Florida Physical Education

Grade 5

Adopted 2013

Movement Competency

1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.

1. Apply locomotor skills in a variety of movement settings, while applying the appropriate movement concepts as the situation demands. PE.5.M.1.1
2. Approach and strike a moving object with body parts so that the object travels in the intended direction at the desired height using correct technique. PE.5.M.1.2
3. Strike an object continuously with a partner using a paddle/racquet demonstrating correct technique of a forehand pattern. PE.5.M.1.3
4. Strike moving and/or stationary objects with long-handled implements so the objects travel in the intended direction at the desired height using correct technique. PE.5.M.1.4
5. Apply dribbling skills in modified games, focusing on offensive strategies. PE.5.M.1.5
6. Demonstrate proficiency in one or more swim strokes. PE.5.M.1.6
7. Catch a variety of objects while traveling and being defended. PE.5.M.1.7
8. Throw a leading pass overhand to a moving partner using a variety of objects. PE.5.M.1.8
9. Perform a self-designed sequence, with or without manipulatives, while demonstrating balance, coordination, clear shapes, purposeful movements and smooth transitions. PE.5.M.1.9
10. Perform a variety of dances accurately. PE.5.M.1.10
11. Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and four different movement elements with correct technique and smooth transitions. PE.5.M.1.11

Skip to main content

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Demonstrate locomotor skills while applying appropriate movement concepts in a variety of settings, such as sequences, dances and games. PE.5.M.1.IN.A

b. Approach and strike a moving object with body parts so that the object travels in the intended direction. PE.5.M.1.IN.B

c. Strike an object more than once with a partner using a paddle/racquet. PE.5.M.1.IN.C

d. Strike both moving and stationary objects with long-handled implements so the objects travel in the intended direction. PE.5.M.1.IN.D

e. Use dribbling skills in modified games. PE.5.M.1.IN.E

f. Demonstrate more than one swim stroke, such as front crawl, backstroke, breaststroke, sidestroke or butterfly. PE.5.M.1.IN.F

g. Catch a variety of objects while traveling. PE.5.M.1.IN.G

h. Throw a pass overhand to a moving partner using a variety of objects. PE.5.M.1.IN.H

i. Perform a self designed sequence with or without manipulatives, such as tinikling poles, lummi sticks or jump ropes, demonstrating clear shapes, purposeful movements and smooth transitions. PE.5.M.1.IN.I

j. Perform a variety of dances, such as square, contra, step or social, accurately. PE.5.M.1.IN.J

Skip to main content

Supported

a. Use locomotor skills while applying selected movement concepts in a variety of settings, such as sequences, dances and games. PE.5.M.1.SU.A

b. Approach and strike a moving object with body parts so that the object travels. PE.5.M.1.SU.B

c. Strike a modified object more than once to a partner using a paddle/racket. PE.5.M.1.SU.C

d. Strike both moving and stationary objects with long handled implements so the objects travel. PE.5.M.1.SU.D

e. Perform dribbling skills in various activities. PE.5.M.1.SU.E

f. Perform a swim stroke. PE.5.M.1.SU.F

g. Catch a variety of modified objects while traveling. PE.5.M.1.SU.G

h. Throw a pass to a moving partner. PE.5.M.1.SU.H

i. Perform a self-designed sequence with or without manipulatives, such as tinikling poles, lummi sticks, or jump ropes, demonstrating clear shapes and purposeful movements. PE.5.M.1.SU.I

j. Perform a variety of dances, such as square, contra, step or social. PE.5.M.1.SU.J

k. Perform a basic gymnastics sequence with a clear beginning; one movement element, such as balances, rolling actions, changes in speed/direction or skills requiring weight on hands and an ending with correct technique. PE.5.M.1.SU.K

Skip to main content

Participatory

a. Perform locomotor skills exhibiting selected movement concepts in a variety of settings, such as sequences, dances and games. PE.5.M.1.PA.A

b. Strike a moving object from a stationary position using body parts. PE.5.M.1.PA.B

c. Strike a modified object to a partner using a modified paddle/racket. PE.5.M.1.PA.C

d. Strike both moving and stationary modified objects with a modified, long-handled implement so the objects travel. PE.5.M.1.PA.D

e. Throw or kick a ball to a stationary partner. PE.5.M.1.PA.E

f. Perform a modified swim stroke. PE.5.M.1.PA.F

g. Move to trap modified objects tossed by a stationary partner. PE.5.M.1.PA.G

h. Toss modified objects to a recipient (partner). PE.5.M.1.PA.H

i. Perform a movement sequence with or without manipulatives, demonstrating purposeful movements. PE.5.M.1.PA.I

j. Perform a guided movement associated with a variety of dances. PE.5.M.1.PA.J

k. Perform a basic gymnastics sequence with a beginning, more than one rolling action and an ending. PE.5.M.1.PA.K

