Wisconsin Physical Education

5th Grade

The student will demonstrate competency in a variety of motor skills and movement patterns.

Locomotor: Walk, Run, Hop, Leap, Slide, Gallop, Skip

1A Demonstrate mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics, and dance. PE.S1.E1A.5

1B Combine locomotor and manipulative skills in a variety of small-sided practice tasks, and games including those from other cultures. PE.S1.E1B.5

Locomotor: Jumping and Landing (horizontal and vertical planes)

2 Combine jumping and landing patterns with locomotor and manipulative skills in dance, gymnastics, smallsided practice tasks, and games including those from other cultures. PE.S1.E2.5

Locomotor: Dance/ Rhythmic Activities

3 Combine locomotor skills in cultural as well as creative dances/rhythm (self and group) with correct rhythm and pattern. PE.S1.E3.5

Locomotor: Combinations

4 Combine traveling with manipulative skills of dribbling, throwing, catching and striking without hesitation in teacher- or student-designed small-sided games including those from other cultures. PE.S1.E4.5

Nonlocomotor (stability): Weight Transfer and Rolling Actions

5 Combine rolling, traveling, and weight transfer as part of a gymnastics sequence. PE.S1.E5.5

Nonlocomotor (stability): Balance

6 Combine balance and transfers weight in a gymnastics sequence or dance with a partner. PE.S1.E6.5

Nonlocomotor (stability): Curling and Stretching; Twisting and Bending

7 Perform curling, twisting and stretching actions with correct application in dance, gymnastics, small-sided practice tasks, and game environments including those from other cultures. PE.S1.E7.5

Nonlocomotor (stability): Combinations

8 Combine locomotor skills, non-locomotor skills, and movement concepts (levels, shapes, extensions, pathways, force, time, and flow) to create and perform a dance with a group. PE.S1.E8.5

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Nonlocomotor (stability): Balance and Weight Transfer

9 Combine actions, balances and weight transfers to create a gymnastics sequence with a partner on equipment or an apparatus. PE.S1.E9.5

Manipulative: Underhand Throw; Underhand Roll

10A Roll or throw underhand using a mature pattern in environments with different sizes and types of objects. PE.S1.E10A.5

10B Throw underhand to a large target with accuracy. PE.S1.E10B.5

Manipulative: Overhand Throw; Backhand Throw (disc)

11A Throw overhand with accuracy with both partners moving. PE.S1.E11A.5

11B Throw overhand with reasonable accuracy in dynamic smallsided games. PE.S1.E11B.5

11C Combine traveling and throwing overhand for execution to a target during small-sided practice tasks and in game environments including those from other cultures. PE.S1.E11C.5

11D Throw backhand, demonstrating four out of the five critical elements of a mature pattern, in non-dynamic environments for distance or force. PE.S1.E11D.5

Manipulative: Passing (with hands)

12 Pass with accuracy with both partners moving. Pass with reasonable accuracy in dynamic, smallsided practice games. PE.S1.E12.5

Manipulative: Catching

13 Catch with reasonable accuracy in dynamic, smallsided practice games. PE.S1.E13.5

Manipulative: Dribbling (with hands)

14 Dribble with hands using a mature pattern in a variety of small-sided games. PE.S1.E14.5

Manipulative: Kicking

15 Demonstrate mature patterns in kicking and punting in small-sided game environments. PE.S1.E15.5

Manipulative: Dribbling (with feet)

16 Dribble an object using a mature pattern in a variety of small-sided games. PE.S1.E16.5

Manipulative: Passing and Receiving (with feet)

17A Pass with the feet using a mature pattern as both partners travel. PE.S1.E17A.5

17B Receive a pass with the feet using a mature pattern as both partners travel. PE.S1.E17B.5

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Manipulative: Volley Underhand

18 Volley underhand using a mature pattern during small-sided games. PE.S1.E18.5

Manipulative: Volley Overhead

19 Volley an object using a two-hand pattern, sending it upward to a target during small-sided games. PE.S1.E19.5

Manipulative Striking with Shorthandled Implement

20 Strike an object consecutively with a partner using a short-handled implement over a net or against a wall, in either a competitive or cooperative game environment including those from other cultures. PE.S1.E20.5

Manipulative Striking with Long-handled Implement

21A Strike a dynamic object with a longhandled implement using a mature pattern in smallsided games. PE.S1.E21A.5

21B Combine striking with a long handled implement (e.g., bat, hockey stick) with receiving and traveling skills in small-sided games. PE.S1.E21B.5

Jumping Rope

22 Create and perform a jump rope routine with a partner using either a long or short rope. PE.S1.E22.5

Outdoor Pursuits/ Adventure Activities

23 Demonstrate five or more critical skills needed to perform a teacherdirected activity. PE.S1.E23.5

Aquatics: Swim Skills

24 Demonstrate swim skills as described by the American Red Cross “Learn to Swim and Achieve” or any other nationally recognized swim program. Students may exhibit skills in any of the skill levels. PE.S1.E24.5

The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.

