

Physical Education - Grade 5

(1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

(2) Fifth grade students demonstrate competence such as improved accuracy in manipulative skills in dynamic situations. Basic skills such as jumping rope, moving to a beat, and catching and throwing should have been mastered in previous years and can now be used in game-like situations. Students continue to assume responsibility for their own safety and the safety of others. Students can match different types of physical activities to health-related fitness components and explain ways to improve fitness based on the principle of frequency, intensity, and time. Students continue to learn the etiquette of participation and can resolve conflicts during games and sports in acceptable ways.

(5.1) Movement. The student demonstrates competency in movement patterns and proficiency in a few specialized movement forms. The student is expected to:

(A) demonstrate appropriate use of levels in dynamic movement situations such as jumping high for a rebound and bending knees and lowering center of gravity when guarding an opponent;

(B) demonstrate smooth combinations of fundamental locomotor skills such as running and dodging and hop-step-jump;

(C) demonstrate attention to form, power, accuracy, and follow-through in performing movement skills;

(D) demonstrate controlled balance on a variety of objects such as balance board, stilts, scooters, and skates;

(E) demonstrate simple stunts that exhibit agility such as jumping challenges with proper landings;

(F) combine traveling and rolling with smooth transitions;

(G) combine weight transfer and balance on mats and equipment;

(H) demonstrate the ability to contrast a partner's movement;

(I) perform selected folk dances;

(J) jump a rope using various rhythms and foot patterns repeatedly;

(K) demonstrate competence in manipulative skills in dynamic situations such as overhand throw, catch, shooting, hand dribble, foot dribble, kick, and striking activities such as hitting a softball; and

(L) demonstrate combinations of locomotor and manipulative skills in complex and/or game-like situations such as pivoting and throwing, twisting and striking, and running and catching.

(5.2) Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:

(A) identify common phases such as preparation, movement, follow through, or recovery in a variety of movement skills such as tennis serve, handstand, and free throw;

(B) identify the importance of various elements of performance for different stages during skill learning such as form, power, accuracy, and consistency; and

(C) choose appropriate drills/activities to enhance the learning of a specific skill.

(5.3) Physical activity and health. The student exhibits a health-enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge. The student is expected to:

(A) participate in moderate to vigorous physical activities on a daily basis that develop health-related fitness;

(B) identify appropriate personal fitness goals in each of the components of health-related fitness; and

(C) explain the value of participation in community physical activities such as little league and parks and recreation.

(5.4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance. The student is expected to:

(A) relate ways that aerobic exercise strengthens and improves the efficiency of the heart and lungs;

(B) self-monitor the heart rate during exercise;

(C) match different types of physical activity with health-related fitness components;

(D) define the principle of frequency, intensity, and time and describe how to incorporate these principles to improve fitness;

(E) describe the structure and function of the muscular and skeletal system as they relate to physical performance such as muscles pull on bones to cause movement, muscles work in pairs, and muscles work by contracting and relaxing;

(G) describe common skeletal problems and their effect on the body such as spinal curvatures;

(5.5) Physical activity and health. The student understands and applies safety practices associated with physical activities. The student is expected to:

(A) use equipment safely and properly;

(B) select and use proper attire that promotes participation and prevents injury;

(C) describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing injuries during physical activity; and

(D) identify potentially dangerous exercises and their adverse effects on the body.

(5.6) Social development. The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics. The student is expected to:

(A) describe fundamental components and strategies used in net/wall, invasion, target, and fielding games such as basic positions-goalie, offense, or defense; and

(B) explain the concept and importance of team work.

(5.7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:

(A) follow rules, procedures, and etiquette;

(B) use sportsmanship skills for settling disagreements in socially acceptable ways such as remaining calm, identifying the problem, listening to others, generating solutions, or choosing a solution that is acceptable to all; and

(C) describe how physical activity with a partner or partners can increase motivation and enhance safety.