

## **GRADE 5**

### **Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.**

The intent of this standard is to demonstrate refined fundamental movement patterns. Attainment of mature motor patterns and variations of skills and skill combinations are performed. In addition, students should be able to acquire some specialized skills basic to a movement form and to use those skills with a partner.

**Benchmark 1-E-1:** Demonstrates mature forms in locomotor, non-locomotor and manipulative skills.

#### **GLEs**

1-E-1.1 Apply spatial awareness movement concepts for location (e.g., personal space, general space and boundaries) while demonstrating basic game play strategies in individual and group activities.

1-E-1.2 Apply directional awareness movement concepts and pathways using strategies in individual and group activities.

1-E-1.3 Consistently apply mature form and function of all space awareness movement concepts and pathways using strategies in individual and group activities

1-E-1.4 Apply mature form and function to all space awareness movement concepts for levels, such as low, medium, and high with mature forms of selected fundamental motor skills in controlled settings.

1-E-1.5 Apply relationship awareness concepts using strategies in individual and group settings (i.e. 6-8) using people and objects.

1-E-1.6 Exhibit smooth transitions, while combining locomotor sequences and manipulative skills individually or group settings

1-E-1.7 Exhibit smooth transitions from locomotor to non-locomotor while combining fundamental skills and movement concepts).

**Benchmark 1-E-2:** Combines a variety of fundamental motor skills for specific sports.

#### **GLEs**

1-E-2.1 Demonstrate a combination of movement concepts while performing various skills

1-E-2.2 Demonstrate dodging and fleeing skills from individuals, multiple individuals, using a variety of locomotor and non-locomotor skills and strategies.

**Benchmark 1-E-3:** Exhibits ability to manipulate objects in games and lead up activities (e.g., engages in simple games requiring manipulative skills).

#### **GLEs**

1-E-3.1 Apply knowledge of selected critical elements of movement concepts while performing selected manipulative skills using strategies

1-E-3.2 Manipulate a variety of objects using different sizes, shapes and weights using simple strategies while in game situations.

1-E-3.3 Working with a group, demonstrate combinations of movements into sequences while using simple strategies.

1-E-3.4 Demonstrate the ability to change directions while in motion and manipulating an object.

**Benchmark 1-E-4:** Demonstrates the ability to perform rhythmic movement patterns and dances (e.g., performs rhythmic movements and communicates ideas and feelings with and without music).

### **GLEs**

1-E-4.1 Create and demonstrate a simple repeating rhythmic sequence by combining a variety of mature movement skills (e.g. marching, dancing).

1-E-4.2 Perform rhythmic patterns using body movements and manipulative skills in a large group setting.

1-E-4.3 Create and demonstrate a variety of rhythmic beats while using different body parts (e.g. hand clapping, foot stomping, finger snapping, hands and legs).

1-E-4.4 Demonstrate complex rhythmic patterns traveling along a specified pathway (e.g., circle, zigzag, straight line) using a variety of movement concepts, locomotor and non locomotor skills.

**Standard 2:** Applies movement concepts and principles to the learning and development of motor skills.

The intent of this standard is for students to use critical elements to refine personal performance of fundamental motor skills and selected specialized motor skills. They should be able to identify and apply concepts that impact the quality of movement performance in increasingly complex movement situations.

**Benchmark 2-E-1:** Integrates movement concepts with other content areas (e.g., measuring distances and timing races or events).

### **GLEs**

2-E-1.1 Identify with a partner or group through cooperative learning, subjects integrated in a specific activity and explain how it is integrated (e.g., walking using pedometers, calculating steps/mile, time; measuring heart rate with monitor).

2-E-1.2 Create and present to the class or group a game/activity that integrates learning with math, language arts, science, art, and/or social studies.

**Benchmark 2-E-2:** Applies critical elements to improve personal performance in fundamental and selected specialized motor skills (e.g., describes and demonstrates body positions for each part of an overhand throw).

## **GLEs**

2-E-2.1 Apply mature form for manipulative skills that include striking, volleying, dribbling, kicking, throwing, and catching (use critical elements).

2-E-2.2 Identify proper techniques for a variety of fundamental skills while practicing with a partner

2-E-2.3 Demonstrate weight transfer (e.g. hands to feet, feet to hands, foot to foot, hand to hand) and follow-thru while performing fundamental skills at fast and slow speeds.

**Benchmark 2-E-3:** Recognizes and describes critical elements of more complex movement patterns (e.g., describes the use of the arms, as well as the legs, in performing jumping for distance and height).

