

# **LITTLE ROCK SCHOOL DISTRICT**

August 2012

## **Physical Education and Health Curriculum Map**

### **Fifth Grade**

# Little Rock School District

## Grade 5 Physical Education

Month	Content	Skills/Benchmarks	Essential Questions	Assessments	Strategies/Resources
August	Week 1 and 2 Orientation To SPARK PE	<p><b>PEL Curriculum Framework (2011):</b></p> <p><i>[Please note: Only the most relevant standards are listed. It is understood that all other applicable standards are also addressed.]</i></p> <p>PEL 5.5.1 Understand proper attitudes toward winning and losing in a physical activity setting (e.g., maintain self-control, demonstrate sportsmanship, walk away from an altercation)</p>	Do the students understand the general concepts of the SPARK PE Curriculum?	Teacher Observation	<p>SPARK PE Curriculum 3-5</p> <p><b>See TABS in your Spark Program Manual to locate resources for each unit.</b></p>
September	Week 3 and 4 ASAP (Active Soon As Possible games)	<p>PEL.2.5.6 Recognize appropriate rules and strategies to improve performance in various physical activities (e.g., individual, dual, team, recreation)</p> <p>PEL.5.5.2 Show respect for persons of similar and different skill levels (e.g., refrain from put-downs, refrain from</p>	<p>Can students perform various locomotor skills at different levels/directions?</p> <p>Can students respond appropriately to cues involving space/tempo/pathways and creative moves?</p>	<p>Teacher Observation</p> <p>Teacher Observation</p>	<p>SPARK PE Curriculum 3-5</p> <p>SPARK PE Curriculum 3-5</p>



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	<b>Week 8 and 9</b> Soccer Kicking/Trapping/	PEL.2.5.5 Demonstrate mature <i>motor skills</i> in <i>lead-up game</i> situations: <ul style="list-style-type: none"> <li>• throwing</li> <li>• catching</li> <li>• dribbling (hands)</li> <li>• striking</li> <li>• volleying</li> <li>• dribbling (feet)</li> <li>• kicking</li> </ul>	Can students receive passes, trap and control balls in different ways?	Teacher Observation	SPARK PE Curriculum 3-5
	<b>Week 10 and 11</b> Softball Hockey Striking/Catching/ Throwing	PEL.2.5.5 Demonstrate mature <i>motor skills</i> in <i>lead-up game</i> situations: <ul style="list-style-type: none"> <li>• throwing</li> <li>• catching</li> <li>• dribbling (hands)</li> <li>• striking</li> <li>• volleying</li> <li>• dribbling (feet)</li> <li>• kicking</li> </ul>	Are the activities providing opportunities for students to learn and practice striking an object that is stationary or moving?	Teacher Observation	SPARK PE Curriculum 3-5

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November	Week 12 and 13 Basketball	PEL.2.5.5 Demonstrate mature <i>motor skills</i> in <i>lead-up game</i> situations: <ul style="list-style-type: none"> <li>• throwing</li> <li>• catching</li> <li>• dribbling (hands)</li> <li>• striking</li> <li>• volleying</li> <li>• dribbling (feet)</li> <li>• kicking</li> </ul>	Can students continually bounce a ball without catching it?	Teacher Observation	SPARK PE Curriculum 3-5
	Week 14 and 15 Volleyball Volleying games (tennis, badminton, paddle activities)	PEL.2.5.5 Demonstrate mature <i>motor skills</i> in <i>lead-up game</i> situations: <ul style="list-style-type: none"> <li>• throwing</li> <li>• catching</li> <li>• dribbling (hands)</li> <li>• striking</li> <li>• volleying</li> <li>• dribbling (feet)</li> <li>• kicking</li> </ul>	Can the students volley a variety of objects at varying levels?	Teacher Observation	SPARK PE Curriculum 3-5
December	Week 16 and 17 Dance	PEL.2.5.4 Perform simple dances in	Is the students' creative potential enhanced	Teacher Observation	SPARK PE Curriculum 3-5