Movement Concepts: Space

1 Combine spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics, dance, and small-sided games, including those from other cultures. PE.S2.E1.5

Movement Concepts: Pathways, Shapes, and Levels

2 Combine movement concepts with skills in small-sided games, including those from other cultures, gymnastics, and dance with selfdirection. PE.S2.E2.5

Movement Concepts: Speed, Direction, and Force

3A Apply movement concepts to strategy in smallsided game situations, including those from other cultures. PE.S2.E3A.5

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3B Apply the concepts of direction and force to strike an object (e.g., hands, long-handled implement) in small-sided games. PE.S2.E3B.5

3C Analyze movement situations and apply movement concepts (e.g., force, direction, speed, pathways, and extensions) in small-sided game environments including those from other cultures, dance, and gymnastics. PE.S2.E3C.5

Movement Concepts: Strategy and Tactics

4 Apply basic offensive and defensive strategies and tactics while recognizing and demonstrating appropriate manipulative skills in small-sided invasion/fielding, net/wall, target, and fielding/striking games, including those from other cultures. PE.S2.E4.5

Aquatics: Safety

5 Understand and follow safety concepts as described by the American Red Cross for levels five and six. PE.S2.E5.5

The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Physical Activity Knowledge

1 Describe how daily physical activity recommendations lead to a healthy body. PE.S3.E1.5

Fitness Knowledge: Cardiorespiratory Endurance

2A Compare personal heart rate or Moderate to Vigorous Physical Activity (MVPA) effort with ageappropriate target heart rate zone. PE.S3.E2A.5

2B Analyze personal fitness levels/data for cardiorespiratory endurance and determine strategies for improvement. PE.S3.E2B.5

2C Differentiate and illustrate examples of cardiorespiratory endurance. PE.S3.E2C.5

Fitness Knowledge: Muscular Strength and Endurance

3A Analyze personal fitness levels/data for muscular strength and endurance and determine strategies for improvement. PE.S3.E3A.5

3B Differentiate and illustrate examples of muscular strength and endurance. PE.S3.E3B.5

Fitness Knowledge: Flexibility

4A Analyze personal fitness levels/data for flexibility and determine strategies for improvement. PE.S3.E4A.5

4B Differentiate and illustrate examples of flexibility. PE.S3.E4B.5

Fitness Knowledge: Body Composition

5 Describe the short- and longterm benefits of maintaining a healthy body composition. PE.S3.E5.5

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tness Knowledge: Skill-related Fitness

Define skill-related and health-related fitness. PE.S3.E6.5

Knowledge Application

7 Apply knowledge of physical activity and fitness as listed above to analyze personal development in the health-related fitness components and recognize what activities will help to perform in a healthy fitness zone. PE.S3.E7.5

Assessment and Program Planning

8A Analyze results of fitness assessment (pre and post), comparing results to fitness components for good health. PE.S3.E8A.5

8B Design a fitness plan to address ways to use physical activity to enhance fitness. PE.S3.E8B.5

Nutrition

9 Identify the components on 'My Plate' and how they contribute to overall well-being. PE.S3.E9.5

The student will exhibit responsible personal and social behavior that respects self and others.

Safety

1 Independently choose to apply safety practices with peers and equipment in a variety of physical activity settings. PE.S4.E1.5

Social Awareness: Procedures and Protocols

2 Independently choose to apply the procedures and protocols in various learning environments. PE.S4.E2.5

Social Awareness

3 Recognize differences and includes others. PE.S4.E3.5

Self-management: Goal Setting

4 Assess level of engagement in their own learning for the achievement of personal goals. (WSELC 10) PE.S4.E4.5

Relationship Skills: Feedback

5 Independently and respectfully offers and responds appropriately to feedback. PE.S4.E5.5

Relationship Skills: Conflict Resolution

6 Identify cause and effect of a conflict and implement basic strategies to constructively/ civilly resolve differences with teacher guidance. (WSELC 19) PE.S4.E6.5

Decision-making

7 Evaluate possible choices, the consequences of those choices, and demonstrate a constructive choice with teacher guidance. (WSELC 20) PE.S4.E7.5

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The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

Health and Well-being

1 Examine the health benefits of physical activity and well-being. PE.S5.E1.5

Self-awareness and Self-management: Challenge and Growth Mindset

2 Apply strategies to persist and maintain motivation when challenged. PE.S5.E2.5

Self-expression, Social Interaction, and Enjoyment

3 Participate in different physical activities for enjoyment and challenge and analyze reasons for the feeling of enjoyment. PE.S5.E3.5