

# Grade 5

Adopted 2015

## **Demonstrates Competency in a Variety of Motor Skills and Movement Patterns.**

### **A. Combine locomotor and non-locomotor skills into movement patterns.**

1. Perform a movement sequence comprised of both basic and intermediate skills (e.g., dance, gymnastics, jump rope) with smooth transitions between those movements.
2. Jump rope demonstrating a variety of footwork, arm action skills and/or tricks of choice.
3. Combine balance and transferring weight with movement skills in a gymnastics or dance sequence.
4. Combine skills in dances with correct rhythm and pattern.

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### **B. Apply the critical elements of fundamental manipulative skills in a variety of physical activities.**

1. Throw overhand to reach a medium-sized target with sufficient force using appropriate critical elements.
  2. Catch with an implement (e.g., glove, scoop) using the critical elements.
  3. Strike an object with an implement using critical elements in relation to distance, space and direction demands.
  4. Receive a kick, dribble and then kick a ball to a target using the critical elements (e.g., move into line with the ball, receiving foot to the ball, move the ball in the direction of the dribble, keep the ball close in the dribble, pass to target).
  5. Dribble under control during a game or game-like situation using the critical elements.
  6. Send (e.g., pass, roll) an object using critical elements while varying body, space, effort and relationship to defenders.
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**Applies Knowledge of Concepts, Principles, Strategies and Tactics Related to Movement and Performance.**

**A. Demonstrate and apply basic tactics and principles of movement.**

1. Identify similar patterns/concepts across related activities (e.g., striking with a bat, tennis forehand).
  2. Analyze and modify a movement based on the characteristics of the task (e.g., size of object, distance to target, goal, speed or time to complete movement) and/or environment (e.g., space, number of players) in a dynamic or changing environment.
  3. Demonstrate offensive and defensive positioning in simple game settings (e.g., maintain or return to base position, positioning relative to a goal or opponent).
  4. Demonstrate basic decision-making capabilities in simple performance settings (e.g., what skill should I use?).
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**B. Demonstrate knowledge of critical elements for more complex motor skills.**

1. Apply critical elements to analyze and provide feedback on motor-skill performance of others.
  2. Suggest ways to improve skill performance using the principles of practice (e.g., part-practice, variable practice, simplifying the environment, identifying key cues).
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**Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness.**

**A. Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance.**

1. Identify school, home and community physical activity opportunities to meet physical activity guidelines.
  2. Track physical activity minutes to determine progress toward daily recommendation.
  3. Discuss the benefits of healthy eating in relation to physical activity.
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**B. Understand the principles, components and practices of health-related physical fitness to maintain or improve one's level of fitness.**

1. Recall specific activities that could improve each health-related fitness component.
  2. Interpret heart rate during physical activity and exercise to determine appropriate level of intensity.
  3. Identify specific activities to improve muscular strength and endurance throughout the body.
  4. Identify warm-up and cool-down activities.
  5. Analyze the results of a fitness assessment to identify exercises and/or activities to improve or maintain health-related fitness components.
  6. Link/match the FITT principle with the appropriate description.
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**Exhibits Responsible Personal and Social Behavior that Respects Self and Others.**

**A. Understand the purpose of and apply appropriate rules, procedures and safe practices in physical activity settings.**

1. Adhere to class and activity-specific rules and safe practices.
  2. Adjust performance to characteristics of the environment to ensure safe play (e.g., space, equipment, others).
  3. Engage in activities and take responsibility for actions.
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**B. Interact and communicate positively with others.**

1. Lead, follow and support group members to improve play in cooperative and competitive settings.
  2. Evaluate personal behavior to ensure positive effects on others.
  3. Demonstrate respectful and responsible behavior toward peers different from oneself.
  4. Demonstrate cooperation with others when resolving conflict.
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**Recognizes the Value of Physical Activity for Health, Enjoyment, Challenge, Self-Expression and/or Social Interaction.**

**A. Identifies multiple, specific health benefits as a reason to value physical activity.**

1. Identify multiple specific health benefits from different dimensions (e.g., physical, emotional, intellectual) from participation in physical activity.
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**B. Expresses multiple, specific reasons (enjoyment, challenge, social) to participate in physical activity.**

1. Identify multiple specific reasons for enjoying a selected physical activity.
2. Identify aspects of a physical activity that are challenging, yet enjoyable.
3. Identify specific social benefits of a selected physical activity.