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		time to music (e.g., square dance, line dance, “cha-cha slide”, dance video game)	through music, dance and rhythmic forms?		
<b>December/ January</b>	<b>Week 18 and 19</b> Stunts/Tumbling	<p>PEL.2.5.3 Use sequences that include rolling, <i>balance</i>, and <i>weight transfer</i> (e.g., cycling, skateboarding, tumbling, stretching, simple <i>plyometrics</i>)</p> <p>PEL.3.5.4 Recognize the correlation between the stretch and the muscle group involved (e.g., toe-touch stretches - hamstrings and gluteus)</p>	Are stunts and tumbling activities increasing the students’ balance, coordination, flexibility, agility and strength?	Teacher Observation	SPARK PE Curriculum 3-5
<b>January</b>	<b>Week 20 and 21</b> Cooperatives/Parachute	<p>PEL.5.5.2 Show respect for persons of similar and different skill levels (e.g., refrain from put-downs, refrain from <i>bullying</i>, encourage classmates)</p>	Are the activities providing all students opportunity to participate successfully?	Teacher Observation	SPARK PE Curriculum 3-5
<b>January/ February</b>	<b>Week 22, 23 and 24</b> Group Fitness/ Speed Stacks	<p>PEL.2.5.1 Recognize how the muscular and skeletal systems interact during movement activities</p>	Are students’ kinesthetic experiences enhanced while participating in a variety of group activities and by using manipulatives?	Teacher Observation	SPARK PE Curriculum 3-5

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February	Week 25 and 26 Jump Rope/Movement Bands	PEL.3.5.1 Understand that heart rate is directly proportional to the intensity of activity	Do jumping activities provide personal improvement opportunities and development of cardio-respiratory endurance?	Teacher Observation	SPARK PE Curriculum 3-5
March	Week 27 and 28 Walk/Jog/ Run/Chasing and Fleeing	PEL.3.5.2 Understand the <i>FITT</i> principle as it relates to <i>cardio-respiratory</i> endurance: <ul style="list-style-type: none"> <li>• Frequency</li> <li>• Intensity</li> <li>• Time</li> <li>• Type</li> </ul> PEL.3.5.6 Participate in high-intensity and low-intensity exercises	Are students participating safely while playing chasing/fleeing games?	Teacher Observation	SPARK PE Curriculum 3-5
March/ April	Week 29 and 30 Aerobic Games	PEL.2.5.2 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)	Are the games encouraging and reinforcing movement skills, strategies and cooperation?	Teacher Observation	SPARK PE Curriculum 3-5

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April	<p><b>Week 31 and 32</b>  <b>Flying Disc</b></p>	<p>PEL.4.5.1            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>)</p> <p>PEL.4.5.2            Compare the benefits of competitive sports and <i>lifetime activities</i></p>	<p>Can students successfully throw and catch a flying object?</p>	<p>Teacher Observation</p>	<p>SPARK PE Curriculum 3-5</p>
May	<p><b>Week 33 and 34</b>            Fitness Challenges/Fitness Circuits</p>	<p>PEL.3.5.2            Understand the <i>FITT</i> principle as it relates to <i>cardio-respiratory</i> endurance:</p> <ul style="list-style-type: none"> <li>• Frequency</li> <li>• Intensity</li> <li>• Time</li> <li>• Type</li> </ul> <p>PEL.3.5.5            Understand the interaction between <i>muscular strength</i> and <i>muscular</i></p>	<p>Are students being encouraged to meet the fitness level and social structure of the activities?</p>	<p>Teacher Observation</p>	<p>SPARK PE Curriculum 3-5</p>



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	<b>Week 35 and 36</b> Fitness Assessments/ Games	<p><i>endurance.</i></p> <p>PEL.3.5.7 Participate in a nationally recognized health-fitness assessment:</p> <ul style="list-style-type: none"> <li>• <i>cardio-respiratory endurance</i></li> <li>• <i>body composition</i></li> <li>• <i>muscular strength and endurance flexibility</i></li> </ul>	Can students perform the activities required to participate in the Fitnessgram Assessment?	Teacher Observation Fitnessgram	SPARK PE Curriculum 3-5 Fitnessgram