



Wachusett Regional School District
Physical Education Curriculum Maps

School: _____

Grade: 3-4

September

Essential Questions:

- 1. Why is cooperation important when working with others (in and out of school)?**
- 2. What makes a good teammate?**
- 3. What does it look like to play safe, play fair, and show respect?**

Content	Skills	Assessments
Orientation, Safety & Participation *5, 6 (2.5, 2.7) a. Safety Zones b. Arrival & Departure c. Rules & Procedures d. Conflict Resolution e. Equipment Distribution f. Fire Drill & Shelter-in-Place	-Follow safety rules and school behavior policies. <i>-Demonstrates personal responsibility in class activities (S4.E1.3)</i> <i>-Works independently for extended periods of time (S4.E2.3)</i> <i>-Accepts and implement specific corrective teacher feedback (S4.E3.3)</i> <i>-Works cooperatively with others (S4.E4.3a)</i> <i>-Praises others for their success in movement performance (S4.E4.3b)</i> <i>-Recognizes the role of rules and etiquette in physical activity with peers (S4.E5.3)</i> <i>-Works independently and safely in physical activity settings (S4.E6.3)</i> <i>-Accepts responsibility for personal behavior in group situations (S4.E1.4)</i> <i>-Reflects on personal social behavior in physical activity (S4.E2.4)</i> <i>-Listens respectfully to corrective feedback from others (e.g. peers, adults) (S4.E3.4)</i> <i>-Praises the movement performance of the more and less skilled (S4.E4.4a)</i> <i>-Accepts "players" of all skill levels into the physical activity (S4.E4.4b)</i> <i>-Demonstrates etiquette and adherence of rules in a variety of physical activities (S4.E5.4)</i> <i>-Works safely with peers and equipment in physical activity settings (S4.E6.4)</i>	Teacher observed Self assessment
Movement Concepts *1, 2 (2.1, 2.2) a. Space Awareness b. Pathways c. Levels d. Directions e. Boundaries	-Change directions and pathways as they move through general space in order to not collide with others. <i>-Demonstrates sprinting and running (S1.E2.3)</i> <i>-Recognizes the concept of open spaces in a movement context (S2.E1.3)</i> <i>-Recognizes locomotor skills specific to a wide variety of physical activities (S2.E2.3)</i> <i>-Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher (S2.E3.3)</i> <i>-Runs for distance using a mature pattern (S1.E2.4)</i> <i>-Applies the concept of open spaces to combination skills involving travelling (e.g. dribbling and traveling) (S2.E1.4a)</i> <i>-Applies the concept of closing spaces in small-sided practice tasks (S2.E1.4b)</i> <i>-Dribbles in general space with changes in direction and speed (S2.E1.4c)</i> <i>-Combines movement concepts with skills in small-sided practice tasks, gymnastics and dance (S2.E2.4)</i> <i>-Applies the movement concepts of speed, endurance, and pacing for running (S2.E3.4a)</i>	Create a movement sequence (e.g. Task Cards).
Locomotor Movements *1, 2 (2.1, 2.2, 2.3) a. Hop b. Skip c. Jump d. Slide e. Gallop	-Demonstrate the mature form of locomotor skills. -Travel and smoothly change directions or movements. -Combine two or more locomotor movements into a pattern that can be repeated. <i>-Leaps using a mature pattern (S1.E1.3)</i> <i>-Uses various locomotor skills in a variety of small-sided practice tasks, dance, and educational gymnastics experiences (S1.E1.4)</i>	Teacher observed Peer review/tutor



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Grade: 3-4

October

Essential Questions:

- 1. What does it mean to be physically fit?**
- 2. How could you design a fitness routine at home without using equipment?**
- 3. What do your FitnessGram scores tell you?**

