling unit during Fall or Spring.**

**Cambridge Public Schools
Physical Education Curriculum
Grade 4**

**Unit 1:
Rules/Names/Expectations**

4 Lessons

Concepts: Rules, Respect, Responsibility, Cooperation

<p style="text-align: center;">NASPE Standard</p> <p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p style="text-align: center;">MADOE&SE</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>
<p style="text-align: center;">Enduring Understandings</p> <p>Rules help keep you safe Actions have consequences Trying your best allows you to get better Cooperating shows that you respect others</p>	<p style="text-align: center;">Essential Questions</p> <p>What does it mean to participate safe? Why is playing fair important?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to: Understand class protocol Follow the class rules/expectations Listen to teacher/s Follow directions Appropriately use instructional supplies Involve others appropriately Understand fair play</p>	

Assessment Plan	
Teacher Observation Exit Slips Performance based assessment	
Learning Plan	
<p>Instructional Strategies Modeling Demonstration Individualized and large group instruction Class discussion</p> <p>Resources Books, journals, periodicals, websites PE Server Instructional supplies</p> <p>Technology Internet Resources Music Sources</p>	

Cambridge Public Schools
Physical Education Curriculum
Grade 4
Unit 2:
Cooperative Games
6 lessons

Concepts: Responsibility, Safety, Cooperation, Exploration, Fundamental Movement

NASPE Standard	MADOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

Enduring Understandings	Essential Questions
<p>Cooperation is an important life skill.</p> <p>Recognizing differences helps you learn.</p>	<p>Why is cooperation an important life skill?</p> <p>How will working together improve learning?</p>
<p>Know and be able to do</p> <p>Students will be able to:</p> <p>Participate in a variety small and large group cooperative activities.</p> <p>Model tolerance tactics through group challenges.</p> <p>Describe what it means to be tolerant of others.</p> <p>Summarize the importance of cooperative learning.</p>	
<p>Assessment Plan</p>	
<p>Teacher Observation</p> <p>PBA</p> <p>Exit Slips</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion/Debrief</p>	
<p>Learning Plan</p>	
<p>Instructional Strategies</p> <p>Exploration</p> <p>Modeling</p> <p>Demonstration</p> <p>Guided practice</p> <p>Individualized and large group instruction</p> <p>Independent practice</p> <p>Class discussion</p> <p>Resources</p> <p>Books, journals, periodicals, websites</p> <p>Instructional supplies</p> <p>Technology</p> <p>Internet Resources</p> <p>Music Sources</p>	

**Cambridge Public Schools
Physical Education Curriculum
Grade 4**

**Unit 3:
Invasion Games**

Concepts: Safety, Rules, Respect, Exploration, Fundamental Movement, Fitness

NASPE Standard	MADOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.8 Use combinations of manipulative, loco-motor, and non-loco-motor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

Enduring Understandings	Essential Questions
<p>Respecting equipment keeps you safe.</p> <p>Use equipment correctly.</p> <p>Playing fair makes activities fun.</p> <p>Involve others appropriately.</p> <p>Be a good teammate.</p>	<p>What does it mean to be a good teammate?</p> <p>How will playing fair make activities fun?</p> <p>What is the correct way to use equipment?</p>
<p>Know and be able to do</p> <p>Students will be able to:</p> <p>Participate safely in large and small group games.</p> <p>Demonstrate proper use of equipment.</p> <p>Describe how working together and being a good teammate allows for success.</p> <p>Describe offensive and defensive strategies. Discover ways to utilize group strategies.</p> <p>Recognize personal accomplishments and derived level of enjoyment when participating in invasion games/sports.</p>	
<p>Assessment Plan</p>	
<p>Teacher Observation</p> <p>Exit Slips (Thumbs Up/Down; Crayon/Paper)</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion</p>	
<p>Learning Plan</p>	
<p>Instructional Strategies</p> <p>Exploration</p> <p>Modeling</p> <p>Demonstration</p> <p>Guided practice</p> <p>Individualized and large group instruction</p> <p>Independent practice</p> <p>Class discussion</p> <p>Resources</p> <p>Books, journals, periodicals, websites</p> <p>Instructional supplies</p> <p>Technology</p> <p>Internet Resources</p> <p>Music Sources</p>	

**Cambridge Public Schools
Physical Education Curriculum
Grade 4**

**Unit: 4
Hand-Eye Coordination**

Concepts: Safety, Rules, Respect, Exploration, Rhythmic Movement, Fitness

NASPE Standard	MADOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

<p style="text-align: center;">Enduring Understandings</p> <p>Do not be afraid to try something new.</p> <p>Know what your body is doing.</p> <p>Proper practice improves skills.</p>	<p style="text-align: center;">Essential Questions</p> <p>How can you get better?</p> <p>Why is it important to try new things?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to:</p> <p>Practice underhand/overhand throwing and catching in a variety of activities.</p> <p>Describe the differences between underhand and overhand throwing.</p> <p>State the important things (i.e. skill cues) to remember when throwing and catching.</p> <p>Demonstrate ability to transfer weight correctly.</p>	
<p style="text-align: center;">Assessment Plan</p>	
<p>Teacher Observation</p> <p>Exit Slips (Thumbs Up/Down; Crayon/Paper)</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion</p>	
<p style="text-align: center;">Learning Plan</p>	
<p>Instructional Strategies</p> <p>Exploration</p> <p>Modeling</p> <p>Demonstration</p> <p>Guided practice</p> <p>Individualized and large group instruction</p> <p>Independent practice</p> <p>Class discussion</p> <p>Resources</p> <p>Books, journals, periodicals, websites</p> <p>Instructional supplies</p> <p>Technology</p> <p>Internet Resources</p> <p>Music Sources</p>	

**Cambridge Public Schools
Physical Education Curriculum
Grade 4**

**Unit: 5
Creative Movement**

Concepts: Safety, Rules, Respect, Exploration, Rhythmic Movement, Fitness

NASPE Standard	MADDOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

<p style="text-align: center;">Enduring Understandings</p> <p>Do not be afraid to try something new.</p> <p>Know that your body can move in many ways.</p> <p>Know what your body is doing.</p> <p>Rhythm is everywhere.</p> <p>Rhythmic movement is fun and creative.</p>	<p style="text-align: center;">Essential Questions</p> <p>Is there a right or wrong way to move?</p> <p>What are the different ways your body can move?</p> <p>How does movement make you happy?</p> <p>What is rhythm?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to:</p> <p>Explore movement in rhythmic-sequential movement patterns.</p> <p>Demonstrate basic rhythmic patterns using a variety of body parts and materials.</p> <p>Demonstrate ability to transfer weight correctly.</p> <p>Demonstrate rhythmic patterns individually and within groups.</p>	
<p style="text-align: center;">Assessment Plan</p>	
<p>Teacher Observation</p> <p>Exit Slips (Thumbs Up/Down; Crayon/Paper)</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion</p> <p>Peer assesment</p>	
<p style="text-align: center;">Learning Plan</p>	
<p>Instructional Strategies</p> <p>Exploration</p> <p>Modeling</p> <p>Demonstration</p> <p>Guided practice</p> <p>Individualized and large group instruction</p> <p>Independent practice</p> <p>Class discussion</p> <p>Resources</p> <p>Books, journals, periodicals, websites</p> <p>Instructional supplies</p>	

Technology
Internet Resources
Music Sources

**Cambridge Public Schools
Physical Education Curriculum
Grade 4**

**Unit: 6
Fitness
(Healthy Heart and Fit Body)**

Concepts: Safety, Rules, Respect, Exploration, Fundamental Movement, Fitness

NASPE Standard	MADOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

<p style="text-align: center;">Enduring Understandings</p> <p>Being fit keeps you healthy.</p> <p>Fitness is for everyone.</p> <p>Healthier makes you happier.</p>	<p style="text-align: center;">Essential Questions</p> <p>Why is fitness important?</p> <p>How does activity make you happy?</p> <p>Why is there fitness testing?</p> <p>Why is it important to stay healthy?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to:</p> <p>Explore activities that improve fitness (fitness testing).</p> <p>Discover what makes fitness fun.</p> <p>Identify how exercise/fitness keeps you healthy.</p> <p>List ways to improve your fitness.</p> <p>Recognize how your body feels before, during and after exercising.</p>	
<p style="text-align: center;">Assessment Plan</p>	
<p>Teacher Observation</p> <p>Exit Slips (Thumbs Up/Down; Crayon/Paper)</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion</p>	
<p style="text-align: center;">Learning Plan</p>	
<p>Instructional Strategies</p> <p>Exploration</p> <p>Modeling</p> <p>Demonstration</p> <p>Guided practice</p> <p>Individualized and large group instruction</p> <p>Independent practice</p> <p>Class discussion</p> <p>Resources</p> <p>Books, journals, periodicals, websites</p> <p>Instructional supplies</p> <p>Technology</p> <p>Internet Resources</p> <p>Music Sources</p>	