Cognitive Abilities

2 **Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.**

1. Apply purposeful movement to a variety of movement settings to include designing and performing movement routines. PE.5.C.2.1
2. Design or modify a game incorporating skills, rules and strategies. PE.5.C.2.2
3. Apply feedback gathered from the use of technology to assess and enhance performance. PE.5.C.2.3
4. Identify the different types of basic water-rescue techniques, using various types of items. PE.5.C.2.4
5. Detect, analyze and correct errors in personal movement patterns. PE.5.C.2.5
6. Compare and contrast skills/sports that use similar movement patterns and concepts. PE.5.C.2.6
7. Identify basic practice and conditioning principles that enhance performance. PE.5.C.2.7
8. Categorize basic offensive and defensive tactics for modified invasion and net activities. PE.5.C.2.8

Skip to main content

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify and demonstrate purposeful movements, such as timing, flow, sequencing, transfer of weight and rhythm in a variety of movement settings including performing movement routines. PE.5.C.2.IN.A

b. Combine skills and rules into a new game. PE.5.C.2.IN.B

c. Identify and use feedback gathered from the use of technology to assess and enhance performance, such as pedometers, heart-rate monitors and videos. PE.5.C.2.IN.C

d. Identify the different basic water-rescue techniques, such as reach, throw, row or don't go. PE.5.C.2.IN.D

e. Identify and correct errors in personal movement patterns. PE.5.C.2.IN.E

f. Identify skills and sports that use similar patterns or concepts. PE.5.C.2.IN.F

g. Identify basic practice principles that enhance performance. PE.5.C.2.IN.G

h. Identify basic offensive and defensive tactics for modified invasion and net activities. PE.5.C.2.IN.H

Supported

a. Recognize and use purposeful movements, such as timing, flow, sequencing, transfer of weight and rhythm in a variety of movement settings including performing movement routines. PE.5.C.2.SU.A

b. Identify skills and rules of a new game. PE.5.C.2.SU.B

c. Recognize and use feedback gathered from the use of technology to enhance performance, such as pedometers, heart-rate monitors and videos. PE.5.C.2.SU.C

d. Recognize the different basic water-rescue techniques, such as reach, throw, row or don't go. PE.5.C.2.SU.D

e. Recognize and correct errors in personal movement patterns. PE.5.C.2.SU.E

f. Identify skills that use similar patterns or concepts. PE.5.C.2.SU.F

g. Recognize basic practice principles that enhance performance. PE.5.C.2.SU.G

h. Recognize basic offensive and defensive tactics for modified invasion and net activities. PE.5.C.2.SU.H

Skip to main content

Participatory

a. Recognize and use sequence and rhythm in purposeful movement in a variety of movement settings, including performing guided-movement routines. PE.5.C.2.PA.A

b. Recognize the rules in a game or activity. PE.5.C.2.PA.B

c. Recognize and use feedback gathered from the use of a selected technology to enhance performance, such as pedometers, heart-rate monitors or videos. PE.5.C.2.PA.C

d. Recognize items used in water rescue, such as pole, towel or flotation device. PE.5.C.2.PA.D

e. Recognize and correct an error in selected personal movement patterns. PE.5.C.2.PA.E

f. Recognize skills that use similar patterns or concepts. PE.5.C.2.PA.F

g. Recognize a basic practice principle that enhances performance. PE.5.C.2.PA.G

h. Recognize basic offensive or defensive tactics. PE.5.C.2.PA.H

Lifetime Fitness

3 Participate regularly in physical activity.

1. Identify a moderate physical activity. PE.5.L.3.1
2. Identify a vigorous physical activity. PE.5.L.3.2
3. Identify opportunities for involvement in physical activities during the school day. PE.5.L.3.3
4. Identify opportunities for involvement in physical activities after the school day. PE.5.L.3.4
5. Formulate a plan to increase the amount of time spent in physical activity. PE.5.L.3.5
6. Discuss lifestyle behaviors that can be made to increase physical activity. PE.5.L.3.6
7. Use technology to enhance regular participation in physical activities. PE.5.L.3.7
8. Discuss the importance of being visible, being predictable and communicating when cycling. PE.5.L.3.8