Content	Skills	Assessments
Health-Related Fitness a. Introduce Fitness Components *3, 4, 6 (2.4, 2.5, 2.6) b. Balance between exercise and nutrition. *4 (2.5, 2.6) c. Incorporates skills and understanding into lifestyle *1, 3 (2.2, 2.4, 2.5)	-FitnessGram Testing (P.A.C.E.R., push-up, curl-up, sit & reach, and trunk lift). -Identify three of the five health-related components of fitness while participating in related activities (cardiovascular endurance, muscular strength & endurance, flexibility, and body composition). -Complete a 3-6 station fitness circuit. -Compare personal scores to FitnessGram to recommended healthy standards. <i>-Discusses the challenge that comes from learning a new physical activity (S5.E2.3)</i> <i>-Reflects on the reasons for enjoyment in selected physical activities (S5.E3.3)</i> <i>-Describes the positive social interactions that come when engaged with others in physical activity (S5.E4.3)</i> <i>-Examines the health benefits of participation in physical activity (S5.E1.4)</i> <i>-Ranks the enjoyment of participation in different physical activities (S5.E3.4)</i>	FitnessGram scores S.M.A.R.T. goal setting Assemble a fitness portfolio Design a fitness circuit
Chasing, Fleeing and Dodging *1,2 (2.1, 2.2) **schedule may vary due to equipment, school events, and/or inclement weather.	-Travel and dodge stationary opponents. -Use dodging skills in a small group situation to avoid a lightweight object. <i>-Identifies physical activity benefits as a way to become healthier (S3.E1.3b)</i> <i>-Engages in the activities of physical education without teacher prompting (S3.E2.3)</i> <i>-Demonstrates, with teacher direction, the health-related fitness components (S3.E5.3)</i> <i>-Actively engages in the activities of physical education class, both teacher class, both teacher directed and independent (S3.E2.4)</i> <i>-Applies simple defensive strategies/tactics in chasing and fleeing games (S2.E5.4b)</i>	Ticket to leave (exit slip)



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November

Essential Questions:

1. How can I enjoy throwing and catching skills outside of school?
2. What games involve throwing and catching skills?
3. How can practice and effort improve throwing and catching skills?

Content	Skills	Assessments
Throwing and catching with a partner and small group (e.g. ball, football, frisbee, beanbag). *1, 2 (2.1, 2.2) a. Skill applications b. Game applications *2(2.1) c. Carry-over to recess and leisure time activities. *2, 3,6 (2.1, 2.4, 2.6) d. Fitness relationships **schedule may vary due to equipment, school events, and/or inclement weather.	-Throw balls to an appropriate target or partner using a smooth overhand target (showing opposition and follow-through). -Catch objects of different sizes and weights tossed by self and others. -Move in different directions to catch a ball thrown by a partner. -Move to catch an object in a small group keep-away situation. <i>-Throws underhand to a partner or target with reasonable accuracy (S1.E13.3)</i> <i>-Throws overarm, demonstrating 3 of the 5 critical elements of a mature pattern, in non-dynamic environments, for distance and/or force (S1.E14.3)</i> <i>-Catches a gently tossed hand-sized ball from a partner, demonstrating 3 of 4 critical elements of a mature pattern (S1.E16.3)</i> <i>-Throws overarm using a mature pattern in non-dynamic environments (S1.E14.4a)</i> <i>-Throws overarm to a partner or at a target with accuracy at a reasonable distance (S1.E14.4b)</i> <i>-Throws overarm to a moving partner with reasonable accuracy in a non-dynamic environment (S1.E15.4)</i> <i>-Catches a thrown ball, above the head, at chest or waist level, and below the waist using a mature pattern in a non-dynamic environment (S1.E16.4)</i>	Teacher observed Self-assess skills Peer review and tutor Video clip/digital picture



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December

Essential Questions:

- 1. How can practice and effort improve non-locomotor movements?**
- 2. Why is it important to maintain good balance during movement?**

