

**GRADE 5**

Standard	Benchmarks	Content/Assessment
<p><b>1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Physical Skills)</b></p>	<p>1. Students will manipulate objects with accuracy and speed.</p>	<ul style="list-style-type: none"> <li>• Effectively serves a ball.</li> <li>• Effectively shoots at a goal.</li> <li>• Pitches a horseshoe.</li> <li>• Throws a runner out at base.</li> <li>• Demonstrate correct backhand technique.</li> <li>• Demonstrate correct serving technique.</li> <li>• <b>Demonstrate technically correct throwing movement (e.g., proper trunk rotation, elbow elevation, modulation of force and follow through).</b></li> <li>• <b>Demonstrate correct forehand grip and tennis swing technique.</b></li> </ul>
	<p>2. Students will develop specialized movement skills (e.g., juggling, jump rope).</p>	<ul style="list-style-type: none"> <li>• Juggles three scarves.</li> <li>• Jumps a self-turned rope in a variety of different ways.</li> <li>• Develops balance skills (e.g., stilts, unicycles, pogo sticks).</li> <li>• Demonstrate forward, backward or shoulder roll.</li> <li>• Demonstrate tripod.</li> <li>• Experience the following: cartwheel, headstand, tip-up.</li> <li>• <b>Demonstrate skills in lifelong recreation/leisure activities (e.g., Frisbee, hackey sack, kup stax, putting, juggling, X-country skiing and problem solving activities).</b></li> </ul>
	<p>3. Students will demonstrate beginning strategies for games and activities.</p>	<ul style="list-style-type: none"> <li>• <b>Moves to an open space to receive a pass (e.g., 3 on 3 / 4 on 4).</b></li> <li>• <b>Passes to an open teammate.</b></li> <li>• <b>Directs a shot to an undefended area.</b></li> <li>• <b>Demonstrate dribbling technique with speed and control in a modified game situation (e.g., 3 on 3 / 4 on 4).</b></li> <li>• <b>Demonstrate the underhand serve (criteria: ball must go over the net, stand 10' back).</b></li> </ul>
	<p>4. Students will perform sequences of rhythmic movement with a beginning, middle, and end.</p>	<ul style="list-style-type: none"> <li>• Performs a rhythmic ball routine.</li> <li>• Performs a jump rope routine.</li> <li>• Performs a dance routine.</li> <li>• Dance a variety of dances.</li> <li>• <b>Create and perform a sequence of movements with a beginning, middle and end.</b></li> </ul>

Standard	Benchmarks	Content/Assessment
<b>2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. (Knowledge)</b>	1. Students will use fundamental strategies in modified sports-related games.	<ul style="list-style-type: none"> <li>• Fakes a hand off in football to deceive opponents.</li> <li>• Uses a lob shot to an opponent who is charging the net.</li> <li>• Bunts a pitched ball to advance a runner.</li> <li>• Moves away from a defensive player to receive a pass.</li> <li>• Uses offensive and defensive strategies for small sided, keep away games.</li> <li>• <b>Demonstrates skills and strategies necessary to participate in individual and dual activities.</b></li> </ul>
	2. Students will identify and apply the functions of bone and muscles to performance.	<ul style="list-style-type: none"> <li>• Identifies that the skill of throwing involves the shoulder area and associated muscles.</li> <li>• Uses appropriate technique when lifting heavy objects (bent knees, lift with legs and back straight).</li> <li>• Identifies that full extension of the leg on impact provides for a longer lever producing greater force and distance when kicking.</li> <li>• <b>Demonstrate safety procedures with warm-up stretches.</b></li> </ul>
	3. Students will describe the fitness components.	<ul style="list-style-type: none"> <li>• Define the five components of health-related fitness.</li> <li>• <b>Give an example of an exercise or activity that improves each of the five components of health-related fitness.</b></li> </ul>
<b>3. Participates regularly in physical activity. (Physical Activity)</b>	1. Students will select and participate regularly in physical activities for the purpose of improving skill and health.	<ul style="list-style-type: none"> <li>• Plays small-sided, modified team sport games (e.g., 3 on 3 basketball).</li> <li>• Plays “keep it up” with partner/s using a paddle or racquet.</li> <li>• Plays continuous tag games while manipulating equipment.</li> </ul>
	2. Students will identify the benefits derived from physical activity.	<ul style="list-style-type: none"> <li>• Understands that engaging in physical activities that increase the heart rate, strengthens the heart.</li> <li>• Understands that stretching before vigorous physical activity decreases the chance of pulling muscles during play</li> <li>• Understands that using the arms and shoulders in climbing activities, increases upper body strength.</li> </ul>
	3. Students will participate in moderate to vigorous physical activity.	<ul style="list-style-type: none"> <li>• Participates in fitness circuit stations.</li> <li>• Participates in continuous jog /walk for 5 – 15 minutes.</li> <li>• Continuously jumps a self-turn rope from 5 to 15 minutes.</li> </ul>
<b>4. Achieves and maintains a health-enhancing level of fitness.</b>	1. Students will assess personal fitness based on valid, reliable fitness test.	<ul style="list-style-type: none"> <li>• <b>Uses own fitness scores to assess areas for improvement.</b></li> <li>• Analyzes strengths and weakness of personal fitness level based on fitness test results.</li> <li>• <b>Measure personal agility, flexibility, cardio-respiratory, upper body strength and abdominal strength.</b></li> </ul>

