

Physical Education: Grade 5

To a greater extent than in the core academic subjects, Physical Education teachers must infuse personal and social skill development in helping students meet and exceed the content standards. Consequently, the presentation of the Physical Education Standards is preceded by a list of complementary Personal and Social Development Skills (PESK). Including the PESK components in teaching the Physical Education standards is critical in promoting lifelong, healthy physical activity and in realizing the wide range of benefits associated with participation in dance, sports, games, and other physical activities.

Strand:

PESK Personal and Social Development Skills The student applies responsible personal and social development skills in a physical activity setting. In Grade 5 all students will:

Standards:

- PESK1:** participate fully and communicate cooperatively with others;
- PESK2:** perform activities safely and follow rules of etiquette and ethical behavior;
- PESK3:** display age appropriate self-control and discipline;
- PESK4:** display a willingness to receive and use feedback to improve performance;
- PESK5:** accept the decisions of and respond positively to teachers/officials in charge of games/activities;
- PESL6:** choose healthful physical activities to experience fun, challenge, self-expression and/or social interaction;
- PESK7:** display an interest in and assist and encourage others' efforts;
- PESK8:** display behaviors that are supportive and inclusive;
- PESK9:** self-initiate behaviors that contribute to personal and partner/group effort;
- PESK10:** adjust behavior to prevent/reconcile conflicts.

Strand:

PE1 Motor Skills and Movement Patterns Competency in motor skills and movement patterns is needed to perform a variety of physical activities. In Grade 5 all students will:

Standards:

- PE1a:** demonstrate combinations of motor skills, adapting to the demands of fluid, game-like situations (e.g., changing speed during dynamic situations);
- PE1b:** demonstrate eye-hand and eye-foot coordination using a ball and other objects (e.g., batting off a tee, catching a pass on the run);
- PE1c:** demonstrate combinations of motor skills and patterns in a variety of rhythmic/dance-related activities (e.g., creative, folk, and line dances);
- PE1d:** create and perform a simple gymnastic sequence, including travel, roll, balance, and weight transfer, with smooth transitions and changes of direction, speed, and flow;
- PE1e:** identify common phases of a movement pattern (e.g., preparation, movement, follow-through, or recovery) in a variety of movement skills (e.g., tennis serve, handstand, and free throw);
- PE1f:** use simple cues to improve personal performance and provide feedback to others in selected specialized motor skills (e.g., making a triangle to set a volleyball);

- PE1g:** distinguish between sufficient and insufficient practice when learning skills;
- PE1h:** compare and contrast rules and safety procedures of lead-up games; and
- PE1i:** select and use appropriate protective equipment for preventing injuries (e.g., helmets, elbow/kneepads, wrist guards, proper shoes, and clothing).

Strand:

PE2 Physical Activity and Fitness

A physically active lifestyle is essential to maintain a health-enhancing level of physical fitness. In Grade 5 all students will:

Standards:

- PE2a:** participate regularly in moderate-to-vigorous physical activities during physical education class and recess;
- PE2b:** set personal health-related fitness goals based upon participation in a formal assessment using the adopted DoDEA Physical Fitness Assessment Program;
- PE2c:** engage in physical activities directly related to a personal goal for aerobic capacity development using a heart-rate monitor to stay within one's target heart-rate zone;
- PE2d:** explain the benefits of and demonstrate proper warm-up and cool-down activities;
- PE2e:** engage in physical activities directly related to personal strength and muscular endurance development goals and explain their importance to physical activity participation;
- PE2f:** engage in physical activities directly related to a personal goal for flexibility and explain the importance of flexibility/range of motion in relation to injury prevention;
- PE2g:** demonstrate diaphragmatic breathing and progressive muscular relaxation;
- PE2h:** identify leisure-time fitness-related activities available for youth in the community; and
- PE2i:** adapt individual level of physical activity and hydration based on changes in the body occurring during moderate-to-vigorous physical activity.