Content	Skills	Assessments
Non-Locomotor Movements *1,2 (2.1, 2.2) a. Rolling b. Balancing c. Weight Transfer	<i>Rolling:</i> -Roll, starting and ending in different shapes and using different speeds. -Design, refine, and perform (alone or with a partner) simple gymnastics sequences involving rolling, weight transfers, balances, and movement concepts (levels, shapes, directions, speed). <i>Balance:</i> -Balance on a variety of moving and other balancing objects (Indo Board, T-Bow and stability ball). <i>-Balances on different bases of support, demonstrating muscular tension and extensions of free body parts (S1.E7.3)</i> <i>-Demonstrates the concept of alignment in gymnastics (S2.E4.3a)</i> <i>-Demonstrates the concept of muscular tension with balance in gymnastics (S2.E4.3b)</i> <i>-Balances on different bases of support on apparatus, demonstrating levels and shapes (S1.E7.4)</i> <i>Weight Transfer:</i> -Transfer weight from one body part to another (hands, knees, and feet) in a variety of ways. -Use balances to move smoothly into and out of different weight transfers. <i>-Transfers weight from feet to hands for momentary weight support (S1.E8.3)</i> <i>-Transfers weight from feet to hands varying speed and using large extensions (e.g. mule kick, handstand, cartwheel) (S1.E8.4)</i>	Teacher observation Design a routine Peer review and tutor Video Self-assessment
Movement Concepts *2 (2.1) a. Effort b. Relationships	<i>Movements Concepts: Effort</i> -Move in a variety in ways that focus on accelerating and decelerating their speed. -Move in various ways using definite contrasts of bound and free flowing movements. <i>Movement Concepts: Relationships</i> -Move in a variety of ways in relation to a partner with or without a piece of equipment. -Mirror and match the movement of a traveling partner.	Create a routine Performance checklists/ task cards Graphic response Peer coaching
Check S.M.A.R.T. Goals *4 (2.4) **schedule may vary due to equipment, school	-Perform FitnessGram assessments during warm-up and during lesson's core activity.	Goal sheets (FG test items)



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events, and/or inclement weather.

January

Essential Questions:

1. When are jumping skills used outside of school?
2. What are the key points of volleying?
3. How can you be a good teammate/classmate?

Content	Skills	Assessments
Jumping and Landing *1, 2 (2.1, 2.2)	-Jump for height and distance. -Jump a self-turned rope using at least five different skills (hop, skip, forward, backward and skier). -Run into, jump and out of a turning long rope. <i>-Jumps and lands in the horizontal and vertical planes using a mature pattern (S1.E3.3)</i> <i>-Uses spring and step take-offs and landings specific to gymnastics (S1.E3.4)</i>	Teacher observation
Volleying *1, 2, 6 (2.1, 2.2)	-Cooperate in a group to volley a lightweight ball with various body parts while keeping it off the ground. -Underhand serve a lightweight ball over a net/rope. -Overhead pass a lightweight ball back and forth with a partner or wall. -Forearm passes a lightly tossed ball back to a partner. <i>-Volleys an object with a underhand or sidearm striking pattern sending it forward over a net, to the wall, or over a line to a partner, demonstrating 3 of the 4 critical elements of a mature pattern (S1.E22.3)</i> <i>-Underhand volleys, using a mature pattern, in a dynamic environment (e.g. 2-square, 4-square, handball) (S1.E22.4)</i> <i>-Strikes/volleys with a two-hand/overhead pattern sending a ball upward, demonstrating 4 out of 5 critical elements of a mature pattern (S1.E23.4)</i>	Teacher observation Peer review and tutor Self-assessment
Fitness Relationships *2 (2.1) **schedule may vary due to equipment, school events, and/or inclement weather.	-Differentiate between flexibility, muscle strength and aerobic activity. -Select appropriate activity to address desired results -Participate in out-of-school fitness activities to boost fitness levels.	Self-assessment Exit slip Fitness logs



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February

Essential Questions:

- 1. Why is PE/athletic equipment enjoyable to use for fitness purposes?**
- 2. How can practice and effort improve manipulative skills?**

