

**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
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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
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Unit 3:

Offensive and Defensive Strategies/Invasion Games

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

NASPE Standard	MADOE&SE
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Enduring Understandings	Essential Questions
<p>Strategies lead to success.</p> <p>Being a team player 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
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**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> <p>Explore a variety of hand-eye activities</p> <p>Identify the importance of hand-eye coordination</p> <p>Demonstrate controlled hand dribbling</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
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**Unit: 5
Creative Movement**

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

NASPE Standard	MADOE&SE
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<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
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Grade 3**

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

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

NASPE Standard	MADOE&SE
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<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
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**Unit: 7
Striking**

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

NASPE Standard	MADDOE&SE
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<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
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**Unit: 8
Foot-Eye coordination**

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

NASPE Standard	MADOE&SE
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<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
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<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