Minnesota Physical Education

Grade 5

Adopted 2018

Demonstrates competency in a variety of motor skills and movement patterns.

1. **Combine locomotor and manipulative skills in educational games, educational dance, and educational gymnastics.** 5.1.1.1
2. **Combine jumping and landing in the horizontal plane with locomotor and manipulative skills in educational games, educational dance, and educational gymnastics.** 5.1.1.2
3. **Combine jumping and landing in the vertical plane with locomotor and manipulative skills in educational games, educational dance, and educational gymnastics.** 5.1.1.3
4. **Combine and sequence locomotor and non-locomotor skills transitioning from one skill to another smoothly without hesitation, while maintaining rhythm in culturally relevant and creative dances.** 5.1.1.4

1. **Combine balance and weight transfer in an educational dance and educational gymnastics sequence.** 5.1.2.1
2. **Combine balance and weight transfer in an educational dance and educational gymnastics sequence.** 5.1.2.2
3. **Combine rolling with traveling and non-locomotor skills as part of an educational gymnastic sequence, with fluidity and balanced transition from one skill to the next.** 5.1.2.3
4. **Perform non-locomotor skills as part of an educational game, educational dance, or educational gymnastics sequence.** 5.1.2.4
5. **Combine balances, non-locomotor skills, locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, and flow) to perform an educational dance and an educational gymnastics sequence with a group.** 5.1.2.5

1. **Roll and throw underhand in small-sided games.** 5.1.3.1
2. **Throw overhand within a task that requires force for distance, using a maturing pattern in closed environments.** 5.1.3.2

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Throw overhand with accuracy in small-sided games. 5.1.3.3

4. **Catch a thrown ball, above the head, at chest or waist level and below the waist, in small-sided games.** 5.1.3.4
5. **Dribble with the preferred or non-preferred hand in small-sided games.** 5.1.3.5
6. **Dribble with the feet in small-sided games.** 5.1.3.6
7. **Pass and receive a ball with the feet in small-sided games.** 5.1.3.7
8. **Dribble with hands or feet in combination with other skills while controlling the ball and the body in small-sided games.** 5.1.3.8
9. **Kick a moving ball along the ground and in the air in small-sided games.** 5.1.3.9
10. **Punt contacting the ball with shoelaces or top of the foot, sending it forward in practice tasks.** 5.1.3.10
11. **Volley underhand in small-sided games.** 5.1.3.11
12. **Volley using a two-hand overhead pattern in small-sided games.** 5.1.3.12
13. **Strike using a short-handled implement in small-sided games.** 5.1.3.13
14. **Strike using a long-handled implement in small-sided games.** 5.1.3.14
15. **Combine traveling with the manipulative skills of dribbling, throwing, catching and striking with accuracy small-sided games.** 5.1.3.15
16. **Combine jump rope skills to perform a routine using either a long or short rope, with a partner.** 5.1.3.16
17. **Skill met in Grade 4.** 5.1.3.17

Apply knowledge of concepts, principles, strategies and tactics to movement and performance.

1. **Apply the space awareness concepts of directions, pathways, levels and extensions in small-sided games and educational dance or educational gymnastics.** 5.2.1.1
2. **Apply the relationship awareness concepts in small-sided games and educational dance or educational gymnastics.** 5.2.1.2
3. **Apply the effort awareness concepts of speed, force and flow in small-sided games and educational dance or educational gymnastics.** 5.2.1.3
4. **Apply offensive and defensive tactics in small-sided invasion games.** 5.2.1.4
5. **Apply offensive and defensive tactics in small-sided net and wall games.** 5.2.1.5
6. **Apply distance and direction tactics in target games.** 5.2.1.6

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Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	**1. Chart and analyze personal participation in physical activity outside of physical education class for health benefits.** 5.3.1.1
	1. Actively participates in small-sided games without teacher prompting. 5.3.2.1
	1. Apply the F.I.T.T. principle for cardiorespiratory fitness to personal behaviors and identify the need for warm-up and cool down when participating in these types of activities. 5.3.3.1
	2. Apply the F.I.T.T. principle for muscular endurance, muscular strength, and flexibility to personal behaviors, and identify the need for warm-up and cool down when participating in these types of activities. 5.3.3.2
	1. Analyze pre-and post-fitness assessment results, compare results to recommendations for good health and describe personal strategies to enhance fitness through physical activity participation. 5.3.4.1
	1. Analyze the impact of food choices relative to physical activity and personal health. 5.3.5.1
Exhibit responsible personal and social behavior that respects self and others.	**1. Engage in physical activity while demonstrating responsible interpersonal behavior. For example: peer to peer, student to teacher, student to referee.** 5.4.1.1
	1. Give and receive corrective feedback respectfully to and from peers. 5.4.2.1
	1. Work cooperatively and respectfully with classmates of all skill levels in small or large group activities. 5.4.3.1
	1. Follow rules and etiquette in small-sided games, educational dance, and educational gymnastics 5.4.4.1
	1. Move safely in small-sided games, educational dance, and educational gymnastics. 5.4.5.1
Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.	**1. Analyze participation in physical activity and describe the personal impact it has on mental-emotional health, physical health, social health, and cognitive health.** 5.5.1.1
	1. Analyze physical activities based on personal levels of challenge and identify ways to overcome challenges to enhance enjoyment, confidence, and willingness to participate. 5.5.2.1
	1. Analyze physical activities based on personal levels of enjoyment, and opportunities for social interaction and self-expression. 5.5.3.1