

WESTSIDE CURRICULUM MAP

Westside Middle School
 Revised Date: 1-5-15

Teacher: Butts/Williams/Engle

Grade: 5th

Content: P.E.

Unit Goal: Kickball			
Frameworks / CCSS	Content	Skills	
PEL.2.5.5	agility power	<p><i>The student will....</i></p> <p>Demonstrate mature <i>motor skills</i> in <i>lead-up game</i> situations:</p> <ul style="list-style-type: none"> ● throwing ● catching ● dribbling (hands) ● striking ● volleying ● dribbling (feet) ● kicking 	
Activities		Assessments	Resources
Base'ket ball kickball game Regular kickball game 7 base... Big Base 5 team		Teacher Observation Teacher Made Test Performance Exit Ticket Thumbs Up	P. E. Central website personal knowledge Workshops

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Unit Goal: Exercise Stations		
Frameworks / CCSS	Content	Skills
PEL.2.5.1 PEL.2.5.3 PEL.2.5.4 PEL.2.5.7 PEL.3.5.4 PEL.3.5.3 PEL.3.5.5 PEL.3.5.6 PEL.3.5.7 Participate in a nationally recognized health-fitness assessment: <ul style="list-style-type: none"> • <i>cardio-respiratory endurance</i> • <i>body composition</i> • <i>muscular strength and endurance</i> • <i>flexibility</i> 	Muscles: Abdominal, hamstrings, quadriceps, deltoids FITT principle target/resting heart rate muscular endurance	<i>The student will....</i> Recognize how the muscular and skeletal systems interact during movement activities Use sequences that include rolling, <i>balance</i> , and <i>weight transfer</i> (e.g., cycling, skateboarding, tumbling, stretching, simple <i>plyometrics</i>) Perform simple dances in time to music (e.g., square dance, line dance, “cha-cha slide”, dance video game) Integrate academic content into physical activities (e.g., science, math, social studies, literacy) Identify factors contributing to <i>body composition</i> (e.g., heredity, caloric intake, caloric expenditure, life patterns, environment) Recognize the correlation between the stretch and the muscle group involved (e.g., toe-touch stretches - hamstrings and gluteus) Understand the interaction between <i>muscular strength</i> and <i>muscular endurance</i> . Participate in high-intensity and low-intensity exercises Participate in a nationally recognized health-fitness assessment: <ul style="list-style-type: none"> • <i>cardio-respiratory endurance</i> • <i>body composition</i> • <i>muscular strength and endurance</i> • <i>flexibility</i>
Activities	Assessments	Resources
exercise circuits group stretches (toe touches, mountain climbers, situps, jumping jacks) game stations 1/2 mile walk dance activities literacy/assessment corner	Teacher Observation Performance Exit Ticket Thumbs Up Quick Write	P. E. Central website personal knowledge Workshops

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Unit Goal: Dodging Activities		
Frameworks / CCSS	Content	Skills
PEL 5.5.1 PEL.5.5.2	reaction time agility coordination	<i>The student will....</i> Understand proper attitudes toward winning and losing in a physical activity setting (e.g., maintain self-control, demonstrate sportsmanship, walk away from an altercation) Show respect for persons of similar and different skill levels (e.g., refrain from put-downs, refrain from <i>bullying</i> , encourage classmates)
Activities	Assessments	Resources
2 pin dodge overload fitness dodge jailhouse scatterball	Teacher Observation Performance Exit Ticket Thumbs Up Quick Write	P. E. Central website personal knowledge Workshops

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Unit Goal: Ultimate Games		
Frameworks / CCSS	Content	Skills
PEL.4.5.1 PEL.4.5.2	speed balance	<i>The student will....</i> Recognize the physical, <i>mental</i> , and emotional benefits of participating in <i>lifetime activities</i> (e.g., relaxation, stress relief, heart <i>health</i>) Compare the benefits of competitive sports and <i>lifetime activities</i>
Activities	Assessments	Resources
	Teacher Observation Performance Exit Ticket	P. E. Central website personal knowledge Workshops

Ultimate spongeball Ultimate Frisbee Ultimate Football Ultimate Basketball	Thumbs Up Quick Write	
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Unit Goal: Chasing and Fleeing Activities		
Frameworks / CCSS	Content	Skills
PEL.2.5.2 PEL.3.5.1 PEL.3.5.2	dynamic balance cardio endurance	<i>The student will...</i> Demonstrate <i>spatial awareness</i> in <i>lead-up game</i> situations (e.g., area coverage in a variety of games such as a 3-on-3 basketball) Understand that heart rate is directly proportional to the intensity of activity Understand the <i>FITT</i> principle as it relates to <i>cardio-respiratory</i> endurance: <ul style="list-style-type: none"> ● Frequency ● Intensity ● Time ● Type

Activities	Assessments	Resources
Planet Invasion Battleship Star Wars Kingball Capture the Flag	Teacher Observation Performance Exit Ticket Thumbs Up Quick Write	P. E. Central website personal knowledge Workshops

Unit Goal: Target Games		
Frameworks / CCSS	Content	Skills
PEL.2.5.6	spatial awareness	<i>The student will...</i> Recognize appropriate rules and strategies to improve performance in various physical activities (e.g., individual, dual, team, recreation)

Activities	Assessments	Resources
Pin Defender Hula Hut Throwdown Toxic Blast Tchoukball 4 way volleyball Frisbee Hoop Baseball	Teacher Observation Performance Exit Ticket Thumbs Up Quick Write	P. E. Central website personal knowledge Workshops