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	2. Students will set goals to improve or maintain personal fitness.	<ul style="list-style-type: none"> <li>• Chooses a component of fitness to improve on based on fitness test results and sets a personal goal accordingly.</li> <li>• Selects area/s of fitness to maintain based on fitness test results and sets personal goal/s accordingly.</li> <li>• Sets personal, nutritional goal/s based on fitness test results.</li> <li>• <b>Using fitness test results, participate in a self-designed daily fitness plan and log the experience for 2-5 weeks.</b></li> </ul>
	3. Students will identify and choose activities and work to improve personal fitness level.	<ul style="list-style-type: none"> <li>• Uses a log to record activities performed to improve selected fitness goals.</li> <li>• Selects various activities from a “prescribed menu” to perform to improve selected fitness goals.</li> <li>• Brainstorms, within a small group of peers, various physical activities to participate in to improve selected fitness goals.</li> </ul>
	4. Students will participate in moderate to vigorous activity in a variety of settings.	<ul style="list-style-type: none"> <li>• Participates in physical activity in the school setting.</li> <li>• Participates in physical activity with family members.</li> <li>• Participates in physical activity in an after school, extra-curricular setting (e.g., intramurals, recreation centers).</li> <li>• Participates in physical activity with peers outside of school.</li> </ul>
	5. Students will meet the health-related fitness standards as defined by a national fitness test.	<ul style="list-style-type: none"> <li>• Participates in Fitnessgram or President’s Challenge fitness tests successfully.</li> </ul>
<b>5. Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills)</b>	1. Students will remain on-task in a group activity without close teacher monitoring.	<ul style="list-style-type: none"> <li>• <b>Works well cooperatively.</b></li> </ul>
	2. Students will complete teacher-directed attempts at skill work independently.	<ul style="list-style-type: none"> <li>• Successfully completes number of lay-up attempts as directed by teacher.</li> <li>• Throws at target continuously until teacher directs change in activity.</li> <li>• <b>Independently works to successfully complete skill check list.</b></li> </ul>
	3. Students will utilize safety principles in activity situations.	<ul style="list-style-type: none"> <li>• Swings racket only when enough space is allowed to accommodate a safe stroke.</li> <li>• Checks area around self before turning rope to jump safely.</li> <li>• Throws with appropriate speed and power for situation/partner ability.</li> </ul>

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	4. Students will choose a partner that he or she can work with productively.	<ul style="list-style-type: none"> <li>• <b>Willingly accepts partner/team configurations assigned by teacher.</b></li> </ul>
	5. Students will uses time wisely when given the opportunity to practice and improve performance.	<ul style="list-style-type: none"> <li>• Warms up independently after initial teacher instructions.</li> <li>• Completes skill specific practice independently before game play.</li> <li>• Accepts individual responsibility for practicing skill to competency.</li> </ul>
	6. Students will identify responsible decisions about using time, applying rules, and following through with the decisions resulting in good sportsmanship.	<ul style="list-style-type: none"> <li>• Records results accurately.</li> <li>• Accepts official's call regarding rule infractions.</li> <li>• Serves behind designated line.</li> <li>• Accepts individual responsibility for completing a specific task within directed time frame.</li> <li>• <b>Demonstrate etiquette and team building skills.</b></li> </ul>
<b>6. Values physical activity for health, enjoyment, challenge, self-expression, and social interaction. (Intrinsic Value)</b>	1. Students will identify opportunities to be physically active at home, school, and in the community.	<ul style="list-style-type: none"> <li>• Participates in extra curricular events outside the classroom.</li> <li>• Recognize healthy fitness choices (e.g., walking or biking to an area rather than driving).</li> <li>• Encourages family members to make physical activity a priority.</li> <li>• <b>Lists a variety of physical activity opportunities available in community.</b></li> </ul>
	2. Students will celebrate personal and or peer successes and achievements.	<ul style="list-style-type: none"> <li>• Students set goals and choose celebration to acknowledge successful completion of goal/s.</li> <li>• Congratulates other students upon successful outcome/s.</li> <li>• Expresses feelings positively verbally and non-verbally ("Way to go!" High Fives).</li> </ul>
	3. Students will design games, gymnastics, and dance sequences that are personally interesting.	<ul style="list-style-type: none"> <li>• Involves rhythmic activities in dance that are creative and modern</li> <li>• Creates and performs a line or square dance sequence to current musical selection.</li> <li>• Creates a gymnastics routine that integrates individual uniqueness and skills.</li> </ul>
	4. Students will demonstrate the acceptance of others skills and abilities.	<ul style="list-style-type: none"> <li>• List similarities and differences in games and activities of today versus games and activities of the past.</li> <li>• Demonstrates ways to adapt various physical activities to include students of varying ability levels.</li> </ul>

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	<p>5. Students will recognize physical activity as a positive opportunity for social and group interaction and communication.</p>	<ul style="list-style-type: none"> <li>• Students share ideas regarding favorite activities.</li> <li>• Students express their appreciation of success with peers and class.</li> <li>• Students participate in cooperative games and icebreaker activities.</li> <li>• Students express positive sense of accomplishment after completing a team building challenge during a class closure activity.</li> <li>• Students use positive, encouraging statements while completing a group goal-oriented task (“You can do it”, “Way to go”, “We did it”).</li> <li>• <b>Manage conflict appropriately.</b></li> <li>• <b>Behave in a manner that does not distract other.</b></li> <li>• <b>Continue to try despite frustrations.</b></li> </ul>