

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).

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

- 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 one's 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.