

Core Content/Program of Studies Curriculum Map
Bourbon County Schools

Level: Elementary School
Subject-Grade: Physical ED Grade 5
Updated: July 2007

Bold & () = Assessed
Italics = Supporting
e.g. = Example only

Timeline	CORE CONTENT STANDARD (SKILLS) AND DOK	Demonstrators
Weeks 1-3	<p>PL-05-1.1.1 Students will describe effective social interaction skills (e.g., identifying emotions, listening, cooperation, communication, sharing, empathy, following directions and making friends) that promote responsible and respectful behavior. DOK 2</p> <p>PL-05-1.1.9 Students will explain the importance of social and emotional health and the symptoms of common social and emotional problems (aggression, anxiety, depression). DOK 2</p>	<p align="center"><u>Program of Studies</u></p> <p>PL-5-PW-U-3 Students will understand that social interaction skills can influence an individual’s physical, mental and emotional health and affect relationships.</p> <p>PL-5-PW-S-SMEH1 Students will demonstrate social interaction skills by:</p> <ul style="list-style-type: none"> a) using appropriate means to express needs, wants and feelings b) using effective social interaction skills (e.g., listening, cooperation, making friends, empathy) c) recommending ways to avoid or reduce stressful situations/harmful behaviors in relationships (e.g. bullying, peer pressure, conflict_ <p>Academic Expectations</p> <p>2.29 Students demonstrate skills that promote individual well-being and healthy family relationships.</p> <p>2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.</p> <p>2.32 Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.</p> <p>3.2 Students demonstrate the ability to maintain a healthy lifestyle.</p> <p>4.1 Students effectively use interpersonal skills.</p> <p>4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.</p> <p>5.1 Students use critical thinking skills such as analyzing,</p>

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		<p>prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.</p> <p>5.4 Students use a decision-making process to make informed decisions among options.</p>

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<p>Weeks 4 - 8</p>	<p>PL-05-2.2.3 Students will describe the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory/cardiovascular endurance) and the FITT Principle (Frequency, Intensity, Type, Time). DOK 1</p> <p>PL-05-2.2.1 Students will explain how physical and social benefits that result from regular and appropriate participation in physical activities:</p> <ul style="list-style-type: none"> • physical benefits (e.g, weight management, muscular strength, muscular endurance, flexibility, cardio-respiratory/cardiovascular endurance, control of body movements, stress reduction) • social benefits: (e.g., positive interaction with others, respect for self and others, enjoyment, self-expression) <p>DOK 2</p> <p>PL-05-1.1.6 Students will describe how an individual’s behavior choices and habits relating to diet, exercise, rest and other choices (e.g., tobacco, alcohol, illegal drugs) affect body systems (e.g., circulatory, respiratory, digestive). DOK 2</p> <p>PL-04-1.1.8 Students will identify behavior choices (tobacco, alcohol, illegal drug use) that result in negative consequences. DOK 1</p>	<p>PL-5-PW-U-1 Students will understand that maintaining a healthy lifestyle is an individual’s responsibility.</p> <p>PL-5-LWP-U-6 Students will understand that regular participation in health-related, physical activity supports the goals of fitness and a healthier lifestyle throughout life.</p> <p>PL-5-LWP-U-7 Students will understand that fitness principles and techniques are used to improve/maintain physical health.</p> <p>PL-5-PW-S-PPH1 Students will explain the importance of assuming responsibility for personal health behaviors</p> <p>PL-5-PW-S-PPH2 Students will determine health goals by identifying personal strengths and weakness</p> <p>PL-5-PW-S-PPH3 Students will describe how individual behaviors and choices of diet, exercise and rest affect the body</p> <p>PL-5-LWP-S-11 Students will describe and demonstrate the health related fitness components (muscular strength, muscular endurance, flexibility, body composition, cardio respiratory endurance)</p> <p>PL-5-LWP-S-12 Students will explain the meaning of F.I.T.T. Principle (Frequency, Intensity, Type, Time) as it relates to fitness</p> <p>PL-5-LWP-S-13 Students will identify lifetime physical activities (e.g., biking, swimming) that meet requirements for improving fitness</p> <p>Academic Expectations</p> <p>2.29 Students demonstrate skills that promote individual well-being and healthy family relationships.</p> <p>2.31 Students demonstrate the knowledge and skills they</p>

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		<p>need to remain physically healthy and to accept responsibility for their own physical well-being.</p> <p>2.32 Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.</p> <p>3.2 Students demonstrate the ability to maintain a healthy lifestyle.</p> <p>4.1 Students effectively use interpersonal skills.</p> <p>4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.</p> <p>5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.</p> <p>5.4 Students use a decision-making process to make informed decisions among options.</p>

