

5th Grade Physical Education Standards and Objectives

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Learning Priority: Refines, combines, and varies motor skills.

A. Refines skill development.

1:2:A1 Jumps vertically and lands using mature form.

1:2:A2 Throws overhand with mature form.

1:2:A3 Catches a fly ball using mature form.

1:2:A4 Strikes an object using feet, hands, or implement to a target. Examples include: volleyball, soccer, baseball, hockey, golf, rackets.

1:2:A5 Balances while moving in control through locomotor and non-locomotor skills.

1:2:A6 Balances with control on a variety of objects.

B. Refines skill application.

1:2:B1 Performs a combination of movement, sport, or leisure skills.

Examples include:

- dribble, pass, receive, shoot
- juggling
- rhythm patterns
- jump rope front cross

1:2:B2 Creates, refines, and performs a gymnastic, tumbling, dance, or jump rope sequence.

1:2:B3 Throws a ball overhand and hits a moving target.

Learning Priority	
Refines, combines, and varies motor skills.	
Focus Area	Learning Continuum
A. Refines skill development.	<p>1:2:A1 Jumps vertically and lands using mature form.</p> <p>1:2:A2 Throws overhand with mature form.</p> <p>1:2:A3 Catches a fly ball using mature form.</p> <p>1:2:A4 Strikes an object using feet, hands, or implement to a target. Examples include: volleyball, soccer, baseball, hockey, golf, rackets.</p> <p>1:2:A5 Balances while moving in control through locomotor and non-locomotor skills.</p> <p>1:2:A6 Balances with control on a variety of objects.</p>
B. Refines skill application.	<p>1:2:B1 Performs a combination of movement, sport, or leisure skills. Examples include:</p> <ul style="list-style-type: none"> • dribble, pass, receive, shoot • juggling • rhythm patterns • jump rope front cross <p>1:2:B2 Creates, refines, and performs a gymnastic, tumbling, dance, or jump rope sequence.</p> <p>1:2:B3 Throws a ball overhand and hits a moving target.</p>

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Learning Priority: Develops a cognitive understanding of a skill so as to improve performance.

A. Demonstrates cognitive understanding.

2:2:A1 Explains that warm-up prepares the body for physical activity.

2:2:A2 Locates heart rate and describes how it is used to monitor exercise intensity.

2:2:A3 Identifies and demonstrates key elements of skill being taught.

2:2:A4 Explains the necessity of transferring weight in skills.

2:2:A5 Participates in games and activities that use academic and health skills to enhance learning; for example, math, reading, nutrition, etc.

Learning Priority	
Develops a cognitive understanding of a skill so as to improve performance.	
Focus Area	Learning Continuum
A. Demonstrates cognitive understanding.	<p>2:2:A1 Explains that warm-up prepares the body for physical activity.</p> <p>2:2:A2 Locates heart rate and describes how it is used to monitor exercise intensity.</p> <p>2:2:A3 Identifies and demonstrates key elements of skill being taught.</p> <p>2:2:A4 Explains the necessity of transferring weight in skills.</p> <p>2:2:A5 Participates in games and activities that use academic and health skills to enhance learning; for example, math, reading, nutrition, etc.</p>

Standard 3: Participates regularly in physical activity.

Learning Priority: Regularly participates in activities that provide enjoyment and health benefits.

A. Chooses to be physically active.

3:2:A1 Identifies physical and psychological benefits that result from long-term participation in physical education.

3:2:A2 Chooses to participate in moderate to vigorous physical activity outside of physical education class on a regular basis.

3:2:A3 Chooses to participate in structured and purposeful activity.

3:2:A4 Monitors his or her physical activity by using a pedometer to count the number of steps taken or the distance traveled.

3:2:A5 Maintains a physical activity log (e.g., ActivityGram) or calendar by participating in a school/community-based fitness program.

B. Sets goals for a physically active lifestyle.

3:2:B1 Identifies one personal movement goal for use outside of physical education class.

3:2:B2 Identifies two personal fitness goals to improve personal fitness.

Learning Priority

Regularly participates in activities that provide enjoyment and health benefits.

Focus Area	Learning Continuum
A. Chooses to be physically active.	3:2:A1 Identifies physical and psychological benefits that result from long-term participation in physical education.
	3:2:A2 Chooses to participate in moderate to vigorous physical activity outside of physical education class on a regular basis.
	3:2:A3 Chooses to participate in structured and purposeful activity.
	3:2:A4 Monitors his or her physical activity by using a pedometer to count the number of steps taken or the distance traveled.
	3:2:A5 Maintains a physical activity log (e.g., ActivityGram) or calendar by participating in a school/community-based fitness program such as Movin' & Munchin' Schools, Log It, Fuel Up, and Play.
B. Sets goals for a physically active lifestyle.	3:2:B1 Identifies one personal movement goal for use outside of physical education class.
	3:2:B2 Identifies two personal fitness goals to improve personal fitness.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Learning Priority: Develops healthy habits that address the various components of physical fitness.

A. Understands health benefits of being physically active.

4:2:A1 Participates in selected activities that develop and maintain each component of physical fitness.

4:2:A2 Recognizes that physiological responses to exercise are associated with their own levels of fitness.

