

Grade Five *Physical Education* *Model Content Standards*

STANDARD 1

Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Body Management

- 1.1 Perform simple small-group balance stunts by distributing weight and base of support.

Locomotor Movement

- 1.2 Jump for height, using proper takeoff and landing form.
- 1.3 Jump for distance, using proper takeoff and landing form.

Manipulative Skills

- 1.4 Enter, jump, and leave a long rope turned by others.
- 1.5 Throw a flying disc accurately at a target and to a partner, using the backhand movement pattern.
- 1.6 Throw and catch an object underhand and overhand while avoiding an opponent.
- 1.7 Field a thrown ground ball.
- 1.8 Punt a ball, dropped from the hands, at a target.
- 1.9 Stop a kicked ball by trapping it with the foot while moving.
- 1.10 Strike a dropped ball, with a racket or paddle, toward a target by using the forehand movement pattern.
- 1.11 Hit a softly tossed ball backhanded with a paddle or racket.
- 1.12 Strike a tossed ball, with different implements, from a side orientation.
- 1.13 Serve a lightweight ball over a low net, using the underhand movement pattern.
- 1.14 Dribble a ball (by hand or foot) while preventing another person from stealing the ball.
- 1.15 Dribble a ball and kick it toward a goal while being guarded.
- 1.16 Pass a ball back and forth with a partner, using a chest pass and bounce pass.
- 1.17 Volley a tossed ball to an intended location.

Rhythmic Skills

- 1.18 Design and perform a creative dance, combining locomotor patterns with intentional changes in speed and direction.
- 1.19 Design and perform a routine to music that involves manipulation of an object.

STANDARD 2

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Movement Concepts

- 2.1 Explain the importance of open space in playing sport-related games.
- 2.2 Explain the differences in applying and receiving force when jumping for height and distance.

Body Management

- 2.3 Explain how to adjust body position to catch a ball thrown off-center.

Manipulative Skills

- 2.4 Identify the following phases for striking a ball: preparation, application of force, follow-through, and recovery.

Rhythmic Skills

- 2.5 Design a routine to music, changing speed and direction while manipulating an object.

STANDARD 3

Students assess and maintain a level of physical fitness to improve health and performance.

Fitness Concepts

- 3.1 Demonstrate how to warm up muscles and joints before running, jumping, kicking, throwing, and striking.
- 3.2 Plan a day of healthful balanced meals and snacks designed to enhance the performance of physical activities.

Aerobic Capacity

- 3.3 Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities at the appropriate intensity for increasing aerobic capacity.

Muscular Strength/Endurance

- 3.4 Perform an increasing number of oblique curl-ups on each side.
- 3.5 Perform increasing numbers of triceps push-ups.

Flexibility

- 3.6 Perform flexibility exercises that will stretch particular muscle areas for given physical activities.

Body Composition

- 3.7 Sustain continuous movement for an increasing period of time while participating in moderate to vigorous physical activities.

Assessment

- 3.8 Assess health-related physical fitness by using a scientifically based health-related fitness assessment.

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- 3.9 Meet age- and gender-specific fitness standards for aerobic capacity, muscular strength, flexibility, and body composition, using a scientifically based health-related fitness assessment.

STANDARD 4

Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Fitness Concepts

- 4.1 Record and analyze food consumption for one day and make a plan to replace foods with healthier choices and adjust quantities to enhance performance in physical activity.
- 4.2 Explain why dehydration impairs temperature regulation and physical and mental performance.
- 4.3 Develop and describe three short-term and three long-term fitness goals.
- 4.4 Examine personal results of a scientifically based health-related physical fitness assessment and identify one or more ways to improve performance in areas that do not meet minimum standards.
- 4.5 Explain the elements of warm-up and cool-down activities.
- 4.6 Record water intake before, during, and after physical activity.
- 4.7 Describe the principles of training and the application to each of the components of health-related physical fitness.

Aerobic Capacity

- 4.8 Identify the heart rate intensity (target heart-rate range) that is necessary to increase aerobic capacity.
- 4.9 Determine the intensity of personal physical activity, using the concept of perceived exertion.
- 4.10 Compare target heart rate and perceived exertion during physical activity.
- 4.11 Measure and record the heart rate before, during, and after vigorous physical activity.
- 4.12 Explain how technology can assist in the pursuit of physical fitness.

Muscular Strength/Endurance

- 4.13 Explain the benefits of having strong arm, chest, and back muscles.

Flexibility

- 4.14 Explain the benefits of stretching after warm-up activities.

Body Composition

- 4.15 Explain why body weight is maintained when calorie intake is equal to the calories expended.
- 4.16 Describe the short- and long-term benefits of maintaining body composition within the healthy fitness zone.

STANDARD 5

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

- 5.1 Improve the level of performance on one component of health-related physical fitness and one identified motor skill by participating in fitness and skill development activities outside school.
- 5.2 Work toward a long-term physical activity goal and record data on one's progress.
- 5.3 Distinguish between acts of physical courage and physically reckless acts and explain the key characteristics of each.
- 5.4 Act in a safe and healthy manner when confronted with negative peer pressure during physical activity.

Social Interaction

- 5.5 Contribute ideas and listen to the ideas of others in cooperative problem-solving activities.
- 5.6 Acknowledge orally the contributions and strengths of others.

Group Dynamics

- 5.7 Accommodate individual differences in others' physical abilities in small-group activities.
- 5.8 Appreciate physical games and activities reflecting diverse heritages.