

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	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 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
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<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