Vermont Physical Education

Grades 5, 6

Adopted 2004

Knowledge/Motor Skills

PE5-6:1. Students will apply problem-solving skills in movement-related activities by... PE5-6:1

a. Solving simple movement challenges that involve an increased group size.

d. Giving positive feedback to a partner in order to achieve success.

PE5-6:2. Students will show an understanding of body awareness concepts by... PE5-6:2

b. Identifying more specific muscle groups and demonstrating how they relate to body movements during the performance of skills (e.g., biceps to modified pull ups, quadriceps to kicking).

d. Combining various body shapes and movements (e.g., tuck and jump).

j. Identifying the major skill components of beginning sports, gymnastics, and dances skills.

k. Recognizing the similarities between like skills in different activities (e.g., tinikling and Chinese jump rope).

PE5-6:3. Students show an understanding of space concepts by... PE5-6:3

c. Applying space concepts appropriately in a variety of activities (e.g., staying between the opponent and the goal).

d. Recognizing the similarities in the use of space in different activities (e.g., shielding in basketball and soccer).

PE5-6:4. BALANCE Students show an understanding of quality of movement concepts and apply them to psycho-motor skills by... PE5-6:4

a. Performing a movement sequence (e.g., on a balance beam).

b. Demonstrating an understanding of the effects of body changes on performance.

PE5-6:4. FORCE / ENERGY Students show an understanding of quality of movement concepts and apply them to psycho-motor skills by... PE5-6:4

a. Demonstrating an understanding of movement principles relating to creating and absorbing force.

b. Adjusting force to project objects at an appropriate level for the task (e.g., volleying over nets of varying heights).

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c. Adjusting force when using a variety of equipment (e.g., balls of different size and weight, and paddles of different length).

PE5-6:4. TIME Students show an understanding of movement concepts, and apply them to psycho-motor skills by... PE5-6:4

a. Demonstrating an understanding of how body movements are adjusted for increases or decreases in speed for self or imposed rhythm and/or task (e.g., changing the size of steps as speed changes).

b. Combining movements and movement concepts (e.g., moving to the beat, and changing direction or pathway on the musical phrasing, with and without equipment).

c. Developing a movement sequence that incorporates a change in tempo while moving to the beat (e.g., changing speed of movement as the accompaniment increases or decreases in tempo).

PE5-6:4. FLOW Students show an understanding of movement concepts, and applying movement concepts to psycho-motor skills by... PE5-6:4

a. Combining a series of motor skills and movement concepts: speed, force, levels, directions, pathways (e.g., running and dribbling while changing speed and pathway).

b. Combining fundamental motor skills and/or the beginning skills of dance, gymnastics, and sport (e.g., smooth transition from dribbling to shooting).

c. Combining quality of movement concepts (balance, force, and time) in solving movement challenges (e.g., passing to a moving target).

PE5-6:5. Students will demonstrate competency in a variety of skills used in dance, gymnastics, sports, and other physical activities by... PE5-6:5

a. Demonstrating progress toward mature form by performing a majority of the critical elements of basic skills used in leadups and other activities.

b. Adjusting skills for changing activity conditions (e.g., adjusting force to pass to varying distances).

PE5-6:7. Students will show competency in aquatic activities and water survival skills when facilities allow by... PE5-6:7

a. Demonstrating the Level IV Skill requirements of the American Red Cross Swimming Standards.

b. Demonstrating increased endurance by swimming familiar strokes for greater distances.

Physical Fitness

PE5-6:8. Students show knowledge of four health-related fitness components (cardio-respiratory endurance, flexibility, muscular strength and endurance, and body composition) and identifies a variety of activities to develop each component by... PE5-6:8

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a. Beginning to develop a personal fitness plan based on data from a fitness assessment.

b. Monitoring their heart rate by taking their pulse after exercise.

PE5-6:9. Students show awareness of personal responsibility for individual wellness by.... PE5-6:9

a. Beginning to set goals that demonstrate an understanding of the link between exercise, nutrition and fitness and select the appropriate activities to meet these goals.

b. Demonstrating physical activity as an important component of personal wellness, by developing skills in order to participate in lead-up activities for leisure and lifetime sports and dance.

Affective Qualities

PE5-6:10. Students promote individual success and self-confidence by... PE5-6:10

a. Identifying personally challenging activities.

b. Identifying personal needs in order to be successful (e.g., developing and refining personal skills).

c. Selecting and practicing a skill in which improvement is needed.

PE5-6:11. Students show safe behavior for self and others by.... PE5-6:11

a. Establishing rules and procedures, and applying etiquette that are appropriate for specific activity situations.

Social Interaction

PE5-6:12. Students show appropriate social interactions by... PE5-6:12

a. Demonstrating responsibility for assisting in making and following rules, procedures, and etiquette that are safe and effective for specific activity situations.

b. Demonstrating responsibility for following game rules (without direct teacher supervision).

c. Demonstrating responsibility for ones actions.

d. Demonstrating the ability to give and receive honest feedback.

e. Demonstrating a willingness to work with individuals of varying socio-economic status.

f. Contributing to a positive group dynamics.

g. Demonstrating cooperation by supporting and encouraging others of different abilities/skill levels.