Content	Skills	Assessments
Manipulating Long-Handled Equipment *1, 2, 6 (2.1, 2.2)	<i>Long-Handled Equipment:</i> -Demonstrate proper starting body position. -Strike a softly pitched ball with a bat as far as possible. -Dribble a ball and change directions and pathways. -Strike a ball along the ground to a stationary partner or a target. -Receive a ball along the ground from a stationary partner. -Cradle a ball with a lacrosse stick and change directions and pathways. -Pass a ball in the air to a stationary partner with a lacrosse stick. -Receive a ball in the air with a lacrosse stick from a stationary partner. -Scoop up a stationary ball with a lacrosse stick. <i>-Strikes a ball with a long-handled implement, sending it in a forward direction (proper grip: hockey stick or bat; batting tee or ball tossed by teacher for batting) (S1.E25.2)</i> <i>-Strikes an object with a long-handled implement demonstrating 3 of the 5 critical elements of a mature pattern for the specific implement (hockey stick, bat, tennis, badminton rackets- grip, stance, body orientation, swing plane, follow-through) (S1.E25.4)</i>	Teacher observation Peer review and tutor
Manipulating Short-Handled Equipment *1, 2, 6 (2.1, 2.2) **schedule may vary due to equipment, school events, and/or inclement weather.	<i>Short-Handled Equipment:</i> -Bounce and strike a small object with an underhand, forehand & backhand motion to a wall or across a net. <i>-Strikes an object with a short-handled implement sending it forward over a low net or to the wall (S1.E24.3a)</i> <i>-Strikes an object with a short-handled implement demonstrating 3 of 5 critical elements of a mature pattern (S1.E24.3b)</i> <i>-Strikes an object with a short-handled implement demonstrating a mature pattern (S1.E24.4a)</i> <i>-Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against the wall (S1.E24.4b)</i> <i>-Applies the concepts of direction and force when striking an object with a short-handled implement sending to a designated target (S2.E3.4b)</i>	Video Task cards



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March

Essential Questions:

- 1. How can the Food Pyramid and MyPlate.gov contribute to personal health and wellness?**
- 2. How can practice and effort improve dribbling skills?**

Content	Skills	Assessments
Dribbling/ball control with hands *1,2 (2.1, 2.2),	-Dribble while keeping the ball away from stationary opponent. -Dribble ball around objects with control. -Dribble and execute a chest/bounce pass to a stationary partner. -Move in different directions to catch a ball thrown by a partner. -Move to catch an object thrown by a partner. <i>-Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body (S1.E17.3)</i> <i>-Dribbles in self-space with both the preferred hand using a mature pattern (S1.E17.4)</i>	Teacher observation Game Play rubric Self-assessment
Nutrition (MyPyramid.gov curriculum) *4 (2.6, 3.1, 3.2)	-Identify the food groups that make up My Plate and how much from each group they should eat. -Calculate how much food they need to eat from eat food group to meet the recommendations. -Identify the nutritional qualities of vegetables and fruits and set goals to eat more of each. <i>-Identifies foods beneficial for pre and post-physical activity (S3.E6.3)</i> <i>-Discusses the importance of hydration and hydration choices relative to physical activities (S3.E6.4)</i>	Lunch menu assessment Food math sheet “Steps to a Healthier You” assignment
Check S.M.A.R.T. Goals *4 (2.4) **schedule may vary due to equipment, school events, and/or inclement weather.	-Perform FitnessGram assessments during warm-up and during lesson’s core activity.	Goal sheets (FG test items)



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April

Essential Questions:

1. How can I move rhythmically to a beat and/or music?
2. How can rhythmic movements and/or dance contribute to social settings outside of school?

Content	Skills	Assessments
Body Awareness, Dance and Rhythm *1, 2 (2.1, 2.2) **schedule may vary due to equipment, school events, and/or inclement weather.	<i>Body Awareness:</i> -Use different body shapes and body movements to creatively express the various qualities of effort (i.e. force, flow & speed) <i>-Moves into and out of gymnastics balances with curling, twisting, and stretching actions (S1.E10.3)</i> <i>-Moves into and out of balances on apparatus with curling, twisting, and stretching actions (S1.E10.4)</i> <i>Dance & Rhythm Activities:</i> -Combine two or more locomotor movements that can be repeated to music. -Combine two or more movement patterns based on sets of either 3 or 4 beats into repeatable sequences. -Design, refine and perform group dance sequences that focus on symmetrical or asymmetrical body shapes. <i>-Demonstrates teacher-selected and developmentally appropriate dance steps and movement patterns (S1.E5.3)</i> <i>-Demonstrates a sequence of locomotor skills, transitioning from one skill to another smoothly/without hesitation (S1.E6.3)</i> <i>-Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to perform a dance (S1.E11.3)</i> <i>-Combines balance and weight transfers with movement concepts to create and perform a dance (S1.E12.3)</i> <i>-Combines locomotor patterns and dance steps to create and perform an original dance (S1.E5.4)</i> <i>-Combines traveling with manipulative skills of dribbling, throwing, catching, striking in teacher and/or student designed small-sided practice tasks (S1.E6.4)</i> <i>-Combines locomotors and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner (S1.E11.4)</i> <i>-Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment/apparatus (S1.E12.4)</i>	Teacher observation Self-assessment Peer review Task cards Video Create a routine



