California Physical Education

Grade 5

Adopted 2005

Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities. 1

Body Management

1.1 Perform simple small-group balance stunts by distributing weight and base of support. 1.1

Locomotor Movement

1.2 Jump for height, using proper takeoff and landing form. 1.2

1.3 Jump for distance, using proper takeoff and landing form. 1.3

Manipulative Skills

1.4 Enter, jump, and leave a long rope turned by others. 1.4

1.5 Throw a flying disc accurately at a target and to a partner, using the backhand movement pattern. 1.5

1.6 Throw and catch an object underhand and overhand while avoiding an opponent. 1.6

1.7 Field a thrown ground ball. 1.7

1.8 Punt a ball, dropped from the hands, at a target. 1.8

1.9 Stop a kicked ball by trapping it with the foot while moving. 1.9

1.10 Strike a dropped ball, with a racket or paddle, toward a target by using the forehand movement pattern. 1.10

1.11 Hit a softly tossed ball backhanded with a paddle or racket. 1.11

1.12 Strike a tossed ball, with different implements, from a side orientation. 1.12

1.13 Serve a lightweight ball over a low net, using the underhand movement pattern. 1.13

1.14 Dribble a ball (by hand or foot) while preventing another person from stealing the ball. 1.14

1.15 Dribble a ball and kick it toward a goal while being guarded. 1.15

1.16 Pass a ball back and forth with a partner, using a chest pass and bounce pass. 1.16

1.17 Volley a tossed ball to an intended location. 1.17

hythmic Skills

Skip to main content

1.18 Design and perform a creative dance, combining locomotor patterns with intentional changes in speed and direction. 1.18

1.19 Design and perform a routine to music that involves manipulation of an object. 1.19

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities. 2

Movement Concepts

2.1 Explain the importance of open space in playing sport-related games. 2.1

2.2 Explain the differences in applying and receiving force when jumping for height and distance. 2.2

Body Management

2.3 Explain how to adjust body position to catch a ball thrown off-center. 2.3

Manipulative Skills

2.4 Identify the following phases for striking a ball: preparation, application of force, follow-through, and recovery. 2.4

Rhythmic Skills

2.5 Design a routine to music, changing speed and direction while manipulating an object. 2.5

Students assess and maintain a level of physical fitness to improve health and performance. 3

Fitness Concepts

3.1 Demonstrate how to warm up muscles and joints before running, jumping, kicking, throwing, and striking. 3.1

3.2 Plan a day of healthful balanced meals and snacks designed to enhance the performance of physical activities. 3.2

Aerobic Capacity

3.3 Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities at the appropriate intensity for increasing aerobic capacity. 3.3

Muscular Strength/Endurance

3.4 Perform an increasing number of oblique curl-ups on each side. 3.4

3.5 Perform increasing numbers of triceps push-ups. 3.5

Flexibility

3.6 Perform flexibility exercises that will stretch particular muscle areas for given physical activities. 3.6

Body Composition

Skip to main content

7 Sustain continuous movement for an increasing period of time while participating in moderate to vigorous physical activities. 3.7

Assessment

3.8 Assess health-related physical fitness by using a scientifically based health-related fitness assessment. 3.8

3.9 Meet age- and gender-specific fitness standards for aerobic capacity, muscular strength, flexibility, and body composition, using a scientifically based health-related fitness assessment. 3.9

Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance. 4

Fitness Concepts

4.1 Record and analyze food consumption for one day and make a plan to replace foods with healthier choices and adjust quantities to enhance performance in physical activity. 4.1

4.2 Explain why dehydration impairs temperature regulation and physical and mental performance. 4.2

4.3 Develop and describe three short-term and three long-term fitness goals. 4.3

4.4 Examine personal results of a scientifically based health-related physical fitness assessment and identify one or more ways to improve performance in areas that do not meet minimum standards. 4.4

4.5 Explain the elements of warm-up and cool-down activities. 4.5

4.6 Record water intake before, during, and after physical activity. 4.6

4.7 Describe the principles of training and the application to each of the components of health-related physical fitness. 4.7

Aerobic Capacity

4.8 Identify the heart rate intensity (target heart-rate range) that is necessary to increase aerobic capacity. 4.8

4.9 Determine the intensity of personal physical activity, using the concept of perceived exertion. 4.9

4.10 Compare target heart rate and perceived exertion during physical activity 4.10

4.11 Measure and record the heart rate before, during, and after vigorous physical activity. 4.11

4.12 Explain how technology can assist in the pursuit of physical fitness. 4.12

Muscular Strength/Endurance

4.13 Explain the benefits of having strong arm, chest, and back muscles. 4.13

Flexibility

4.14 Explain the benefits of stretching after warm-up activities. 4.14

Body Composition

Skip to main content

15 Explain why body weight is maintained when calorie intake is equal to the calories expended. 4.15

4.16 Describe the short- and long-term benefits of maintaining body composition within the healthy fitness zone. 4.16

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity. 5

Self-Responsibility

5.1 Improve the level of performance on one component of health-related physical fitness and one identified motor skill by participating in fitness and skill development activities outside school. 5.1

5.2 Work toward a long-term physical activity goal and record data on one's progress. 5.2

5.3 Distinguish between acts of physical courage and physically reckless acts and explain the key characteristics of each. 5.3

5.4 Act in a safe and healthy manner when confronted with negative peer pressure during physical activity. 5.4

Social Interaction

5.5 Contribute ideas and listen to the ideas of others in cooperative problem-solving activities. 5.5

5.6 Acknowledge orally the contributions and strengths of others. 5.6

Group Dynamics

5.7 Accommodate individual differences in others' physical abilities in small-group activities. 5.7

5.8 Appreciate physical games and activities reflecting diverse heritages. 5.8