**Cambridge Public Schools
Physical Education Curriculum
Grade 4**

**Unit: 7
Striking**

Concepts: Safety, Rules, Respect, Exploration, Fundamental movement

NASPE Standard	MADOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

<p style="text-align: center;">Enduring Understandings</p> <p>Practicing proper technique helps you get better.</p> <p>Do not be afraid to try something new.</p> <p>Use equipment correctly.</p>	<p style="text-align: center;">Essential Questions</p> <p>How do you get better?</p> <p>Why is it important to try new things?</p> <p>How do you find the right way?</p> <p>Where do you use these skills?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to:</p> <p>Employ correct form when striking.</p> <p>Through striking utilize movement concepts.</p> <p>Explore striking with long-handled and short-handled implements.</p>	
<p style="text-align: center;">Assessment Plan</p>	
<p>Teacher Observation</p> <p>Exit Slips (Thumbs Up/Down; Crayon/Paper)</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion</p>	
<p style="text-align: center;">Learning Plan</p>	
<p>Instructional Strategies</p> <p>Exploration</p> <p>Modeling</p> <p>Demonstration</p> <p>Guided practice</p> <p>Individualized and large group instruction</p> <p>Independent practice</p> <p>Class discussion</p> <p>Resources</p> <p>Books, journals, periodicals, websites</p> <p>Instructional supplies</p> <p>Technology</p> <p>Internet Resources</p> <p>Music Sources</p>	

**Cambridge Public Schools
Physical Education Curriculum
Grade 4**

**Unit: 8
Chasing, Fleeing and Dodging**

*Concepts: Rules, Respect, Responsibility, Safety, Exploration,
Fundamental Movement*

NASPE Standard	MADOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

Enduring Understandings	Essential Questions
<p>Be a good playmate.</p> <p>Know your surroundings.</p> <p>Movement keeps you healthy.</p> <p>Actions have consequences.</p>	<p>What makes a good playmate?</p> <p>Why is traveling safely important?</p> <p>How does movement keep you healthy?</p> <p>Why is staying safe important?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to:</p> <p>Participate in a variety of activities that incorporate chasing, fleeing, and dodging.</p> <p>Explore locomotor movements throughout game play.</p> <p>Through traveling, utilize the movement concepts of: pathways, directions, levels and speeds.</p> <p>Identify fair play.</p> <p>Demonstrate ability to move safely throughout space.</p> <p>Demonstrate fair play.</p> <p>Identify cooperative play.</p> <p>Explain the positive benefits of movement.</p> <p>Identify level of enjoyment during physical activity.</p>	
<p style="text-align: center;">Assessment Plan</p>	
<p>Teacher Observation</p> <p>Exit Slips (</p> <p>Thumbs Up/Down; Crayon/Paper)</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion</p>	
<p>Learning Plan</p>	
<p>Instructional Strategies</p> <p>Exploration</p> <p>Modeling</p> <p>Demonstration</p> <p>Guided practice</p> <p>Individualized and large group instruction</p> <p>Independent practice</p>	

Class discussion

Resources

Books, journals, periodicals, websites

Instructional supplies

Technology

Internet Resources

Music Sources

**Cambridge Public Schools
Physical Education Curriculum
Grade 4**

**Unit: 9
World Games/Activities**

*Concepts: Rules, Respect, Responsibility, Safety, Exploration,
Fundamental Movement*

NASPE Standard	MADOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

Enduring Understandings	Essential Questions
<p>Movement is everywhere in the world.</p> <p>Movement impacts all cultures.</p> <p>It's ok to be different</p>	<p>What makes a good playmate?</p> <p>How does movement keep you healthy?</p> <p>Why is staying safe important?</p> <p>How is movement part of other cultures?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to:</p> <p>Participate in a variety of activities that incorporate games from around the world.</p> <p>Explore locomotor movements throughout game play.</p> <p>Through traveling, utilize the movement concepts of: pathways, directions, levels and speeds.</p> <p>Identify fair play.</p> <p>Demonstrate ability to move safely throughout space.</p> <p>Demonstrate fair play.</p> <p>Identify cooperative play.</p> <p>Understand the difference between traveling independently and traveling within a group during game play.</p> <p>Identify the differences between games played in the USA vs. games played in other cultures</p>	
<p style="text-align: center;">Assessment Plan</p>	
<p>Teacher Observation</p> <p>Exit Slips (Smiley/Frowny Faces; Thumbs Up/Down; Crayon/Paper)</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion</p>	
<p style="text-align: center;">Learning Plan</p>	
<p>Instructional Strategies</p> <p>Exploration</p> <p>Modeling</p> <p>Demonstration</p> <p>Guided practice</p> <p>Individualized and large group instruction</p> <p>Independent practice</p>	

Class discussion

Resources

Books, journals, periodicals, websites

Instructional supplies

Technology

Internet Resources

Music Sources

Cambridge Public Schools Physical Education Curriculum 5th Grade

**Cambridge Public Schools
Physical Education Curriculum
Grade 5**

Scope and Sequence

Concepts (big ideas) taught throughout the units:

- Rules**
- Respect**
- Responsibility**
- Safety**
- Cooperation**
- Exploration**
- Fitness**
- Fundamental Movement**

The Cambridge Public Schools follows a skill theme approach for teaching physical education in grades K through 5.

What are ‘Skill Themes’ and ‘Movement Concepts’? Skill themes are fundamental movements that are later modified into more specialized patterns on which activities of increasing complexity are built. Movement concepts are taught in conjunction with the skill themes. Movement concepts are the ideas used to modify or enrich the range and effectiveness of skill employment. Movement concepts include space awareness, effort, and relationships. Our primary goal, then, is to provide children with a degree of competence leading to the confidence that encourages them to try and enjoy a variety of activities and sports.

Characteristics of the skill theme approach:

Competence in performing a variety of locomotor, nonmanipulative and manipulative motor skills is a major purpose of the skill theme approach.

The skill theme approach is designed to provide experiences appropriate to a child’s developmental level, as opposed to age or grade level.

The scope and sequence of the skill themes are designed to reflect the varying needs and interests of students over a period of years.

SKILL THEMES

Locomotor Skills	Nonmanipulative Skills	Manipulative Skills
Walking	Turning	Throwing
Running	Twisting	Catching and collecting
Hopping	Rolling	Kicking
Skipping	Balancing	Punting
Galloping	Transferring weight	Dribbling
Sliding	Jumping and landing	Volleying
Chasing, fleeing, dodging	Stretching	Striking w/ rackets
	Curling	Striking w/ long-handled implements

5th Grade Unit Layout

Unit #	Name of Unit	Minimum # of Classes
1	Rules/Expectations/Names	1
2	Cooperative Games	4
3	Team Sports	8
4	Individual and Duel Activities	8
5	Ballroom Dance**	14
6	Fitness Healthy Heart/Fit Body	6
7	Invasion Games	8
8	World Games	4
9	Recreational Games	4

**** NOTE: All 5th grades will participate in a ballroom dance unit for 14 classes in the Fall, Winter or Spring; and, optionally 8 classes of cycling in the Fall or Spring**

**Cambridge Public Schools
Physical Education Curriculum
Grade 5**

**Unit 1:
Rules/Names/Expectations**

2 Lessons

Concepts: Rules, Respect, Responsibility, Cooperation

<p style="text-align: center;">NASPE Standard</p> <p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p style="text-align: center;">MADOE&SE</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>
<p style="text-align: center;">Enduring Understandings</p> <p>Rules help keep you safe Actions have consequences Trying your best allows you to get better Cooperating shows that you respect others</p>	<p style="text-align: center;">Essential Questions</p> <p>Why is safety important? Why is playing fair important? How should you treat others?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to: Understand class protocol Follow the class rules/expectations Listen to teacher/s Follow directions Appropriately use instructional supplies Involve others appropriately Understand fair play</p>	

Assessment Plan	
Teacher Observation Exit Slips Performance based assessments Written assessments	
Learning Plan	
<p>Instructional Strategies Modeling Demonstration Individualized and large group instruction Class discussion</p> <p>Resources Books, journals, periodicals, websites PE Server Instructional supplies</p> <p>Technology Internet Resources Music Sources</p>	