4:2:A3 Identifies at least one muscle for each physical fitness test (such as FitnessGram) used.

4:2:A4 Describes the five health-related fitness components (cardiovascular fitness, muscle strength, muscle endurance, flexibility, body composition), what they measure, and at least one benefit of each.

B. Manages healthy physical activity.

4:2:B1 Maintains heart rate within the target heart rate zone for a specified length of time during an aerobic activity.

4:2:B2 Meets the age- and gender-specific health-related fitness standards.

4:2:B3 Identifies his or her strengths and weaknesses based upon the results of physical fitness testing and sets goals to show improvement in at least two fitness tests.

Learning Priority	
Develops healthy habits that address the various components of physical fitness.	
Focus Area	Learning Continuum
A. Understands health benefits of being physically active.	<p>4:2:A1 Participates in selected activities that develop and maintain each component of physical fitness.</p> <p>4:2:A2 Recognizes that physiological responses to exercise are associated with their own levels of fitness.</p> <p>4:2:A3 Identifies at least one muscle for each evidence-based test used.</p> <p>4:2:A4 Describes the five health-related fitness components (cardiovascular fitness, muscle strength, muscle endurance, flexibility, body composition), what they measure, and at least one benefit of each.</p>
B. Manages healthy physical activity.	<p>4:2:B1 Maintains heart rate within the target heart rate zone for a specified length of time during an aerobic activity.</p> <p>4:2:B2 Meets the age- and gender-specific health-related fitness standards.</p> <p>4:2:B3 Identifies his or her strengths and weaknesses based upon the results of an appropriate fitness test and sets goals to show improvement.</p>

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Learning Priority: Applies safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior, and positive social interaction.

A. Demonstrates safe practices and adherence to rules and procedures.

5:2:A1 Accepts the teacher's decision regarding a personal rule infraction without displaying negative reactions toward others.

5:2:A2 Assesses and takes responsibility for his or her own behavior without blaming others.

5:2:A3 Demonstrates safe control of body and equipment.

5:2:A4 Follows class, activity, or game rules respectfully.

B. Demonstrates a commitment to teamwork, ethics, and positive social interaction.

5:2:B1 Cooperates with all class members by taking turns and sharing equipment.

5:2:B2 Participates in a variety of team building activities.

5:2:B3 Works productively with a partner to improve performance.

5:2:B4 Recognizes and appreciates similar and different activity choices of peers.

5:2:B5 Takes seriously the role of teaching an activity or skill to his or her team.

5:2:B6 Shows respect for the views of a peer during class discussion.

5:2:B7 Participates in low-level challenges, team building, adventure, and cooperative activities that encourage working together to solve problems in a game or activity.

5:2:B8 Regularly encourages others and refrains from negative statements.

Learning Priority	
Applies safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior, and positive social interaction.	
Focus Area	Learning Continuum
A. Demonstrates safe practices and adherence to rules and procedures.	5:2:A1 Accepts the teacher's decision regarding a personal rule infraction without displaying negative reactions toward others.
	5:2:A2 Assesses and takes responsibility for his or her own behavior without blaming others.
	5:2:A3 Demonstrates safe control of body and equipment.
	5:2:A4 Follows class, activity, or game rules respectfully.
B. Demonstrates a commitment to teamwork, ethics, and positive social interaction.	5:2:B1 Cooperates with all class members by taking turns and sharing equipment.
	5:2:B2 Participates in a variety of team building activities.
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	5:2:B5 Takes seriously the role of teaching an activity or skill to his or her team.
	5:2:B6 Shows respect for the views of a peer during class discussion.
	5:2:B7 Participates in low-level challenges, team building, adventure, and cooperative activities that encourage working together to solve problems in a game or activity.
	5:2:B8 Regularly encourages others and refrains from negative statements.

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Learning Priority: Demonstrates an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning.

A. Applies intrinsic values to physical activity.

6:2:A1 Identifies positive feelings associated with participation in physical activities.

6:2:A2 Selects and practices a skill on which improvement is needed.

6:2:A3 Develops a movement sequence or game that is personally interesting, such as tumbling, jump rope, rhythms, or sports specific play.

6:2:A4 Works independently, productively, and demonstrates a willingness to challenge self.

6:2:A5 Explains that skill competency leads to enjoyment of movement and physical activity.

B. Demonstrates positive social interaction as a benefit of physical activity.

6:2:B1 Defends the benefits of physical activity and stress relieving outdoor pursuits.

6:2:B2 Interacts with others by helping with their physical activity challenges.

6:2:B3 Chooses to participate in group physical activities.

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	6:2:A3 Develops a movement sequence or game that is personally interesting, such as tumbling, jump rope, rhythms, or sports specific play.
	6:2:A4 Works independently, productively, and demonstrates a willingness to challenge self.
	6:2:A5 Explains that skill competency leads to enjoyment of movement and physical activity.
B. Demonstrates positive social interaction as a benefit of physical activity.	6:2:B1 Defends the benefits of physical activity and stress relieving outdoor pursuits.
	6:2:B2 Interacts with others by helping with their physical activity challenges.
	6:2:B3 Choose to participate in group physical activities.