

## Grade Five

Fifth-grade students are entering early adolescence and are beginning to experience many physical changes. At this age, it is not uncommon for girls to be taller than boys. Differences in strength and motor skill performance may be attributed to experience and students' practice opportunities. Flexibility continues to decrease, especially in boys, presenting the need for more stretching exercises during physical education. Students continue to manipulate a variety of objects using eye-hand and eye-foot coordination. However, the emphasis now shifts to improving accuracy and distance while efficiently manipulating objects using body parts (e.g., hand, foot) or implements (e.g., racket, bat).

Fifth-graders experience a marked increase in intellectual curiosity. They have a thirst for knowledge and a wide range of interests. They like to experiment and to investigate the world around them. Problem-solving activities and intellectual challenges are appropriate for this age group. They are especially interested in knowing about the human body and how to improve health and performance. Teachers can address this interest by teaching concepts and principles of movement related to the physical and motor skills that the students are learning.

Fifth-graders thrive in a small-group activity in which three to four students interact cooperatively. Students are showing increased control over emotions, taking pride in individual accomplishments, and enjoying their successes and achievements. They are beginning to develop an awareness of individual differences related to gender, cultural heritage, ethnicity, and physical ability, making this an ideal time to teach the positive aspects of diversity and the importance of listening to the ideas of others.

### At a Glance



#### STANDARD 1

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

Fifth-grade students apply nonlocomotor skills to small-group balancing stunts. They apply locomotor skills to creative dances and movement routines to music that also involve the manipulation of an object. The locomotor skill of jumping is the focus of practice in fifth grade, including jumping for height, jumping for distance, and jumping a rope turned by others.

The practice of manipulative skills continues to play a much greater role in fifth-grade physical education. The emphasis for fifth grade is improving distance and accuracy. Students focus on both when practicing throwing, fielding, punting, striking, serving, dribbling, passing, and volleying as well as refining their performances of trapping and catching. The practice

of many of these skills takes on the added challenge of performance in an open environment (one that has variables such as a defender), thus preparing students for the lead-up games performed in sixth grade.

#### **STANDARD 2**

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

Standard 2 represents the cognitive knowledge that supports the locomotor, nonlocomotor, and manipulative skills practiced in fifth grade. The physical education lesson is often able to address Standards 1 and 2 simultaneously; the teacher explains the information to the students and then has them experience it. For example, Standard 2.5 states, "Design a routine to music, changing speed and direction while manipulating an object." Standard 1.18 states, "Design and perform a creative dance, combining locomotor patterns with intentional changes in speed and direction"; and Standard 1.19 states, "Design and perform a routine to music that involves manipulation of an object." All three standards can be learned together. The teacher explains the principles for designing a routine to music, and then students work on their creative dance or manipulative routine while applying those principles.

By the end of fifth grade, students are competent identifying the correct technique for fundamental manipulative skills (e.g., identifying the phases for striking a ball, identifying adjustments that need to be made when catching a ball thrown off center). In preparation for game play in sixth grade, students learn about the importance of open space from a strategic perspective. In preparation for gaining a deeper understanding of the science of movement, fifth-graders learn the differences in technique between applying force on liftoff and receiving force on landing when jumping for height and distance.

#### **STANDARD 3**

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

Fifth-graders continue to perform moderate to vigorous physical activities three to four days each week for increasing periods of time. They start each activity period with warm-up exercises and conclude each activity period with cool-down exercises. Muscular strength and endurance continue to be developed, and students are expected to perform an increasing number of oblique curl-ups on each side of the body and triceps push-ups. In terms of flexibility, students perform exercises that stretch certain muscle areas in preparation for certain physical activities. Fifth-graders continue

to measure their health-related physical fitness using a scientifically based assessment. By the end of the school year, students are expected to meet the minimum requirements on these fitness test items. In addition, they can plan a day of healthy, balanced meals and snacks designed to enhance physical activity performance.

#### STANDARD 4

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

Similar to the relationship between Standards 1 and 2, Standard 4 provides the cognitive information to support the fitness activities described in Standard 3. For Standard 4, students record water intake, heart rates, and perceived exertion before, during, and after physical activity. Then they compare their heart rates with their perceived exertion levels so they learn what being in their target heart rate zones feels like.

Fifth-graders, in preparation for creating a personal fitness plan in sixth grade, learn the application of the principles of training to each component of health-related fitness, how to calculate target heart rate, elements of warm-up and cool-down activities, the value of strength and flexibility exercises, and the use of technology (e.g., heart monitors, pedometers) to assist in the pursuit of physical fitness. Students are given the results of their most recent health-related physical fitness assessment and instructed to identify one or more ways to improve performance in those areas where minimum standards were not met. They also continue their nutrition education by learning meal planning, the effects of dehydration, the relationship between caloric intake and expenditure, and the benefits of maintaining a healthy body composition.

#### 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.

Fifth-graders assume greater responsibility for setting long-term goals related to personal fitness and motor skill performance, working toward their goals outside school and monitoring their progress. They also demonstrate personal responsibility by acting in a safe and healthy manner even when confronted by negative peer pressure and the temptation to act recklessly. Fifth-graders demonstrate social skills by adapting physical activities to accommodate individual differences and by showing appreciation for games and activities reflecting diverse heritages. They listen to the ideas of others and acknowledge these contributions while also contributing their own ideas during cooperative problem-solving activities.



## 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.

- 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.

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**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.