**Cambridge Public Schools
Physical Education Curriculum
Grade 5**

**Unit 2:
Cooperative Games**

4 Lessons

Concepts: Responsibility, Safety, Cooperation, Exploration, Fundamental Movement

NASPE Standard	MADOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

Enduring Understandings	Essential Questions
<p>Cooperation is an important life skill.</p> <p>Recognizing differences helps you learn.</p>	<p>Why is cooperation an important life skill?</p> <p>How will working together improve learning?</p> <p>What makes a good leader?</p>
<p>Know and be able to do</p> <p>Students will be able to:</p> <p>Participate in a variety small and large group cooperative and problem solving activities.</p> <p>Model tolerance tactics through group challenges.</p> <p>Describe what it means to be tolerant of others.</p> <p>Summarize the importance of cooperative learning.</p>	
<p>Assessment Plan</p>	
<p>Teacher Observation</p> <p>PBA</p> <p>Exit Slips</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion/Debrief</p>	
<p>Learning Plan</p>	
<p>Instructional Strategies</p> <p>Exploration</p> <p>Modeling</p> <p>Demonstration</p> <p>Guided practice</p> <p>Individualized and large group instruction</p> <p>Independent practice</p> <p>Class discussion</p> <p>Resources</p> <p>Books, journals, periodicals, websites</p> <p>Instructional supplies</p> <p>Technology</p> <p>Internet Resources</p> <p>Music Sources</p>	

**Cambridge Public Schools
Physical Education Curriculum
Grade 5**

**Unit 3:
Team Sports**

8 Lessons

Concepts: Safety, Rules, Respect, Exploration, Cooperation, Fundamental Movement, Fitness

NASPE Standard	MADOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

Enduring Understandings	Essential Questions
<p>Use equipment correctly.</p> <p>Team sports are fun when people play fair and involve others appropriately.</p> <p>All team sports include offensive and defensive strategies and tactics.</p> <p>Teammates support each other Opponents respect each other.</p>	<p>What does it mean to be a good teammate?</p> <p>How will playing fair make activities fun?</p> <p>What is the correct way to use equipment?</p> <p>What is good sportsmanship?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to:</p> <p>Participate safely in large and small group games.</p> <p>Demonstrate proper use of equipment.</p> <p>Describe how working together and being a good teammate allows for success.</p> <p>Describe offensive and defensive strategies. Discover ways to utilize group strategies.</p> <p>Describe and model good sportsmanship. Recognize personal accomplishments and the derived level of enjoyment when participating in invasion team sports.</p>	
<p style="text-align: center;">Assessment Plan</p>	
<p>Teacher Observation P.B.A. Written assessments Skill Checklist Checking for Understanding Rubric Group Discussion</p>	
<p style="text-align: center;">Learning Plan</p>	
<p>Instructional Strategies</p> <p>Exploration Modeling Demonstration Guided practice Individualized and large group instruction Independent practice Class discussion</p> <p>Resources</p> <p>Books, journals, periodicals, websites Instructional supplies</p>	

Technology
Internet Resources
Music Sources

**Cambridge Public Schools
Physical Education Curriculum
Grade 5**

**Unit: 4
Individual and Duel Activities**

8 Lessons

Concepts: Safety, Rules, Respect, Exploration, Fitness, Cooperation

NASPE Standard	MADOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

<p style="text-align: center;">Enduring Understandings</p> <p>Do not be afraid to try something new.</p> <p>Know what your body is doing.</p> <p>A healthy person participates in lifelong physical activities.</p> <p>Movement is fun.</p>	<p style="text-align: center;">Essential Questions</p> <p>How does movement make you happy?</p> <p>What is a healthy person?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to:</p> <p>Participate safely in individual and small group games.</p> <p>Demonstrate proper use of equipment.</p> <p>Describe the value of lifelong physical activity.</p>	
<p style="text-align: center;">Assessment Plan</p>	
<p>Teacher Observation</p> <p>Written assessment</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion/Debrief</p>	
<p style="text-align: center;">Learning Plan</p>	
<p>Instructional Strategies</p> <p>Exploration</p> <p>Modeling</p> <p>Demonstration</p> <p>Guided practice</p> <p>Individualized and large group instruction</p> <p>Independent practice</p> <p>Class discussion</p> <p>Resources</p> <p>Books, journals, periodicals, websites</p> <p>Instructional supplies</p> <p>Technology</p> <p>Internet Resources</p> <p>Music Sources</p>	

**Cambridge Public Schools
Physical Education Curriculum
Grade 5**

**Unit: 5
Ballroom Dance**

Concepts: Safety, Rules, Respect, Exploration, Rhythmic Movement, Fitness

NASPE Standard	MADOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

<p style="text-align: center;">Enduring Understandings</p> <p>Do not be afraid to try something new.</p> <p>Know that your body can move in many ways.</p> <p>Know what your body is doing.</p> <p>Rhythm and dance are everywhere.</p> <p>Cooperating shows that you respect others.</p>	<p style="text-align: center;">Essential Questions</p> <p>Is there a right or wrong way to move?</p> <p>What are the different ways your body can move?</p> <p>How does movement make you happy?</p> <p>What is rhythm?</p> <p>Where do dance and rhythm come from?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to: Explore movement in sequential movement patterns as individuals and with partners. Demonstrate ability to transfer weight correctly. Model respect toward partner(s) and instructors.</p>	
<p style="text-align: center;">Assessment Plan</p>	
<p>Teacher Observation Skill Checklist Checking for Understanding Rubric Group Discussion Peer assessment</p>	
<p style="text-align: center;">Learning Plan</p>	
<p>Instructional Strategies Exploration Modeling Demonstration Guided practice Individualized and large group instruction Independent practice Class discussion</p> <p>Resources Books, journals, periodicals, websites Instructional supplies</p> <p>Technology Internet Resources Music Sources</p>	

**Cambridge Public Schools
Physical Education Curriculum
Grade 5**

**Unit: 6
Fitness
(Healthy Heart and Fit Body)**

Concepts: Safety, Rules, Respect, Exploration, Fundamental Movement, Fitness

NASPE Standard	MADOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

<p style="text-align: center;">Enduring Understandings</p> <p>Being fit keeps you healthy.</p> <p>Fitness is for everyone.</p> <p>Healthier makes you happier.</p> <p>Fitness is a lifestyle.</p>	<p style="text-align: center;">Essential Questions</p> <p>Why is fitness important?</p> <p>How does activity make you happy?</p> <p>Why is there fitness testing?</p> <p>Why is it important to stay healthy?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to:</p> <p>Explore activities that improve fitness (fitness testing).</p> <p>Discover what makes fitness fun.</p> <p>Identify how exercise/fitness keeps you healthy.</p> <p>List ways to improve your fitness.</p> <p>Recognize how your body feels before, during and after exercising.</p> <p>List the five components of fitness and the fitness tests associated with each component.</p> <p>Describe the value of lifelong physical activity.</p>	
<p style="text-align: center;">Assessment Plan</p>	
<p>Teacher Observation</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion</p> <p>Fitness testing</p>	
<p style="text-align: center;">Learning Plan</p>	
<p>Instructional Strategies</p> <p>Exploration</p> <p>Modeling</p> <p>Demonstration</p> <p>Guided practice</p> <p>Individualized and large group instruction</p> <p>Independent practice</p> <p>Class discussion</p> <p>Resources</p> <p>Books, journals, periodicals, websites</p> <p>Instructional supplies</p>	

Technology

Internet Resources

Music Sources

**Cambridge Public Schools
Physical Education Curriculum
Grade 5**

Unit: 7

Invasion Games

Concepts: Safety, Rules, Respect, Exploration, Cooperation, Fundamental movement

NASPE Standard	MADDOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

<p style="text-align: center;">Enduring Understandings</p> <p>Practicing proper technique helps you get better.</p> <p>Use equipment correctly.</p>	<p style="text-align: center;">Essential Questions</p> <p>How do you get better?</p> <p>How do you find the right way?</p> <p>Where do you use these skills?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to: Participate safely in individual and small group games. Demonstrate proper use of equipment. Identify the characteristics of invasion games. Practice offensive and defensive strategies in small and large group games.</p>	
<p style="text-align: center;">Assessment Plan</p>	
<p>Teacher Observation Skill Checklist Checking for Understanding Rubric Group Discussion</p>	
<p style="text-align: center;">Learning Plan</p>	
<p>Instructional Strategies Exploration Modeling Demonstration Guided practice Individualized and large group instruction Independent practice Class discussion</p> <p>Resources Books, journals, periodicals, websites Instructional supplies</p> <p>Technology Internet Resources Music Sources</p>	

**Cambridge Public Schools
Physical Education Curriculum
Grade 5**

**Unit: 8
World Games/Activities**

*Concepts: Rules, Respect, Responsibility, Safety, Exploration,
Fundamental Movement*