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May

Essential Questions:

- 1. How can S.M.A.R.T. goals contribute to health and wellness outside of school?**
- 2. How can goal setting affect fitness and athletic performance?**

Content	Skills	Assessments
Skill-Related Fitness (Introduce skill-related fitness) *3, 4, 6 (2.5, (2.6) **schedule may vary due to equipment, school events, and/or inclement weather.	-FitnessGram Testing (P.A.C.E.R., push-up, curl-up, sit & reach, and trunk lift). -Identify three of the five skill-related fitness components while participating in activities associated with each (Agility, Power, Balance, Coordination, Speed) -Complete a 4-10 station fitness circuit. -Compare personal scores to FitnessGram to recommended healthy standards. -Participate in physical activity at least three times a week for the purpose of improving skillful performance and physical fitness. <i>-Charts participation in physical activities outside physical education class (S1.E1.3a)</i> <i>-Combines traveling with manipulative skills of dribbling, throwing, catching, striking in teacher and/or student designed small-sided practice task environments (S1.E26.4)</i> <i>-Analyzes opportunities for participation in physical activity outside physical education class (S1.E18.4)</i> <i>-Completes a fitness assessment (pre and post) (S3.E5.4a)</i> <i>-Identifies areas of needed remediation for personal test and with teacher assistance identify strategies for progress in those areas (S3.E5.4b)</i>	- FitnessGram sheets - S.M.A.R.T. goal check or achievement - Complete Fitness portfolio - Design a personal/team fitness routine



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June

Essential Questions:

- 1. How do various manipulative skills (e.g. dribbling with feet, punting, and kicking) contribute to lifelong physical activity and health?**

Content	Skills	Assessments
Dribbling/ball control with feet, Kicking & Punting *1, 2, 5 (2.1, 2.2, 2.7) **schedule may vary due to equipment, school events, and/or inclement weather.	-Run and kick a ball that is moving slowly toward and away using the instep. -Use the insides and outsides of feet to dribble a ball. -Dribbling changing pathways and directions. -Dribbling around stationary opponents. -Dribble and kick a ball to a large targeted area using the instep. -Using the inside of the foot to collect a ball coming toward -Punt a ball as high/long as possible with proper form. <i>-Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body (S1.E18.3)</i> <i>-Receives and passes a ball with the inside of the foot to a stationary partner, "giving" on reception before returning the pass (S1.E19.3)</i> <i>-Uses a continuous running approach and intentionally perform a kick along the ground and a kick in the air, demonstrating 3 of the 5 critical elements of a mature pattern for each (S1.E21.3a)</i> <i>-Uses a continuous running approach and kick a stationary ball for accuracy (S1.E21.3b)</i> <i>-Dribbles with the hand and/or feet in general space with control of ball and body while increasing and decreasing speed (S1.E18.4)</i> <i>-Receives and passes a ball with the inside of the foot to a moving partner in a non-dynamic environment (S1.E19.4a)</i> <i>-Receives and passes a ball with the outside and inside of the feet to a stationary partner, "giving" on reception before returning the pass (S1.E19.4b)</i> <i>-Dribbles with hand/feet in combination with other skills (e.g. passing, receiving, shooting) (S1.E20.4)</i> <i>-Kicks along the ground, in the air, and punting using mature patterns (S1.E21.4)</i>	Teacher observation Self assess Peer Review and tutor Video clip/digital picture