

# Grade 5

Adopted 2009

**Demonstrates competency in many movement forms and proficiency in a few movement forms.**

**1-E-1. Demonstrates mature form in locomotor, non-locomotor, movement concepts and manipulative skills. 1-E-1**

1. Apply spatial awareness movement concepts for location (e.g., personal space, general space and boundaries) while demonstrating basic game play strategies in individual and group activities. 1-E-1.1
2. Apply directional awareness movement concepts and pathways using strategies in individual and group activities. 1-E-1.2
3. Consistently apply mature form and function of all space awareness movement concepts and pathways using strategies in individual and group activities 1-E-1.3
4. Apply mature form and function to all space awareness movement concepts for levels, such as low, medium, and high with mature forms of selected fundamental motor skills in controlled settings. 1-E-1.4
5. Apply relationship awareness concepts using strategies in individual and group settings (i.e. 6-8) using people and objects. 1-E-1.5
6. Exhibit smooth transitions, while combining locomotor sequences and manipulative skills individually or group settings 1-E-1.6
7. Exhibit smooth transitions from locomotor to non-locomotor while combining fundamental skills and movement concepts). 1-E-1.7

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**1-E-2. Combines a variety of motor skills for specific sports with a stationary and/or moving partner. 1-E-2**

1. Demonstrate a combination of movement concepts while performing various skills 1-E-2.1
2. Demonstrate dodging and fleeing skills from individuals, multiple individuals, using a variety of locomotor and non-locomotor skills and strategies. 1-E-2.2

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**1-E-3. Exhibits ability to manipulate objects in games and lead-up activities (e.g., engages in simple games requiring manipulative skills). 1-E-3**

1. Apply knowledge of selected critical elements of movement concepts while performing selected manipulative skills using strategies **1-E-3.1**
2. Manipulate a variety of objects using different sizes, shapes and weights using simple strategies while in game situations. **1-E-3.2**
3. Working with a group, demonstrate combinations of movements into sequences while using simple strategies. **1-E-3.3**
4. Demonstrate the ability to change directions while in motion and manipulating an object. **1-E-3.4**

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**1-E-4. Demonstrates the ability to perform rhythmic movement patterns and dances (e.g., performs rhythmic body movements and communicates ideas and feelings with and without music). 1-E-4**

1. Create and demonstrate a simple repeating rhythmic sequence by combining a variety of mature movement skills (e.g. marching, dancing). **1-E-4.1**
2. Perform rhythmic patterns using body movements and manipulative skills in a large group setting. **1-E-4.2**
3. Create and demonstrate a variety of rhythmic beats while using different body parts (e.g. hand clapping, foot stomping, finger snapping, hands and legs). **1-E-4.3**
4. Demonstrate complex rhythmic patterns traveling along a specified pathway (e.g., circle, zigzag, straight line) using a variety of movement concepts, locomotor and non locomotor skills. **1-E-4.4**

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**Applies movement concepts and principles to the learning and development of motor skills.**

**2-E-1. Integrates movement concepts with other content areas (e.g., measuring distances and timing races or events). 2-E-1**

1. Identify with a partner or group through cooperative learning, subjects integrated in a specific activity and explain how it is integrated (e.g., walking using pedometers, calculating steps/mile, time; measuring heart rate with monitor). **2-E-1.1**
2. Create and present to the class or group a game/activity that integrates learning with math, language arts, science, art, and/or social studies. **2-E-1.2**

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**2-E-2. Applies critical elements to improve personal performance in fundamental and selected specialized motor skills (e.g., describes and demonstrates body positions for each part of an overhand throw). 2-E-2**

1. Apply mature form for manipulative skills that include striking, volleying, dribbling, kicking, throwing, and catching (use critical elements). 2-E-2.1
2. Identify proper techniques for a variety of fundamental skills while practicing with a partner 2-E-2.2
3. Demonstrate weight transfer (e.g. hands to feet, feet to hands, foot to foot, hand to hand) and follow-thru while performing fundamental skills at fast and slow speeds. 2-E-2.3