NASPE Standard	MADOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

<p style="text-align: center;">Enduring Understandings</p> <p>Movement is everywhere in the world.</p> <p>Movement impacts all cultures.</p> <p>It's ok to be different</p>	<p style="text-align: center;">Essential Questions</p> <p>What makes a good playmate?</p> <p>How does movement keep you healthy?</p> <p>Why is staying safe important?</p> <p>How is movement part of other cultures?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to:</p> <p>Participate in a variety of activities that incorporate games from around the world.</p> <p>Explore locomotor movements throughout game play.</p> <p>Through traveling, utilize the movement concepts of: pathways, directions, levels and speeds.</p> <p>Identify fair play.</p> <p>Demonstrate ability to move safely throughout space.</p> <p>Demonstrate fair play.</p> <p>Identify cooperative play.</p> <p>Understand the difference between traveling independently and traveling within a group during game play.</p> <p>Identify the differences between games played in the USA vs. games played in other cultures</p>	
<p style="text-align: center;">Assessment Plan</p>	
<p>Teacher Observation</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion</p>	
<p style="text-align: center;">Learning Plan</p>	
<p>Instructional Strategies</p> <p>Exploration</p> <p>Modeling</p> <p>Demonstration</p> <p>Guided practice</p> <p>Individualized and large group instruction</p> <p>Independent practice</p> <p>Class discussion</p>	

Resources

Books, journals, periodicals, websites
Instructional supplies

Technology

Internet Resources
Music Sources

**Cambridge Public Schools
Physical Education Curriculum
Grade 5**

**Unit: 9
Recreational Games**

*Concepts: Rules, Respect, Responsibility, Safety, Exploration,
Fundamental Movement*

NASPE Standard	MADOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

<p style="text-align: center;">Enduring Understandings</p> <p>Practicing proper technique helps you get better.</p> <p>Use equipment correctly.</p> <p>Recreational games are for everyone.</p>	<p style="text-align: center;">Essential Questions</p> <p>What makes a good playmate?</p> <p>Why is staying safe important?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to:</p> <p>Identify and demonstrate fair play.</p> <p>Demonstrate ability to move safely throughout space.</p> <p>Identify cooperative play.</p> <p>Participate safely in individual and small group games.</p> <p>Describe the value of lifelong physical activity.</p>	
<p style="text-align: center;">Assessment Plan</p>	
<p>Teacher Observation</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion</p>	
<p>Learning Plan</p>	
<p>Instructional Strategies</p> <p>Exploration</p> <p>Modeling</p> <p>Demonstration</p> <p>Guided practice</p> <p>Individualized and large group instruction</p> <p>Independent practice</p> <p>Class discussion</p> <p>Resources</p> <p>Books, journals, periodicals, websites</p> <p>Instructional supplies</p> <p>Technology</p> <p>Internet Resources</p> <p>Music Sources</p>	

**Cambridge Public Schools
Physical Education Curriculum
6th Grade**

**Cambridge Public Schools
Physical Education Curriculum
Grade 6**

**Cambridge Public Schools
Physical Education Curriculum
Grade 6**

Scope and Sequence

Concepts (big ideas) taught throughout the units:

- **Rules**
- **Respect**
- **Responsibility**
- **Safety**
- **Cooperation**
- **Exploration**
- **Fitness**
- **Technique**
- **Fundamental Movement**

As students progress from the elementary to the middle school level the focus for physical education changes. Skill themes and movement concepts still play a role in the instruction, but the focus shifts from building a foundation to utilizing it in a variety of movement forms. Along with continued learning and development of skills, our goal is to expose students to a broad array of content areas designed to stimulate interest in lifetime and health-enhancing activities.

What are ‘Skill Themes’ and ‘Movement Concepts’? Skill themes are fundamental movements that are later modified into more specialized patterns on which activities of increasing complexity are built. Movement concepts are taught in conjunction with the skill themes. Movement concepts are the ideas used to modify or enrich the range and effectiveness of skill employment. Movement concepts include space awareness, effort, and relationships. Our primary goal, then, is to provide children with a degree of competence leading to the confidence that encourages them to try and enjoy a variety of activities and sports.

Characteristics of the skill theme approach:

Competence in performing a variety of loco-motor, non-manipulative and manipulative motor skills is a major purpose of the skill theme approach.

The skill theme approach is designed to provide experiences appropriate to a child’s developmental level, as opposed to age or grade level.

The scope and sequence of the skill themes are designed to reflect the varying needs and interests of students over a period of years.

6th Grade Unit Layout

Unit #	Name of Unit	Minimum # of Classes
1	Rules/Expectations	1
2	UMPA	12
3	Team Sports	12
4	Creative Movement	8
5	Fitness Healthy Heart/Fit Body	8
6	Net Games	6
7	Field Games	6
8	World Games	4

**Cambridge Public Schools
Physical Education Curriculum
Grade 6**

**Unit 1:
Rules/Names/Expectations**

1 Lesson

Concepts: Rules, Respect, Responsibility

<p style="text-align: center;">NASPE Standard</p> <p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p style="text-align: center;">MADOE&SE</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>
<p style="text-align: center;">Enduring Understandings</p> <p>Rules help keep you safe Actions have consequences Cooperating shows that you respect others Words effect performance</p>	<p style="text-align: center;">Essential Questions</p> <p>Why do we have rules? Why do we enforce fair play? How should you treat others? How do you want to be treated? When should I open my mouth?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to: Understand class protocol Follow the class rules/expectations Listen to teacher/s Follow directions Appropriately use instructional supplies Involve others appropriately Understand fair play</p>	

Assessment Plan
Teacher Observation Exit Slips Performance based assessments Written assessments
Learning Plan
Instructional Strategies Modeling Demonstration Individualized and large group instruction Class discussion Resources Books, journals, periodicals, websites PE Server Instructional supplies Technology Internet Resources Music Sources

**Cambridge Public Schools
Physical Education Curriculum
Grade 6**

**Unit 2:
UMPA**

12 Lessons

Concepts: Responsibility, Safety, Technique, Cooperation, Exploration, Fundamental Movement

NASPE Standard	MADDOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

Enduring Understandings	Essential Questions
<p>Cooperation is an important life skill. Rules help keep you safe Actions have consequences Cooperating shows that you respect others Words effect performance Recognizing differences helps you learn.</p>	<p>Why is cooperation an important life skill? How will working together improve learning? How does communication effect cooperation? What makes a good leader?</p>
<p>Know and be able to do</p> <p>Students will be able to: Participate in a variety of high and low climbing elements. Demonstrate ability to participate safely in all activities. Follow guidelines and rules when climbing. State the importance of safety equipment and climbing protocol Participate in a variety small and large group cooperative and problem solving activities. Model tolerance tactics through group challenges. Describe what it means to be tolerant of others. Summarize the importance of cooperative learning.</p>	
<p>Assessment Plan</p>	
<p>Teacher Observation PBA Exit Slips Skill Checklist Checking for Understanding Rubric Group Discussion/Debrief</p>	
<p>Learning Plan</p>	
<p>Instructional Strategies Exploration Modeling Demonstration Guided practice Individualized and large group instruction Independent practice Class discussion</p>	

Resources

Books, journals, periodicals, websites
Instructional supplies

Technology

Internet Resources
Music Sources

**Cambridge Public Schools
Physical Education Curriculum
Grade 6**

**Unit 3:
Team Sports**

12 Lessons

Concepts: Responsibility, Safety, Cooperation, Technique, Exploration, Fundamental Movement

NASPE Standard	MADDOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

<p style="text-align: center;">Enduring Understandings</p> <p>Rules help keep you safe</p> <p>Cooperating shows that you respect others</p> <p>Words effect performance</p> <p>There is more than one way to move</p> <p>Proper practices improves skill</p> <p>Hold yourself accountable for how you treat others and your surroundings</p> <p>Cooperation improves group performance</p> <p>Communication is essential for team work</p>	<p style="text-align: center;">Essential Questions</p> <p>What does it mean to be a team player?</p> <p>Why is cooperation important for team sports?</p> <p>How will working together improve learning?</p> <p>How does communication affect team performance?</p> <p>What makes a good leader?</p> <p>How can you improve skills and performance?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to:</p> <p>Describe the offensive and defensive strategies utilized.</p> <p>Demonstrate ability to participate safely in all team activities.</p> <p>Demonstrate the skill themes evident in a particular team activity.</p> <p>Provide corrective specific feedback in an appropriate manner.</p> <p>Follow guidelines and rules when participating.</p> <p>Participate in a variety of team sports and activities.</p> <p>Model tolerance tactics through group team play</p> <p>Describe what it means to be a team player</p> <p>Explain how to improve performance</p> <p>Summarize the importance of cooperation and communication in a team setting.</p>	
<p style="text-align: center;">Assessment Plan</p>	
<p>Teacher Observation</p> <p>PBA</p> <p>Exit Slips</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion/Debrief</p>	