## **GLEs**

2-E-3.1 Analyze one's own performance when performing specified striking, volleying, dribbling, kicking, throwing, and catching skills, using a checklist/rubric.

2-E-3.2 Analyze a peer's performance, when demonstrating specified movement skills, using a checklist/rubric.

**Benchmark 2-E-4:** Employs the concept of efficient and effective practice to improve skills in appropriate settings (e.g., repeating the skill of basketball lay-ups in a gym or playground setting).

## **GLEs**

2-E-4.1 Identify four key components (e.g., goal-setting, define objectives of practice) for improving skills

2-E-4.2 Recognize and record inefficient movement when performing movement skills involving striking, volleying, dribbling, kicking, jumping rope, throwing, and catching (e.g., arm/leg movement pattern). Choose to practice skills for which improvement is needed in controlled game settings.

2-E-4.3 Demonstrate how internal (prior knowledge) and external feedback can be used to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.

## **Standard 3: Exhibits a physically active lifestyle.**

The intent of this standard is to develop an awareness of participation in physical activity as a conscious decision and personal choice for both enjoyment and health-related benefits.

**Benchmark 3-E-1:** Describes the physical benefits of participation in health-related activities.

## **GLEs**

3-E-1.1 Identify and provide examples of the components of health-related fitness (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition).

3-E-1.2 Identify examples of the impact from daily choices of physical activity on one's physical health.

3-E-1.3 Identify the impact of daily choices of physical activity to one's emotional and psychological health (e.g., stress and mental health, depression, hurt feelings, anxiety, ability to concentrate).

**Benchmark 3-E-2:** Identifies several moderate to vigorous physical activities that provide personal pleasure and participate in them (e.g., participates in youth league soccer after school, or joins in a pick-up game of basketball).

#### **GLEs**

3-E-2.1 When given a list of activities, students will identify moderate and/or vigorous activities that provide pleasure and engage in activities provided in the community.

**Benchmark 3-E-3:** Selects and participates regularly in physical activities for the purpose of improving skill and health (engages in activities that promote cardiovascular fitness).

#### **GLEs**

3-E-3.1 Participate in physical activities that are moderate in intensity level outside of physical education for 30 minutes per day most or every day and document (log, journal).

3-E-3.2 Participate in, and log, games, sports, dance, and outdoor pursuits, both in and outside of school, based on individual interests and capabilities.

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

The intent of this standard is to match different types of physical activity with underlying physical fitness components including moderate to vigorous physical activities in a variety of settings.

**Benchmark 4-E-1:** Identifies several activities related to each component of health-related fitness.

#### **GLEs**

4-E-1.1 List separately those activities identified as aerobic and anaerobic activities

4-E-1.2 List flexibility exercises and describe how they are utilized in various types of games and/or activities.

4-E-1.3 Identify muscular strength and endurance activities and their relationship to improved performance in games and activities.

4-E-1.4 Identify factors that affect body composition

4-E-1.5 Identify and measure the physiological indicators associated with moderate physical activity and adjust participation/effort in isolated settings.

**Benchmark 4-E-2:** Participates in self-assessment for health-related fitness and meets the standards for that particular test for their appropriate age group.

**GLE**

4-E-2.1 Participate in health-related fitness assessments and interpret personal results (i.e.; Fitnessgram/Activitygram or comparable assessment tool).

**Benchmark 4-E-3:** Selects an activity program that is designed to improve health-related fitness.

**GLEs**

4-E-3.1 Regularly participate in physical education program

4-E-3.2 Participate in and log extra-curricular activity either at school or in the community.

**Benchmark 4-E-4:** Adopts personal goals based upon results of fitness assessments.

**GLEs**

4-E-4.1 Identify health-related fitness components to enhance throughout the school year.

4-E-4.2 Perform and log activities or exercises that relate to one or more of the fitness components.

**Benchmark 4-E-5:** Achieves reasonable levels in all components of health-related fitness.

**GLE**

4-E-5.1 Students participate in, and log, games and activities that work towards improvement of age-appropriate levels of health-related fitness.

**Standard 5: Demonstrates responsible personal and social behavior in physical activity settings.**

The intent of this standard is to develop activity-specific safe practices, rules, procedures and etiquette.

**Benchmark 5-E-1:** Demonstrates good sportsmanship and fair play in a variety of settings.

**GLEs**

5-E-1.1 Identify and model examples of good sportsmanship and fair play.