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**2-E-3. Recognizes and describes critical elements of more complex movement patterns (e.g., describes the use of the arms, as well as the legs, in performing jumping for distance and height). 2-E-3**

1. Analyze one's own performance when performing specified striking, volleying, dribbling, kicking, throwing, and catching skills, using a checklist/rubric. 2-E-3.1
2. Analyze a peer's performance, when demonstrating specified movement skills, using a checklist/rubric. 2-E-3.2

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**2-E-4. Employs the concept of efficient and effective practice to improve skills in appropriate settings (e.g., repeating the skill of basketball lay-ups in a gym or playground setting). 2-E-4**

1. Identify four key components (e.g., goal-setting, define objectives of practice) for improving skills 2-E-4.1
2. Recognize and record inefficient movement when performing movement skills involving striking, volleying, dribbling, kicking, jumping rope, throwing, and catching (e.g., arm/leg movement pattern). Choose to practice skills for which improvement is needed in controlled game settings. 2-E-4.2
3. Demonstrate how internal (prior knowledge) and external feedback can be used to improve motor skills and movement patterns, fitness, and physical activities in isolated settings. 2-E-4.3

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**Exhibits a physically active lifestyle.**

**3-E-1. Describes the physical benefits of participation in health-related activities. 3-E-1**

1. Identify and provide examples of the components of health-related fitness (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition). 3-E-1.1
2. Identify examples of the impact from daily choices of physical activity on one's physical health. 3-E-1.2
3. Identify the impact of daily choices of physical activity to one's emotional and psychological health (e.g., stress and mental health, depression, hurt feelings, anxiety, ability to concentrate). 3-E-1.3

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**3-E-2. Identifies several moderate to vigorous physical activities that provide personal pleasure and participates in them (e.g., participates in youth league soccer after school, or joins in a pick-up game of basketball).** 3-E-2

1. When given a list of activities, students will identify moderate and/or vigorous activities that provide pleasure and engage in activities provided in the community. 3-E-2.1

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**3-E-3. Selects and participates regularly in physical activities for the purpose of improving skill and health (engages in activities that promote cardiovascular fitness).** 3-E-3

1. Participate in physical activities that are moderate in intensity level outside of physical education for 30 minutes per day most or every day and document (log, journal). 3-E-3.1
2. Participate in, and log, games, sports, dance, and outdoor pursuits, both in and outside of school, based on individual interests and capabilities. 3-E-3.2

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**Achieves and maintains a health-enhancing level of physical fitness.**

**4-E-1. Identifies several activities related to each component of health related fitness.** 4-E-1

1. List separately those activities identified as aerobic and anaerobic activities 4-E-1.1
2. List flexibility exercises and describe how they are utilized in various types of games and/or activities. 4-E-1.2
3. Identify muscular strength and endurance activities and their relationship to improved performance in games and activities. 4-E-1.3
4. Identify factors that affect body composition 4-E-1.4
5. Identify and measure the physiological indicators associated with moderate physical activity and adjust participation/effort in isolated settings. 4-E-1.5

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**4-E-2. Participates in self-assessment for health-related fitness.** 4-E-2

1. Participate in health-related fitness assessments and interpret personal results (i.e.; Fitnessgram/Activitygram or comparable assessment tool). 4-E-2.1

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**4-E-3. Selects an activity program that is designed to improve health-related fitness.** 4-E-3

1. Regularly participate in physical education program 4-E-3.1
2. Participate in and log extra-curricular activity either at school or in the community. 4-E-3.2

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**4-E-4. Adopts personal goals based upon results of fitness assessments.** 4-E-4

1. Identify health-related fitness components to enhance throughout the school year. 4-E-4.1
2. Perform and log activities or exercises that relate to one or more of the fitness components. 4-E-4.2

**Demonstrates responsible personal and social behavior in physical activity settings.**

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**4-E-5. Achieves reasonable levels in all components of health-related fitness.** 4-E-5

1. Students participate in, and log, games and activities that work towards improvement of age-appropriate levels of health-related fitness. 4-E-5.1

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**5-E-1. Demonstrates good sportsmanship and fair play in a variety of settings.** 5-E-1