Learning Plan

Instructional Strategies

Exploration
Modeling
Demonstration
Guided practice
Individualized and large group instruction
Independent practice
Class discussion

Resources

Books, journals, periodicals, websites
Instructional supplies

Technology

Internet Resources
Music Sources

**Cambridge Public Schools
Physical Education Curriculum
Grade 6**

**Unit 4:
Creative Movement**

8 Lessons

Concepts: Responsibility, Safety, Cooperation, Technique, Exploration, Respect, Fundamental Movement

NASPE Standard	MADDOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

<p style="text-align: center;">Enduring Understandings</p> <p>Cooperation is an important life skill. Don't be afraid to try something new There is more than one way to move Movement is FUN Words effect performance Recognizing differences helps you learn.</p>	<p style="text-align: center;">Essential Questions</p> <p>Why am I doing this? How will encouraging others improve performance? How can moving be fun? How can I be different?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to: Participate in a variety creative movement and rhythmic activities. Involve others appropriately Explain and make adjustments in personal movement patterns. Count the down beats from different music and beat patterns Create a sequential rhythmic routine individually or within a small group Model tolerance tactics throughout all rhythmic activities. Describe what it means to be tolerant of others. Summarize the importance of cooperative learning.</p>	
<p style="text-align: center;">Assessment Plan</p>	
<p>Teacher Observation PBA Exit Slips Skill Checklist Checking for Understanding Rubric Group Discussion/Debrief</p>	
<p style="text-align: center;">Learning Plan</p>	
<p>Instructional Strategies Exploration Modeling Demonstration Guided practice Individualized and large group instruction Independent practice</p>	

Class discussion

Resources

Books, journals, periodicals, websites
Instructional supplies

Technology

Internet Resources
Music Sources

**Cambridge Public Schools
Physical Education Curriculum
Grade 6**

**Unit 5:
Fitness
Healthy Heart/Fit Body**

8 Lessons

Concepts: Responsibility, Safety, Cooperation, Fitness, Respect, Fundamental Movement

NASPE Standard	MADOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

Enduring Understandings	Essential Questions
<p>Fitness is everyday.</p> <p>What you say affects how others participate.</p> <p>Fitness is a process.</p>	<p>Why am I doing this?</p> <p>How can I stay fit?</p> <p>How can I reach my goals?</p> <p>How should I treat others?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to:</p> <p>Involve others appropriately.</p> <p>Participate in activities for a sustained period of time while maintaining target heart rate.</p> <p>List the five components of fitness (muscular endurance, muscular strength, cardio endurance, flexibility and body composition).</p> <p>Summarize the healthful benefits that result from regular and appropriate participation in various forms of physical activity.</p>	
<p style="text-align: center;">Assessment Plan</p>	
<p>Teacher Observation</p> <p>PBA</p> <p>Exit Slips</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion/Debrief</p>	
<p style="text-align: center;">Learning Plan</p>	
<p>Instructional Strategies</p> <p>Exploration</p> <p>Modeling</p> <p>Demonstration</p> <p>Guided practice</p> <p>Individualized and large group instruction</p> <p>Independent practice</p> <p>Class discussion</p> <p>Resources</p> <p>Books, journals, periodicals, websites</p> <p>Instructional supplies</p> <p>Technology</p> <p>Internet Resources</p> <p>Music Sources</p>	

**Cambridge Public Schools
Physical Education Curriculum
Grade 6**

**Unit 6:
Net Games**

6 Lessons

Concepts: Responsibility, Safety, Cooperation, Fitness, Fundamental Movement, Technique

NASPE Standard	MADDOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

<p style="text-align: center;">Enduring Understandings</p> <p>Rules help keep you safe.</p> <p>What you say affects how others participate.</p> <p>Proper practice improves skill.</p>	<p style="text-align: center;">Essential Questions</p> <p>Why is safety important?</p> <p>How do I want to be treated?</p> <p>How do I improve?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to:</p> <p>Follow guidelines and rules when participating.</p> <p>Involve others appropriately.</p> <p>Demonstrate striking a ball/object with accuracy and appropriate force.</p> <p>Describe the skill themes evident in a particular activity.</p> <p>Provide corrective specific feedback in an appropriate manner.</p> <p>Explain how to improve performance.</p>	
<p style="text-align: center;">Assessment Plan</p>	
<p>Teacher Observation</p> <p>PBA</p> <p>Exit Slips</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion/Debrief</p>	
<p style="text-align: center;">Learning Plan</p>	
<p>Instructional Strategies</p> <p>Exploration</p> <p>Modeling</p> <p>Demonstration</p> <p>Guided practice</p> <p>Individualized and large group instruction</p> <p>Independent practice</p> <p>Class discussion</p> <p>Resources</p> <p>Books, journals, periodicals, websites</p> <p>Instructional supplies</p> <p>Technology</p> <p>Internet Resources</p> <p>Music Sources</p>	

**Cambridge Public Schools
Physical Education Curriculum
Grade 6**

**Unit 7:
Field Games**

6 Lessons

Concepts: Responsibility, Safety, Cooperation, Fitness, Fundamental Movement, Technique

NASPE Standard	MADOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

<p style="text-align: center;">Enduring Understandings</p> <p>Rules help keep you safe.</p> <p>What you say affects how others participate.</p> <p>There is more than one way to move.</p> <p>Proper practice improves skill.</p> <p>Hold yourself accountable for how you treat others and your surroundings</p> <p>Cooperation improves group performance</p> <p>Communication is essential for team work.</p> <p>Having a plan improves performance.</p>	<p style="text-align: center;">Essential Questions</p> <p>Why is safety important?</p> <p>How do I want to be treated?</p> <p>What does it mean to be a team player?</p> <p>How is strategy utilized?</p> <p>How will working together improve learning?</p> <p>How can you improve skills and performance?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to:</p> <p>Follow guidelines and rules when participating.</p> <p>Involve others appropriately.</p> <p>Provide corrective specific feedback in an appropriate manner.</p> <p>Explain how to improve performance.</p> <p>Demonstrate ability to participate safely in all team activities.</p> <p>Demonstrate the skill themes evident in a particular group activity.</p> <p>Provide corrective specific feedback in an appropriate manner.</p> <p>Participate in a variety of small and large group activities.</p> <p>Model tolerance tactics through group play.</p> <p>Describe what it means to be a team player.</p> <p>Describe the offensive and defensive strategies utilized.</p>	
<p style="text-align: center;">Assessment Plan</p>	
<p>Teacher Observation</p> <p>PBA</p> <p>Exit Slips</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion/Debrief</p>	

Learning Plan

Instructional Strategies

Exploration
Modeling
Demonstration
Guided practice
Individualized and large group instruction
Independent practice
Class discussion

Resources

Books, journals, periodicals, websites
Instructional supplies

Technology

Internet Resources
Music Sources

**Cambridge Public Schools
Physical Education Curriculum
Grade 6**

**Unit 8:
World Games**

6 Lessons

Concepts: Responsibility, Safety, Cooperation, Fitness, Respect, Fundamental Movement, Technique

NASPE Standard	MADOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

<p style="text-align: center;">Enduring Understandings</p> <p>Movement is everywhere in the world.</p> <p>Movement impacts all cultures.</p> <p>It's ok to be different</p>	<p style="text-align: center;">Essential Questions</p> <p>What makes a good playmate?</p> <p>How does movement keep you healthy?</p> <p>Why is staying safe important?</p> <p>How is movement part of other cultures</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> Participate in a variety of activities that incorporate games from around the world. Explore locomotor movements throughout game play. Through traveling, utilize the movement concepts of: pathways, directions, levels and speeds. Identify fair play. Demonstrate ability to move safely throughout space. Demonstrate fair play. Identify cooperative play. Understand the difference between traveling independently and traveling within a group during game play. Identify the differences between games played in the USA vs. games played in other cultures 	
<p style="text-align: center;">Assessment Plan</p>	
<p>Teacher Observation</p> <p>PBA</p> <p>Exit Slips</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion/Debrief</p>	
<p style="text-align: center;">Learning Plan</p>	
<p>Instructional Strategies</p> <ul style="list-style-type: none"> Exploration Modeling Demonstration Guided practice Individualized and large group instruction Independent practice 	