5-E-1.2 Demonstrate respect for all students regardless of individual differences in skills and abilities during individual and group activities.

**Benchmark 5-E-2:** Recognizes and avoids unsafe practices and situations.

### **GLEs**

- 5-E-2.1 State safety rules and practices for participation in selected grade-level activities.
- 5-E-2.2 Comply with rules and procedures during age-appropriate group and individual activities.
- 5-E-2.3 Use equipment properly and appropriately.
- 5-E-2.4 Reminds others to play safely.

**Benchmark 5-E-3:** Works cooperatively with teachers and peers to reach a common goal.

### **GLEs**

- 5-E-3.1 Follow directions and rules during school hours. (e.g. line behavior, entering and exiting play area)
- 5-E-3.2 Demonstrate self-control in physical activity settings (e.g., sportsmanship, cooperation, diversity).
- 5-E-3.3 Distinguish between key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in isolated settings.

**Benchmark 5-E-4:** Exhibits independence and ability to succeed in groups.

### **GLEs**

- 5-E-4.1 Identify and list a variety of ways one can achieve success in various games/activities.
- 5-E-4.2 Demonstrate cooperation with a partner or others in a group in order to achieve successful participation
- 5-E-4.3 Apply problem-solving strategies to work with a partner or group in order to achieve successful participation or resolve conflict.

**Benchmark 5-E-5:** Accepts and gives constructive feedback.

### **GLEs**

- 5-E-5.1 Self-evaluate performance of critical elements of a skill.
- 5-E-5.2 Provide appropriate feedback on skill performance to a partner in a positive manner and apply to enhance performance.
- 5-E-5.3 Apply feedback given by teacher or peer to improve a skill.

**Standard 6:** **Demonstrates understanding and respect for differences among people in physical activity settings.**

The intent of this standard is to build on the foundation laid in early grades that encourages students to develop cultural/ethnic self-awareness.

**Benchmark 6-E-1:** Displays positive attitudes toward self and others through physical activity.

**GLEs**

- 6-E-1.1 Demonstrate respect for the ideas of others, attempting to compromise and communicate appropriately.
- 6-E-1.2 Demonstrate responsibility for practicing fair play by using socially appropriate behavior and accepting decisions of the person in charge.
- 6-E-1.3 Demonstrate the ability to give and receive encouragement.

**Benchmark 6-E-2:** Demonstrates tolerance for individual differences.

**GLEs**

- 6-E-2.1 Encourage others to participate, despite knowledge of physical disabilities, in the class as a partner or in group settings.
- 6-E-2.2 Demonstrate cooperation by supporting and encouraging others of different abilities/skill levels and ethnicity in individual or group settings.
- 6-E-2.3 Display a positive response to a partner or team when initially unsuccessful.

**Benchmark 6-E-3:** Explores the role of history in physical activities/games of the United States and other countries.

**GLEs**

- 6-E-3.1 Participate in games/activities played by children in other countries.
- 6-E-3.2 Compare differences in how games and activities are played by children in the United States and other countries.

**Standard 7:** Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

The intent of this standard is to identify activities that will challenge, encourage and promote the enjoyment and commitment to engaging in regular physical activities.

**Benchmark 7-E-1:** Exhibits positive feelings about participation in physical activity.

**GLEs**

- 7-E-1.1 Identify activities that they enjoy and that provide success with students of similar skill levels.
- 7-E-1.2 Identify three positive feelings experienced during physical activity (e.g. satisfaction, enjoyment, happiness, energetic, etc.).

**Benchmark 7-E-2:** Engages in the challenge of new activities.

**GLEs**

- 7-E-2.1 Choose and participate in a new or different physical activity.

**Benchmark 7-E-3:** Participates enthusiastically in independent and interactive physical activities.

**GLE**

7-E-3.1 During physical education class, willingly participate in games and activities with peers.

**Benchmark 7-E-4:** Participates in and designs games, gymnastics, and dance to increase participation and enjoyment of activities.

**GLE**

7-E-4.1 Satisfactorily completes assignments for activities requiring game design, gymnastics performance and dance.

**Benchmark 7-E-5:** Acknowledges the role of games, sports, and dance in getting to know and understand self and others.

**GLEs**

7-E-5.1 Identify things learned about oneself and things learned about others during participation in games, sports, and dance.

7-E-5.2 Describe how cooperation, understanding strengths and weaknesses in self and others can be used in problem-solving strategies in order to achieve success.