

WESTSIDE MIDDLE SCHOOL 5TH GRADE P.E. CURRICULUM MAP

Teacher: Williams/Carter/Moore

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

--	--	--

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

--	--	--

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

--	--	--

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
Ultimate spongeball		Teacher Observation Performance Exit Ticket	P. E. Central website personal knowledge Workshops

Ultimate Frisbee Ultimate Football Ultimate Basketball	Thumbs Up Quick Write	
--	--------------------------	--

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