Class discussion

Resources

Books, journals, periodicals, websites
Instructional supplies

Technology

Internet Resources
Music Sources

Cambridge Public Schools Physical Education Curriculum 7th Grade

**Cambridge Public Schools
Physical Education Curriculum
Grade 7**

7th Grade Unit Layout

Unit #	Name of Unit	Minimum # of Classes
1	Rules/Expectations	1
2	UMPA: Cooperative Games	10
3	Team Sports	10
4	Creative Movement	8
5	Fitness Healthy Heart/Fit Body	14
6	Individual/Dual Activities	8
7	Field Games: Team Sports 2	8

**Cambridge Public Schools
Physical Education Curriculum
Grade 7**

**Unit 1:
Rules/Names/Expectations**

1 Lesson

Concepts: Rules, Respect, Responsibility

<p style="text-align: center;">NASPE Standard</p> <p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p style="text-align: center;">MADOE&SE</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>
<p style="text-align: center;">Enduring Understandings</p> <p>Rules help keep you safe</p> <p>Actions have consequences</p> <p>Cooperating shows that you respect others</p> <p>Words effect performance</p>	<p style="text-align: center;">Essential Questions</p> <p>Why do we have rules?</p> <p>Why do we enforce fair play?</p> <p>How should you treat others?</p> <p>How do you want to be treated?</p> <p>When should I open my mouth?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> Understand class protocol Follow the class rules/expectations Listen to teacher/s Follow directions Appropriately use instructional supplies Involve others appropriately Understand fair play 	

Assessment Plan
Teacher Observation Exit Slips Performance based assessments Written assessments
Learning Plan
Instructional Strategies Modeling Demonstration Individualized and large group instruction Class discussion Resources Books, journals, periodicals, websites PE Server Instructional supplies Technology Internet Resources Music Sources

**Cambridge Public Schools
Physical Education Curriculum
Grade 7**

**Unit 2:
UMPA: Cooperative Games**

10 Lessons

Concepts: Responsibility, Safety, Technique, Cooperation, Exploration, Fundamental Movement

NASPE Standard	MADDOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

<p style="text-align: center;">Enduring Understandings</p> <p>Cooperation is an important life skill.</p> <p>Rules help keep you safe</p> <p>Actions have consequences</p> <p>Cooperating shows that you respect others</p> <p>Words effect performance</p> <p>Recognizing differences helps you learn.</p>	<p style="text-align: center;">Essential Questions</p> <p>Why is cooperation an important life skill?</p> <p>How will working together improve learning?</p> <p>How does communication effect cooperation?</p> <p>What makes a good leader?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to:</p> <p>Participate in a variety of high and low climbing elements.</p> <p>Demonstrate ability to participate safely in all activities.</p> <p>Follow guidelines and rules when climbing.</p> <p>State the importance of safety equipment and climbing protocol</p> <p>Participate in a variety small and large group cooperative and problem solving activities.</p> <p>Model tolerance tactics through group challenges.</p> <p>Describe what it means to be tolerant of others.</p> <p>Summarize the importance of cooperative learning.</p>	
<p style="text-align: center;">Assessment Plan</p>	
<p>Teacher Observation</p> <p>PBA</p> <p>Exit Slips</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion/Debrief</p>	
<p style="text-align: center;">Learning Plan</p>	
<p>Instructional Strategies</p> <p>Exploration</p> <p>Modeling</p> <p>Demonstration</p>	

Guided practice
Individualized and large group instruction
Independent practice
Class discussion

Resources

Books, journals, periodicals, websites
Instructional supplies

Technology

Internet Resources
Music Sources

**Cambridge Public Schools
Physical Education Curriculum
Grade 7**

**Unit 3:
Team Sports**

10 Lessons

Concepts: Responsibility, Safety, Cooperation, Technique, Exploration, Fundamental Movement

NASPE Standard	MADDOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

<p style="text-align: center;">Enduring Understandings</p> <p>Rules help keep you safe</p> <p>Cooperating shows that you respect others</p> <p>Words effect performance</p> <p>There is more than one way to move</p> <p>Proper practices improves skill</p> <p>Hold yourself accountable for how you treat others and your surroundings</p> <p>Cooperation improves group performance</p> <p>Communication is essential for team work</p>	<p style="text-align: center;">Essential Questions</p> <p>What does it mean to be a team player?</p> <p>Why is cooperation important for team sports?</p> <p>How will working together improve learning?</p> <p>How does communication affect team performance?</p> <p>What makes a good leader?</p> <p>How can you improve skills and performance?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to:</p> <p>Describe the offensive and defensive strategies utilized.</p> <p>Demonstrate ability to participate safely in all team activities.</p> <p>Demonstrate the skill themes evident in a particular team activity.</p> <p>Provide corrective specific feedback in an appropriate manner.</p> <p>Follow guidelines and rules when participating.</p> <p>Participate in a variety of team sports and activities.</p> <p>Model tolerance tactics through group team play</p> <p>Describe what it means to be a team player</p> <p>Explain how to improve performance</p> <p>Summarize the importance of cooperation and communication in a team setting.</p>	
<p style="text-align: center;">Assessment Plan</p>	
<p>Teacher Observation</p> <p>PBA</p> <p>Exit Slips</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion/Debrief</p>	

Learning Plan

Instructional Strategies

Exploration
Modeling
Demonstration
Guided practice
Individualized and large group instruction
Independent practice
Class discussion

Resources

Books, journals, periodicals, websites
Instructional supplies

Technology

Internet Resources
Music Sources

**Cambridge Public Schools
Physical Education Curriculum
Grade 7**

**Unit 4:
Creative Movement**

8 Lessons

Concepts: Responsibility, Safety, Cooperation, Technique, Exploration, Respect, Fundamental Movement

NASPE Standard	MADDOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

<p style="text-align: center;">Enduring Understandings</p> <p>Cooperation is an important life skill. Don't be afraid to try something new There is more than one way to move Movement is FUN Words effect performance Recognizing differences helps you learn.</p>	<p style="text-align: center;">Essential Questions</p> <p>Why am I doing this? How will encouraging others improve performance? How can moving be fun? How can I be different?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to: Participate in a variety creative movement and rhythmic activities. Involve others appropriately Explain and make adjustments in personal movement patterns. Count the down beats from different music and beat patterns Create a sequential rhythmic routine individually or within a small group Model tolerance tactics throughout all rhythmic activities. Describe what it means to be tolerant of others. Summarize the importance of cooperative learning.</p>	
<p style="text-align: center;">Assessment Plan</p>	
<p>Teacher Observation PBA Exit Slips Skill Checklist Checking for Understanding Rubric Group Discussion/Debrief</p>	
<p style="text-align: center;">Learning Plan</p>	
<p>Instructional Strategies Exploration Modeling Demonstration Guided practice Individualized and large group instruction Independent practice</p>	

Class discussion

Resources

Books, journals, periodicals, websites

Instructional supplies

Technology

Internet Resources

Music Sources

**Cambridge Public Schools
Physical Education Curriculum
Grade 7**

**Unit 5:
Fitness
Healthy Heart/Fit Body**

8 Lessons

Concepts: Responsibility, Safety, Cooperation, Fitness, Respect, Fundamental Movement

NASPE Standard	MADOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

<p style="text-align: center;">Enduring Understandings</p> <p>Fitness is everyday.</p> <p>What you say affects how others participate.</p> <p>Fitness is a process.</p>	<p style="text-align: center;">Essential Questions</p> <p>Why am I doing this?</p> <p>How can I stay fit?</p> <p>How can I reach my goals?</p> <p>How should I treat others?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to:</p> <p>Involve others appropriately.</p> <p>Participate in activities for a sustained period of time while maintaining target heart rate.</p> <p>List the five components of fitness (muscular endurance, muscular strength, cardio endurance, flexibility and body composition).</p> <p>Summarize the healthful benefits that result from regular and appropriate participation in various forms of physical activity.</p>	
<p style="text-align: center;">Assessment Plan</p>	
<p>Teacher Observation</p> <p>PBA</p> <p>Exit Slips</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion/Debrief</p>	
<p style="text-align: center;">Learning Plan</p>	
<p>Instructional Strategies</p> <p>Exploration</p> <p>Modeling</p> <p>Demonstration</p> <p>Guided practice</p> <p>Individualized and large group instruction</p> <p>Independent practice</p> <p>Class discussion</p> <p>Resources</p> <p>Books, journals, periodicals, websites</p> <p>Instructional supplies</p> <p>Technology</p> <p>Internet Resources</p> <p>Music Sources</p>	

**Cambridge Public Schools
Physical Education Curriculum
Grade 7**

**Unit 6:
Individual and Dual Activities**

8 Lessons

Concepts: Responsibility, Safety, Cooperation, Fitness, Fundamental Movement, Technique