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<p>Weeks 9 - 30</p>	<p>PL-05-2.1.1 <i>Students will apply fundamental motor skills:</i> <i>Locomotor:</i></p> <ul style="list-style-type: none"> • <i>Walking</i> • <i>Running</i> • <i>Skipping</i> • <i>Hopping</i> • <i>Galloping</i> • <i>Sliding</i> • <i>Leaping</i> • <i>Jumping</i> <p><i>Nonlocomotor:</i></p> <ul style="list-style-type: none"> • <i>Turning</i> • <i>Twisting</i> • <i>Bending</i> • <i>Stretching</i> • <i>Swinging</i> • <i>Swaying</i> • <i>Balancing</i> <p><i>Fundamental manipulative skills:</i></p> <ul style="list-style-type: none"> • <i>Hitting</i> • <i>Kicking</i> • <i>Throwing</i> • <i>Catching</i> • <i>Striking</i> • <i>Dribbling</i> <p>PL-05-2.1.2 <i>Students will apply the fundamental movement concepts:</i></p> <ul style="list-style-type: none"> • <i>Body awareness - what the body is doing</i> • <i>Space awareness - where the body moves</i> 	<p>PL-5-PS-U-1 Students will understand that spatial awareness, motor skills and movement patterns are needed to perform a variety of physical activities.</p> <p>PL-5-PS-U-2 Students will understand that movement concepts, principles and strategies apply to the learning and performance of physical activities.</p> <p>PL-5-PS-S-1 Students will demonstrate a variety of locomotor and combination skills in a movement pattern</p> <p>PL-5-PS-S-2 Students will use non-locomotor, locomotor and combination skills to demonstrate movements in creative sequences and in simple patterned dances, games and other activities</p> <p>PL-5-PS-S-3 Students will demonstrate a variety of non-locomotor, locomotor and combination skills while participating in different games and sports</p> <p>PL-5-PS-S-4 Students will develop manipulative skills of throwing, catching, kicking and striking while developing motor skills (e.g., sliding, running, jumping) for use in games and other activities that lead to more complex games and sports (e.g., football, volleyball, soccer, softball)</p> <p>PL-5-PS-S-5 Students will demonstrate and explain how movement patterns are influenced by space, force and time</p> <p>PL-5-LWP-U-1 Students will understand that physical activity provides opportunities for social interaction, challenges, and fun.</p> <p>PL-5-LWP-U-2</p>

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	<ul style="list-style-type: none"> • <i>Time - how quickly the body moves</i> • <i>Effort - how the body moves</i> • <i>Relationship – relationships that occur while the body moves</i> <p><i>PL-05-2.2.2</i> <i>Students will explain the importance of practice for improving performance in games and sports.</i></p> <p><i>PL-05-2.2.4</i> <i>Students will explain why basic rules for participating in recreational games (e.g., four-square, horseshoes, table tennis) are needed to make games fair and enjoyable.</i></p> <p><i>PL-05-2.2.5</i> <i>Students will explain how rules of play and sportsmanship for spectators and participants during games and/or activities make them safe and enjoyable.</i></p>	<p>Students will understand that participation in regular physical activity has physical, mental and social benefits. PL-5-LWP-U-3 Students will understand that practice is a basic component for improving sport skills PL-5-LWP-U-4 Students will understand that rules impact the effective participation in physical activities. PL-5-LWP-U-5 Students will understand that personal and social behavior that shows respect to self and others impacts enjoyment and safety in physical activity settings.</p> <p>PL-5-LWP-S-1 Students will explain how physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction PL-5-LWP-S-2 Students will explore a variety of physical activities in order to determine like and dislikes of games, sports and other activities PL-5-LWP-S-3 Students will identify and explain health benefits that result from regular participation in physical activity PL-5-LWP-S-4 Students will describe how physical activity is related to emotion/mental health PL-5-LWP-S-5 Students will participate in daily physical activity during and after school PL-5-LWP-S-6 Students will investigate the role of practice for successful participation in physical activity; explain why repeated appropriate practice contributes to increased skill development PL-5-LWP-S-7</p>

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		<p>Students will investigate personal skill proficiency through a variety of tasks and explain why some skills are more developed than others</p> <p>PL-5-LWP-S-8 Students will when participating in a variety of physical activities and games:</p> <ul style="list-style-type: none"> a) explain the need for rules in social settings b) recognize and use appropriate safety principles, rules, procedures and etiquette <p>PL-5-LWP-S-9 Students will demonstrate appropriate behaviors of sportsmanship, cooperation, teamwork and conflict resolution in physical activity settings</p> <p>PL-5-LWP-S-10 Students will explain how rules of play and sportsmanship for spectators and participants during games and/or activities make them safe and enjoyable</p> <p>PL-5-S-U-1 Students will understand that safety practices and procedures help to prevent injuries and provide a safe environment.</p> <p>Academic Expectations</p> <p>2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.</p> <p>2.34 Students perform physical movements skills effectively in a variety of settings.</p> <p>2.35 Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.</p> <p>4.1 Students effectively use interpersonal skills.</p>