Missouri Physical Education

# Grade 5

Adopted 2007

**Efficiency of Human Movement and Performance**

1. **Personal Fitness and Healthy Active Living**
   - A. Health-Related and Skill-Related Fitness
     - a. Recognize the components of skill related fitness (agility, balance, coordination, reaction time, speed, power).
     - b. Participate in health-related fitness assessments and interpret the results (e.g., Fitness gram, President's Challenge).
   - B. Wellness
     - a. Analyze food choices and the relationship between physical activity and food intake.
     - b. Explain the relationship between stress and physical activity (e.g., deep breathing calms nervous feelings).
   - C. Fitness Principles
     - a. Explain the effects of aerobic and anaerobic activity (e.g., aerobic - heavy breathing, anaerobic - muscle fatigue).
   - D. Body Systems
     - a. Identify the major function of these four body systems (circulatory - blood flow; respiratory - oxygen; muscular - strength and motor performance; skeletal - body support).
     - b. Label major muscles (e.g., abdominals, quadriceps, biceps) and bones (e.g., tibia, fibula, radius).

2. **Responsible Personal and Social Behavior in the Physical Activity Setting**
   - A. Personal/Social Responsibilities
     - a. Apply self-control in physical activity settings and differentiate between appropriate and inappropriate behaviors (e.g., sportsmanship, cooperation, diversity).

3. **Injury Prevention, Treatment and Rehabilitation**
   - A. Prevention
     - a. Differentiate between the terms warm-up, cool-down, stretching, and conditioning and demonstrate examples of each.

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B. Treatment

a. Recognize signals of sudden onset emergencies (e.g., high/low blood sugar, breathing, seizures) and seek appropriate assistance.

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**Physical Activity and Lifetime Wellness**

1. **Fundamental Movement Skills and Games**

C. Manipulative Skills

a. Demonstrate sport-specific manipulative skills in games and modified sports activities.

D. Body Management

a. Demonstrate a tumbling routine.

b. Analyze and correct errors in movement patterns and skills that require balance, basic tumbling, and range of motion.

E. Movement Concepts

a. Connect the importance of posture and body positions with performance of various skills (e.g., swinging a bat, rope jumping, walking on a beam, throwing a ball).

b. Demonstrate manipulative skills with increased force, accuracy and control at different speeds, levels and directions (e.g., hit a target using an overhand throw from a variety of distances).

F. Developmental Games

a. Apply fundamental and specialized skills in game situations with increased proficiency.

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2. **Sport Skills and Lifetime Activities**

A. Skill Techniques

a. Critique techniques and provide feedback (e.g., throwing - throwing arm, side away from target, rotate hips) to teacher or partner.

B. Individual, Dual and Team Sports

a. Demonstrate ability to follow rules, cooperate with teammates and apply a simple strategy in a variety of sport specific lead-up games.

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3. **Rhythms and Dance**

A. Essential Elements of Rhythm

a. Recognize and move to a tempo or beat with various intensity, mood, accent and rhythm patterns.

B. Creative/Interpretive

a. Communicate ideas and feelings through dance movement (e.g., sports dance, joy, anger).

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C. Rhythmic Activities

   a. Create simple rhythmic routines using fundamental movement skills in partner and small group situations.

D. Forms of Dance

   a. Perform a traditional folk or square dance (e.g., Cotton Eyed Joe and Patty Cake Polka).

E. Social/Cultural Aspects of Dance

   a. Identify the historical and cultural origin of various international folk dances (e.g., Teton Mountain Stomp - USA).