NASPE Standard	MADOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

Enduring Understandings	Essential Questions
<p>Rules help keep you safe.</p> <p>What you say affects how others participate.</p> <p>Proper practice improves skill.</p> <p>Health and Wellness are a lifestyle</p>	<p>Why is safety important?</p> <p>How do I want to be treated?</p> <p>How do I improve?</p> <p>How can I stay fit?</p> <p>How can I make exercise an enjoyable part of my life?</p>
<p>Know and be able to do</p> <p>Students will be able to:</p> <p>Follow guidelines and rules when participating.</p> <p>Involve others appropriately.</p> <p>Participate in a variety of individual and dual activities.</p> <p>Describe the skill themes evident in a particular activity.</p> <p>Provide corrective specific feedback in an appropriate manner.</p> <p>Explain how to improve performance.</p>	
<p>Assessment Plan</p>	
<p>Teacher Observation</p> <p>PBA</p> <p>Exit Slips</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion/Debrief</p>	
<p>Learning Plan</p>	
<p>Instructional Strategies</p> <p>Exploration</p> <p>Modeling</p> <p>Demonstration</p> <p>Guided practice</p> <p>Individualized and large group instruction</p> <p>Independent practice</p> <p>Class discussion</p>	

Resources

Books, journals, periodicals, websites
Instructional supplies

Technology

Internet Resources
Music Sources

**Cambridge Public Schools
Physical Education Curriculum
Grade 7**

**Unit 7:
Field Games: Team Sports 2**

8 Lessons

Concepts: Responsibility, Safety, Cooperation, Fitness, Fundamental Movement, Technique

NASPE Standard	MADOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

Enduring Understandings	Essential Questions
<p>Rules help keep you safe.</p> <p>What you say affects how others participate.</p> <p>There is more than one way to move.</p> <p>Proper practice improves skill.</p> <p>Hold yourself accountable for how you treat others and your surroundings</p> <p>Cooperation improves group performance</p> <p>Communication is essential for team work.</p> <p>Having a plan improves performance.</p>	<p>Why is safety important?</p> <p>How do I want to be treated?</p> <p>What does it mean to be a team player?</p> <p>How is strategy utilized?</p> <p>How will working together improve learning?</p> <p>How can you improve skills and performance?</p>
<p>Know and be able to do</p> <p>Students will be able to:</p> <p>Follow guidelines and rules when participating.</p> <p>Involve others appropriately.</p> <p>Provide corrective specific feedback in an appropriate manner.</p> <p>Explain how to improve performance.</p> <p>Demonstrate ability to participate safely in all team activities.</p> <p>Demonstrate the skill themes evident in a particular group activity.</p> <p>Provide corrective specific feedback in an appropriate manner.</p> <p>Participate in a variety of small and large group activities.</p> <p>Model tolerance tactics through group play.</p> <p>Describe what it means to be a team player.</p> <p>Describe the offensive and defensive strategies utilized.</p>	
<p>Assessment Plan</p>	
<p>Teacher Observation</p> <p>PBA</p> <p>Exit Slips</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion/Debrief</p>	

Learning Plan

Instructional Strategies

Exploration
Modeling
Demonstration
Guided practice
Individualized and large group instruction
Independent practice
Class discussion

Resources

Books, journals, periodicals, websites
Instructional supplies

Technology

Internet Resources
Music Sources

Cambridge Public Schools Physical Education Curriculum 8th Grade

**Cambridge Public Schools
Physical Education Curriculum
Grade 8**

8th Grade Unit Layout

Unit #	Name of Unit	Minimum # of Classes
1	Rules/Expectations	1
2	UMPA: Cooperative Games	6
3	Team Sports	12
4	Creative Movement	4
5	Fitness Healthy Heart/Fit Body	14
6	Individual/Dual Activities	6
7	Field Games: Team Sports 2	12
8	Leisure Games	4

**Cambridge Public Schools
Physical Education Curriculum
Grade 8**

**Unit 1:
Rules/Names/Expectations**

1 Lesson

Concepts: Rules, Respect, Responsibility

<p style="text-align: center;">NASPE Standard</p> <p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p style="text-align: center;">MADOE&SE</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>
<p style="text-align: center;">Enduring Understandings</p> <p>Rules help keep you safe</p> <p>Actions have consequences</p> <p>Cooperating shows that you respect others</p> <p>Words effect performance</p>	<p style="text-align: center;">Essential Questions</p> <p>Why do we have rules?</p> <p>Why do we enforce fair play?</p> <p>How should you treat others?</p> <p>How do you want to be treated?</p> <p>When should I open my mouth?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to: Understand class protocol Follow the class rules/expectations Listen to teacher/s Follow directions Appropriately use instructional supplies Involve others appropriately Understand fair play</p>	

Assessment Plan
Teacher Observation Exit Slips Performance based assessments Written assessments
Learning Plan
Instructional Strategies Modeling Demonstration Individualized and large group instruction Class discussion Resources Books, journals, periodicals, websites PE Server Instructional supplies Technology Internet Resources Music Sources

**Cambridge Public Schools
Physical Education Curriculum
Grade 8**

**Unit 2:
UMPA: Cooperative Games**

6 Lessons

Concepts: Responsibility, Safety, Technique, Cooperation, Exploration, Fundamental Movement

NASPE Standard	MADDOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

<p style="text-align: center;">Enduring Understandings</p> <p>Cooperation is an important life skill.</p> <p>Rules help keep you safe</p> <p>Actions have consequences</p> <p>Cooperating shows that you respect others</p> <p>Words effect performance</p> <p>Recognizing differences helps you learn.</p>	<p style="text-align: center;">Essential Questions</p> <p>Why is cooperation an important life skill?</p> <p>How will working together improve learning?</p> <p>How does communication effect cooperation?</p> <p>What makes a good leader?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to:</p> <p>Participate in a variety of high and low climbing elements.</p> <p>Demonstrate ability to participate safely in all activities.</p> <p>Follow guidelines and rules when climbing.</p> <p>State the importance of safety equipment and climbing protocol</p> <p>Participate in a variety small and large group cooperative and problem solving activities.</p> <p>Model tolerance tactics through group challenges.</p> <p>Describe what it means to be tolerant of others.</p> <p>Summarize the importance of cooperative learning.</p> <p>Demonstrate ability to properly apply and assess climbing equipment</p>	
<p style="text-align: center;">Assessment Plan</p>	
<p>Teacher Observation</p> <p>PBA</p> <p>Exit Slips</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion/Debrief</p>	
<p style="text-align: center;">Learning Plan</p>	
<p>Instructional Strategies</p> <p>Exploration</p>	

Modeling

Demonstration

Guided practice

Individualized and large group instruction

Independent practice

Class discussion

Resources

Books, journals, periodicals, websites

Instructional supplies

Technology

Internet Resources

Music Sources

**Cambridge Public Schools
Physical Education Curriculum
Grade 8**

**Unit 3:
Team Sports**

12 Lessons

Concepts: Responsibility, Safety, Cooperation, Technique, Exploration, Fundamental Movement

NASPE Standard	MADDOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

<p style="text-align: center;">Enduring Understandings</p> <p>Rules help keep you safe</p> <p>Cooperating shows that you respect others</p> <p>Words effect performance</p> <p>There is more than one way to move</p> <p>Proper practices improves skill</p> <p>Hold yourself accountable for how you treat others and your surroundings</p> <p>Cooperation improves group performance</p> <p>Communication is essential for team work</p>	<p style="text-align: center;">Essential Questions</p> <p>What does it mean to be a team player?</p> <p>Why is cooperation important for team sports?</p> <p>How will working together improve learning?</p> <p>How does communication affect team performance?</p> <p>What makes a good leader?</p> <p>How can you improve skills and performance?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to:</p> <p>Describe the offensive and defensive strategies utilized.</p> <p>Demonstrate ability to participate safely in all team activities.</p> <p>Demonstrate the skill themes evident in a particular team activity.</p> <p>Provide corrective specific feedback in an appropriate manner.</p> <p>Follow guidelines and rules when participating.</p> <p>Participate in a variety of team sports and activities.</p> <p>Model tolerance tactics through group team play</p> <p>Describe what it means to be a team player</p> <p>Explain how to improve performance</p> <p>Summarize the importance of cooperation and communication in a team setting.</p>	
<p style="text-align: center;">Assessment Plan</p>	
<p>Teacher Observation</p> <p>PBA</p> <p>Exit Slips</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion/Debrief</p>	

Learning Plan

Instructional Strategies

Exploration
Modeling
Demonstration
Guided practice
Individualized and large group instruction
Independent practice
Class discussion

