Texas Physical Education

Grade 5

Movement patterns and movement skills--locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate locomotor skills. The student is expected to: 5.1	**a** demonstrate and apply correct technique in a variety of locomotor skills and combinations during lead-up activities; 5.1.A **b** demonstrate correct jumping and landing technique while performing a long jump and a full turn jump in both directions; and 5.1.B **c** demonstrate advanced balancing to include equipment, cross lateralization during increasingly complex movements, and sequencing of four or more skills with repetition. 5.1.C
Movement patterns and movement skills--non-locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate non-locomotor skills. The student is expected to: 5.2	**a** maintain balance and transfer body weight with control during dynamic activities and lead-up games; and 5.2.A **b** perform a combination of bending, stretching, twisting, curling, pushing, pulling, and swaying in a variety of activities. 5.2.B
Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to: 5.3	**a** demonstrate the key elements of manipulative skills, including eye on target, follow-through, body weight transfer, and body position, during games and activities; 5.3.A **b** demonstrate the key elements of catching while moving during games and activities; 5.3.B **c** demonstrate key elements of hand dribbling with either hand when stationary while protecting the ball from a defender during dynamic activities and lead-up games; 5.3.C **d** combine foot dribbling with other skills during dynamic activities and lead-up games; 5.3.D

Skip to main content

	e demonstrate appropriate form when kicking and punting during dynamic activities and lead-up games; 5.3.E
	f demonstrate correct technique in volleying in dynamic activities and lead-up games; 5.3.F
	g demonstrate correct technique when striking an object with a hand or short- or long-handled implement in dynamic activities and lead-up games; 5.3.G
	h jump a self-turned rope in a routine using a variety of advanced skills; and 5.3.H
	i demonstrate entering and exiting a turned long rope using advanced jumping skills. 5.3.I
Movement patterns and movement skills--spatial and body awareness. The physically literate student demonstrates competency in spatial and body awareness, including pathways, shapes, levels, speed, direction, and force. The student is expected to: 5.4	**a** demonstrate the appropriate use of open space and closing space in small groups during dynamic activities and lead-up games; 5.4.A
	b apply appropriate use of pathways and levels in small groups during dynamic activities and lead-up games; and 5.4.B
	c apply speed, direction, and force with a short-handled implement during dynamic activities and lead-up games. 5.4.C
Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations. The student is expected to create rhythmic routines in counts of eight using basic steps and coordinated movement patterns individually or in a group. 5.5	**5** Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations. The student is expected to create rhythmic routines in counts of eight using basic steps and coordinated movement patterns individually or in a group. 5.5
Performance strategies--games and activities. The physically literate student demonstrates competency	**a** identify and demonstrate the relationships among a variety of game skills, including preparation, movement, follow-through, and recovery, used in net or wall, invasion, target, fielding, or striking games; 5.6.A
	b demonstrate specific movement skills in designated dynamic activities and lead-up games with a partner or group; and 5.6.B

Skip to main content

in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to: 5.6	c engage appropriately in physical activity, sporting behavior, and game etiquette without teacher cue. 5.6.C
Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to participate in outdoor recreational skills and activities such as rock climbing, orienteering, hiking, paddle sports, archery, cycling, or challenge courses. 5.7	7 Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to participate in outdoor recreational skills and activities such as rock climbing, orienteering, hiking, paddle sports, archery, cycling, or challenge courses. 5.7
Health, physical activity, and fitness--fitness principles. The physically literate student demonstrates and recognizes a health-enhancing, physically active lifestyle. The student is expected to: 5.8	a describe the benefits of moderate to vigorous physical activity on overall health and wellness; 5.8.A b describe the frequency, intensity, time, and type (FITT) principle and how it improves fitness; and 5.8.B c differentiate between health-related and skill-related fitness components. 5.8.
Health, physical activity, and fitness--analyze data. The physically literate student demonstrates competency in the ability to analyze data used during fitness performance. The student is expected to: 5.9	a analyze personal fitness goals for self-improvement; and 5.9.A b track progress and analyze data, with teacher guidance, to target areas needing improvement. 5.9.B
He an	dentify healthy foods that enhance physical activity; and 5.10.A

Skip to main content

and hydration. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The student is expected to: 5.10	b explain the importance of proper hydration before, during, and after physical activity. 5.10.B
Health, physical activity, and fitness--environmental awareness and safety practices. The physically literate student demonstrates competency in environmental awareness and understands safety practices. The student is expected to: 5.11	a describe and select proper attire and safety equipment that promote safe participation and prevent injury in dynamic activities and games; and 5.11.A b demonstrate correct safety precautions, including water, sun, cycling, skating, and scooter safety. 5.11.B
Social and emotional health--personal responsibility and self-management. The physically literate student demonstrates competency in personal responsibility. The student is expected to: 5.12	a accept and take responsibility for personal actions that affect self and others during dynamic activities and lead-up games; 5.12.A b accept responsibility and demonstrate respect for differences and similarities in abilities of self and others during dynamic activities and lead-up games; and 5.12.B c apply self-management skills to demonstrate self-control of impulses and emotions during dynamic activities and lead-up games. 5.12.C
Social and emotional health--resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to: 5.13	a explain the importance of and demonstrate how to resolve conflict in socially acceptable ways and respond to winning and losing with dignity and understanding; 5.13.A b identify and describe effective communication to enhance healthy interactions while settling disagreements; and 5.13.B c identify and describe the concepts of empathy and mutual respect for the feelings of others. 5.13.C
Social and emotional health--perseverance. The physically literate student stu	14 Social and emotional health--perseverance. The physically literate student perseveres while addressing challenges. The student is expected to discuss the importance of accepting individual challenges and use self-management skills to

Skip to main content

while addressing challenges. The student is expected to discuss the importance of accepting individual challenges and use self-management skills to persevere in a positive manner during dynamic activities and lead-up games. 5.14	persevere in a positive manner during dynamic activities and lead-up games. 5.14
Social and emotional health--accepting and providing constructive feedback. The physically literate student accepts and provides constructive feedback. The student is expected to apply appropriate changes to performance based on feedback from peers. 5.15	15 Social and emotional health--accepting and providing constructive feedback. The physically literate student accepts and provides constructive feedback. The student is expected to apply appropriate changes to performance based on feedback from peers. 5.15
Lifetime wellness--application of lifetime wellness. The physically literate student identifies the value of lifetime wellness. The student is expected to: 5.16	a differentiate among types of and participate in moderate to vigorous physical activity for a sustained period of time on a regular basis using technology when available; and 5.16.A b analyze the level of personal enjoyment in a variety of activities in the school and community. 5.16.B