Skip to main content

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Recognize a moderate physical activity. PE.5.L.3.IN.A

b. Recognize a vigorous physical activity. PE.5.L.3.IN.B

c. Recognize opportunities for involvement in selected physical activities during the school day. PE.5.L.3.IN.C

d. Recognize selected opportunities for involvement in physical activities after the school day. PE.5.L.3.IN.D

e. Create a plan to increase the amount of time spent in physical activity. PE.5.L.3.IN.E

f. Name lifestyle changes, such as taking stairs, cycling and walking that can be made to increase the level of physical activity. PE.5.L.3.IN.F

g. Use technology to identify selected opportunities for participation in physical activities. PE.5.L.3.IN.G

h. Identify the importance of being visible and communicating when cycling. PE.5.L.3.IN.H

Supported

a. Recognize a moderate modified physical activity. PE.5.L.3.SU.A

b. Recognize a physical activity. PE.5.L.3.SU.B

c. Recognize opportunities for involvement in modified physical activities during the school day. PE.5.L.3.SU.C

d. Recognize an opportunity for involvement in physical activities after the school day. PE.5.L.3.SU.D

e. Select a plan to increase the amount of time spent in physical activity. PE.5.L.3.SU.E

f. Identify a lifestyle change, such as taking stairs, cycling or walking that can be made to increase the level of physical activity. PE.5.L.3.SU.F

g. Use selected technology to recognize selected opportunities for participation in physical activities. PE.5.L.3.SU.G

h. Recognize the importance of being visible and communicating when cycling. PE.5.L.3.SU.H

Skip to main content

Participatory

a. Recognize a modified physical activity. PE.5.L.3.PA.A

b. Explore physical activities. PE.5.L.3.PA.B

c. Recognize an opportunity for involvement in a selected modified physical activity during the school day. PE.5.L.3.PA.C

d. Associate involvement in physical activities with experiences after the school day. PE.5.L.3.PA.D

e. Recognize a plan to increase the amount of time spent in physical activity. PE.5.L.3.PA.E

f. Recognize an activity, such as taking stairs, cycling or walking that can be made to increase the level of physical activity. PE.5.L.3.PA.F

g. Use a technology to recognize a selected opportunity for participation in physical activities. PE.5.L.3.PA.G

h. Recognize the importance of being visible when cycling. PE.5.L.3.PA.H

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4 Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.

1. Differentiate between muscular strength and muscular endurance. PE.5.L.4.1
2. Identify activities that develop and maintain each component of physical fitness. PE.5.L.4.2
3. Identify that an increase in heart rate intensity is necessary to enhance cardio-respiratory endurance. PE.5.L.4.3
4. Analyze one's own physical fitness assessment results and develop strategies to enhance performance. PE.5.L.4.4
5. Select proper stretching exercises to increase flexibility and reduce the chance of injury. PE.5.L.4.5
6. Plan a menu for a balanced meal. PE.5.L.4.6
7. Apply the principles of physical fitness to exercise. PE.5.L.4.7
8. Evaluate progress toward short- and long-term fitness goals. PE.5.L.4.8
9. Explain how technology can assist in the pursuit of physical fitness. PE.5.L.4.9

Skip to main content

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify muscular strength and muscular endurance. PE.5.L.4.IN.A

b. Recognize activities that develop and maintain selected components of physical fitness. PE.5.L.4.IN.B

c. Recognize the increase in heart rate intensity is necessary to enhance cardio respiratory endurance. PE.5.L.4.IN.C

d. Examine personal physical fitness assessment results and use strategies to enhance performance. PE.5.L.4.IN.D

e. Identify selected stretching exercises to increase flexibility and reduce the chance of injury. PE.5.L.4.IN.E

f. Identify food for a balanced meal. PE.5.L.4.IN.F

g. Use principles of physical fitness, such as progression, overload and specificity. PE.5.L.4.IN.G

h. Examine progress in achieving short- and long-term fitness goals. PE.5.L.4.IN.H

i. Describe how technology can assist in the pursuit of physical fitness. PE.5.L.4.IN.I