Resources

Books, journals, periodicals, websites
Instructional supplies

Technology

Internet Resources
Music Sources

**Cambridge Public Schools
Physical Education Curriculum
Grade 8**

**Unit 4:
Creative Movement**

4 Lessons

Concepts: Responsibility, Safety, Cooperation, Technique, Exploration, Respect, Fundamental Movement

NASPE Standard	MADOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

<p style="text-align: center;">Enduring Understandings</p> <p>Cooperation is an important life skill. Don't be afraid to try something new There is more than one way to move Movement is FUN Words effect performance Recognizing differences helps you learn.</p>	<p style="text-align: center;">Essential Questions</p> <p>Why am I doing this? How will encouraging others improve performance? How can moving be fun? How can I be different?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to: Participate in a variety creative movement and rhythmic activities. Involve others appropriately Explain and make adjustments in personal movement patterns. Count the down beats from different music and beat patterns Create a sequential rhythmic routine individually or within a small group Model tolerance tactics throughout all rhythmic activities. Describe what it means to be tolerant of others. Summarize the importance of cooperative learning.</p>	
<p style="text-align: center;">Assessment Plan</p>	
<p>Teacher Observation PBA Exit Slips Skill Checklist Checking for Understanding Rubric Group Discussion/Debrief</p>	
<p style="text-align: center;">Learning Plan</p>	
<p>Instructional Strategies Exploration Modeling Demonstration Guided practice Individualized and large group instruction Independent practice Class discussion</p>	

Resources

Books, journals, periodicals, websites
Instructional supplies

Technology

Internet Resources
Music Sources

**Cambridge Public Schools
Physical Education Curriculum
Grade 8**

**Unit 5:
Fitness
Healthy Heart/Fit Body**

14 Lessons

Concepts: Responsibility, Safety, Cooperation, Fitness, Respect, Fundamental Movement

NASPE Standard	MADOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

<p style="text-align: center;">Enduring Understandings</p> <p>Fitness is everyday.</p> <p>What you say affects how others participate.</p> <p>Fitness is a process.</p>	<p style="text-align: center;">Essential Questions</p> <p>Why am I doing this?</p> <p>How can I stay fit?</p> <p>How can I reach my goals?</p> <p>How should I treat others?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to:</p> <p>Involve others appropriately.</p> <p>Participate in activities for a sustained period of time while maintaining target heart rate.</p> <p>List the five components of fitness (muscular endurance, muscular strength, cardio endurance, flexibility and body composition).</p> <p>Summarize the healthful benefits that result from regular and appropriate participation in various forms of physical activity.</p>	
<p style="text-align: center;">Assessment Plan</p>	
<p>Teacher Observation</p> <p>PBA</p> <p>Exit Slips</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion/Debrief</p>	
<p style="text-align: center;">Learning Plan</p>	
<p>Instructional Strategies</p> <p>Exploration</p> <p>Modeling</p> <p>Demonstration</p> <p>Guided practice</p> <p>Individualized and large group instruction</p> <p>Independent practice</p> <p>Class discussion</p> <p>Resources</p> <p>Books, journals, periodicals, websites</p> <p>Instructional supplies</p> <p>Technology</p> <p>Internet Resources</p> <p>Music Sources</p>	

**Cambridge Public Schools
Physical Education Curriculum
Grade 8**

**Unit 6:
Individual and Dual Activities**

6 Lessons

Concepts: Responsibility, Safety, Cooperation, Fitness, Fundamental Movement, Technique

NASPE Standard	MADOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.8 Use combinations of manipulative, loco-motor, and non-loco-motor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

Enduring Understandings	Essential Questions
<p>Rules help keep you safe.</p> <p>What you say affects how others participate.</p> <p>Proper practice improves skill.</p> <p>Health and Wellness are a lifestyle</p>	<p>Why is safety important?</p> <p>How do I want to be treated?</p> <p>How do I improve?</p> <p>How can I stay fit?</p> <p>How can I make exercise an enjoyable part of my life?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to:</p> <p>Follow guidelines and rules when participating.</p> <p>Involve others appropriately.</p> <p>Participate in a variety of individual and dual activities.</p> <p>Describe the skill themes evident in a particular activity.</p> <p>Provide corrective specific feedback in an appropriate manner.</p> <p>Explain how to improve performance.</p>	
<p style="text-align: center;">Assessment Plan</p>	
<p>Teacher Observation</p> <p>PBA</p> <p>Exit Slips</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion/Debrief</p>	
<p style="text-align: center;">Learning Plan</p>	
<p>Instructional Strategies</p> <p>Exploration</p> <p>Modeling</p> <p>Demonstration</p> <p>Guided practice</p> <p>Individualized and large group instruction</p> <p>Independent practice</p> <p>Class discussion</p>	

Resources

Books, journals, periodicals, websites
Instructional supplies

Technology

Internet Resources
Music Sources

**Cambridge Public Schools
Physical Education Curriculum
Grade 8**

**Unit 7:
Field Games: Team Sports 2**

12 Lessons

Concepts: Responsibility, Safety, Cooperation, Fitness, Fundamental Movement, Technique

NASPE Standard	MADOE&SE
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<p style="text-align: center;">Enduring Understandings</p> <p>Rules help keep you safe.</p> <p>What you say affects how others participate.</p> <p>There is more than one way to move.</p> <p>Proper practice improves skill.</p> <p>Hold yourself accountable for how you treat others and your surroundings</p> <p>Cooperation improves group performance</p> <p>Communication is essential for team work.</p> <p>Having a plan improves performance.</p>	<p style="text-align: center;">Essential Questions</p> <p>Why is safety important?</p> <p>How do I want to be treated?</p> <p>What does it mean to be a team player?</p> <p>How is strategy utilized?</p> <p>How will working together improve learning?</p> <p>How can you improve skills and performance?</p>
<p style="text-align: center;">Know and be able to do</p> <p>Students will be able to:</p> <p>Follow guidelines and rules when participating.</p> <p>Involve others appropriately.</p> <p>Provide corrective specific feedback in an appropriate manner.</p> <p>Explain how to improve performance.</p> <p>Demonstrate ability to participate safely in all team activities.</p> <p>Demonstrate the skill themes evident in a particular group activity.</p> <p>Participate in a variety of small and large group activities.</p> <p>Model tolerance tactics through group play.</p> <p>Describe what it means to be a team player.</p> <p>Describe the offensive and defensive strategies utilized.</p>	
<p style="text-align: center;">Assessment Plan</p>	
<p>Teacher Observation</p> <p>PBA</p> <p>Exit Slips</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion/Debrief</p>	

Learning Plan

Instructional Strategies

Exploration
Modeling
Demonstration
Guided practice
Individualized and large group instruction
Independent practice
Class discussion

Resources

Books, journals, periodicals, websites
Instructional supplies

Technology

Internet Resources
Music Sources

**Cambridge Public Schools
Physical Education Curriculum
Grade 8**

**Unit 8:
Leisure Games**

4 Lessons

Concepts: Responsibility, Safety, Cooperation, Fitness, Fundamental Movement, Technique

NASPE Standard	MADOE&SE
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

Enduring Understandings	Essential Questions
<p>Rules help keep you safe.</p> <p>What you say affects how others participate.</p> <p>There is more than one way to move.</p> <p>Proper practice improves skill and performance.</p> <p>Hold yourself accountable for how you treat others and your surroundings.</p> <p>Cooperation improves group performance.</p> <p>Communication is essential for team work.</p>	<p>Why is safety important?</p> <p>How do I want to be treated?</p> <p>What is sports etiquette?</p> <p>How is strategy utilized?</p> <p>How will working together improve learning?</p> <p>How can you improve skills and performance?</p>
<p>Know and be able to do</p> <p>Students will be able to:</p> <p>Follow guidelines and rules when participating.</p> <p>Involve others appropriately.</p> <p>Provide corrective specific feedback in an appropriate manner.</p> <p>Explain how to improve performance.</p> <p>Demonstrate ability to participate safely in all individual and team activities.</p> <p>Demonstrate the skill themes evident in a particular group activity.</p> <p>Participate in a variety of small and large group activities.</p> <p>Model tolerance tactics through group play.</p> <p>Describe what it means to be a team player.</p>	
<p>Assessment Plan</p>	
<p>Teacher Observation</p> <p>PBA</p> <p>Exit Slips</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion/Debrief</p>	

Learning Plan	
<p>Instructional Strategies Exploration Modeling Demonstration Guided practice Individualized and large group instruction Independent practice Class discussion</p> <p>Resources Books, journals, periodicals, websites Instructional supplies</p> <p>Technology Internet Resources Music Sources</p>	