

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

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Grade 6**

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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

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| <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
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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 |
|---|---|
| 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. | Why is cooperation an important life skill? How will working together improve learning? How does communication effect cooperation? What makes a good leader? |
| Know and be able to do 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. | |
| Assessment Plan | |
| Teacher Observation PBA Exit Slips Skill Checklist Checking for Understanding Rubric Group Discussion/Debrief | |
| 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
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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> |

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| <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> |

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| <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
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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: Involve others appropriately. Participate in activities for a sustained period of time while maintaining target heart rate. List the five components of fitness (muscular endurance, muscular strength, cardio endurance, flexibility and body composition). 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 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> <p>Resources Books, journals, periodicals, websites Instructional supplies</p> <p>Technology Internet Resources Music Sources</p> | |

**Cambridge Public Schools
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Grade 6**

**Unit 6:
Net 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> |

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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>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> |

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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>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> |

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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> <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