Supported

a. Recognize muscular strength and muscular endurance. PE.5.L.4.SU.A

b. Recognize activities that develop and maintain a component of physical fitness. PE.5.L.4.SU.B

c. Recognize that increase heart rate intensity affects cardio-respiratory endurance. PE.5.L.4.SU.C

d. Identify personal physical fitness assessment results and use strategies to enhance performance. PE.5.L.4.SU.D

e. Recognize stretching exercises to perform prior to physical activity. PE.5.L.4.SU.E

f. Recognize food for a balanced meal. PE.5.L.4.SU.F

g. Use selected principles of physical fitness, such as progression, overload or specificity. PE.5.L.4.SU.G

h. Identify progress in achieving short- and long-term fitness goals. PE.5.L.4.SU.H

i. Identify a way that technology can assist in the pursuit of physical fitness. PE.5.L.4.SU.I

Skip to main content

Participatory

a. Recognize muscular strength or muscular endurance. PE.5.L.4.PA.A

b. Associate a guided activity as a development of a component of physical fitness. PE.5.L.4.PA.B

c. Associate increase heart rate intensity with physical fitness. PE.5.L.4.PA.C

d. Recognize a personal physical fitness assessment result and use a guided strategy to enhance performance. PE.5.L.4.PA.D

e. Associate a stretching exercise with flexibility. PE.5.L.4.PA.E

f. Recognize food in a balanced meal. PE.5.L.4.PA.F

g. Use a selected principle of physical fitness, such as progression, overload or specificity. PE.5.L.4.PA.G

h. Recognize progress in achieving fitness goals. PE.5.L.4.PA.H

i. Recognize ways that technology can assist in the pursuit of physical fitness. PE.5.L.4.PA.I

Responsible Behaviors and Values

5 **Exhibit responsible personal and social behavior that respects self and others in physicalactivity settings.**

1. Describe a benefit of working productively with a partner to improve performance. PE.5.R.5.1
2. Describe ways to utilize equipment safely during physical activities. PE.5.R.5.2
3. Describe the influence of individual differences on participation in physical activities. PE.5.R.5.3

Skip to main content

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Recognize benefit of working with a partner to improve performance. PE.5.R.5.IN.A

b. Demonstrate ways to utilize equipment safely during physical activities. PE.5.R.5.IN.B

c. Recognize selected positive attributes that individuals of varying genders, ages, disabilities, races, cultures and skill levels bring to physical activities. PE.5.R.5.IN.C

Supported

a. Recognize a benefit of working with a partner. PE.5.R.5.SU.A

b. Identify a way to utilize equipment safely during a physical activity. PE.5.R.5.SU.B

c. Recognize a positive attribute that individuals of varying genders, ages, disabilities, races, cultures and skill levels bring to physical activities. PE.5.R.5.SU.C

Participatory

a. Work with a partner in a guided activity. PE.5.R.5.PA.A

b. Recognize a safe practice during a physical activity. PE.5.R.5.PA.B

c. Recognize a positive attribute in another person in physical activities. PE.5.R.5.PA.C

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6 **Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.**

1. Describe how participation in physical activity is a source of self-expression and meaning. PE.5.R.6.1
2. Explain the benefits of physical activity. PE.5.R.6.2
3. Explain ways to celebrate one's own physical accomplishments while displaying sportsmanship. PE.5.R.6.3

Skip to main content

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Recognize that participation in physical activity can be challenging, pleasurable and fun. PE.5.R.6.IN.A

b. Identify benefits of physical activity. PE.5.R.6.IN.B

c. Identify ways to celebrate one's own physical accomplishments while displaying sportsmanship. PE.5.R.6.IN.C

Supported

a. Recognize that participation in physical activity can be fun and pleasurable. PE.5.R.6.SU.A

b. Recognize benefits of physical activity. PE.5.R.6.SU.B

c. Recognize a way to celebrate one's own physical accomplishments while displaying sportsmanship. PE.5.R.6.SU.C

Participatory

a. Recognize that participation in physical activity can be fun. PE.5.R.6.PA.A

b. Recognize a benefit of physical activity. PE.5.R.6.PA.B

c. Select a way to celebrate one's own physical accomplishments while displaying sportsmanship. PE.5.R.6.PA.C