1. Identify and model examples of good sportsmanship and fair play. 5-E-1.1
2. Demonstrate respect for all students regardless of individual differences in skills and abilities during individual and group activities. 5-E-1.2

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**5-E-2. Recognizes and avoids unsafe practices and situations.** 5-E-2

1. State safety rules and practices for participation in selected grade-level activities. 5-E-2.1
2. Comply with rules and procedures during age-appropriate group and individual activities. 5-E-2.2
3. Use equipment properly and appropriately. 5-E-2.3
4. Reminds others to play safely. 5-E-2.4

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**5-E-3. Works cooperatively with teachers and peers to reach a common goal.** 5-E-3

1. Follow directions and rules during school hours. (e.g. line behavior, entering and exiting play area) 5-E-3.1
2. Demonstrate self-control in physical activity settings (e.g., sportsmanship, cooperation, diversity). 5-E-3.2
3. Distinguish between key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in isolated settings. 5-E-3.3

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**5-E-4. Exhibits independence and ability to succeed in groups.** 5-E-4

1. Identify and list a variety of ways one can achieve success in various games/activities. 5-E-4.1
2. Demonstrate cooperation with a partner or others in a group in order to achieve successful participation 5-E-4.2
3. Apply problem-solving strategies to work with a partner or group in order to achieve successful participation or resolve conflict. 5-E-4.3

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**5-E-5. Accepts and gives constructive feedback.** 5-E-5

1. Self-evaluate performance of critical elements of a skill. 5-E-5.1
  2. Provide appropriate feedback on skill performance to a partner in a positive manner and apply to enhance performance. 5-E-5.2
  3. Apply feedback given by teacher or peer to improve a skill. 5-E-5.3
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**Demonstrates an understanding and respect for differences among people in physical activity settings.**

**6-E-1. Displays positive attitudes toward self and others through physical activity.** 6-E-1

1. Demonstrate respect for the ideas of others, attempting to compromise and communicate appropriately. 6-E-1.1
2. Demonstrate responsibility for practicing fair play by using socially appropriate behavior and accepting decisions of the person in charge. 6-E-1.2
3. Demonstrate the ability to give and receive encouragement. 6-E-1.3

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**6-E-2. Demonstrates tolerance for individual differences.** 6-E-2

1. Encourage others to participate, despite knowledge of physical disabilities, in the class as a partner or in group settings. 6-E-2.1
2. Demonstrate cooperation by supporting and encouraging others of different abilities/skill levels and ethnicity in individual or group settings. 6-E-2.2
3. Display a positive response to a partner or team when initially unsuccessful. 6-E-2.3

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**6-E-3. Explores the role of history in physical activities/games, sports of United States and other countries.** 6-E-3

2. Participate in games/activities played by children in other countries. 6-E-3.2
3. Compare differences in how games and activities are played by children in the United States and other countries. 6-E-3.3

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**Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.** 7:

**7-E-1. Exhibits positive feelings about participation in physical activity.** 7-E-1

1. Identify activities that they enjoy and that provide success with students of similar skill levels. 7-E-1.1
2. Identify three positive feelings experienced during physical activity (e.g. satisfaction, enjoyment, happiness, energetic, etc.). 7-E-1.2

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**7-E-2. Engages in the challenge of new activities.** 7-E-2

2. Choose and participate in a new or different physical activity. 7-E-2.2

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**7-E-3. Participates enthusiastically in independent and interactive physical activities.** 7-E-3

1. During physical education class, willingly participate in games and activities with peers. 7-E-3.1

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**7-E-4. Participates in and designs games, gymnastics, and/or dance to increase participation and enjoyment of activities.** 7-E-4

1. Satisfactorily completes assignments for activities requiring game design, gymnastics performance and dance. 7-E-4.1

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**7-E-5. Acknowledges the role of games, sports, and dance in getting to know and understand self and others.** 7-E-5

1. Identify things learned about oneself and things learned about others during participation in games, sports, and dance. 7-E-5.1
2. Describe how cooperation, understanding strengths and weaknesses in self and others can be used in problem-solving strategies in order to achieve success. 7-E-5.2