

PE and Health: Grade Five

<p><b>Academic Standard #7</b>                  Each student will have demonstrated competent skills in a variety of physical activities and sports, physical fitness, knowledge of factors important to participation in physical activity, and concepts related to health.</p>
<p><b>#7.1</b>                  Movement Competence and Understanding</p>
<p><b>#7.2</b>                  Physical and Personal Wellness</p>
<p><b>#7.3</b>                  Emotional and Social Wellness</p>
<p><b>#7.4</b>                  Prevention and Risk Management</p>

**Description**

**Students will be able to use a mature form of motor skills, movement patterns, manipulative and rhythmic skills to perform a variety of physical activities. Students will be able to apply offense and defense strategies and tactics in a variety of activities.**

**Time Allocation**  
 Forth minutes every three days

**Texts/References**

Assessments for Elementary P.E.  
 SPARK  
 P.E. Activities for Elementary  
 P.E. Curriculum Activities  
 Teaching for Outcomes in Elementary P.E.  
 Teaching Tumbling/Rhythm  
 Kids in Motion

**Assessments**

**Formative Assessments**  
 Demonstrates throwing and catching with accuracy and force  
 Demonstrates dribbling a ball while prevent another person from stealing the ball  
 Demonstrates striking with and without an object  
 Demonstrates steps and patterns for square, folk, contemporary dances or jump routine  
 Demonstrates a movement sequence that combines traveling, rolling, balance and weight transfer

**Summative Assessments**  
 Teacher observation assessment  
 Teacher made test

**Grades and Achievement Levels**  
 Grades are based on standard assessments  
 Effort and participation are separate assessments

Grade Level Expectations: PE Grade Five

<b>Standard #7.1 Movement Competence and Understanding</b>	<b>Standard #7.2 Physical and Personal Wellness</b>	<b>Standard #7.3 Emotional and Social Wellness</b>	<b>Standard #7.4 Prevention and Risk Management</b>
<ul style="list-style-type: none"><li>• Demonstrating mature form for all basic locomotor, non-locomotor, manipulative, and rhythmic skills</li><li>• Demonstrating understanding of how to combine and apply movement concepts and principles to learn and develop motor skills</li></ul>	<ul style="list-style-type: none"><li>• Understanding and applying basic principles of training to improving physical fitness</li><li>• Demonstrating understanding of skill-related components of fitness and how they affect physical performance</li><li>• Connecting the health-related fitness components to the body systems</li></ul>	<ul style="list-style-type: none"><li>• Assessing and taking responsibility for personal behavior and stress management</li><li>• Choosing to participate cooperatively and productively in group and individual physical activities</li><li>• Identifying personal activity interests and abilities</li></ul>	<ul style="list-style-type: none"><li>• Understanding and utilizing safe and appropriate warm-up, pacing, and cool-down techniques for injury prevention and safe participation</li></ul>

Evidence Outcomes: PE Grade Five

<p><b>Standard #7.1</b> <b>Movement Competence and Understanding</b></p>	<p><b>Standard #7.2</b> <b>Physical and Personal Wellness</b></p>	<p><b>Standard #7.3</b> <b>Emotional and Social Wellness</b></p>	<p><b>Standard #7.4</b> <b>Prevention and Risk Management</b></p>
<ol style="list-style-type: none"> <li>1. Threw and caught objects such as basketballs, footballs, or Frisbees, and demonstrated both accuracy and force</li> <li>2. Punted a ball dropped from the hands at a target</li> <li>3. Dribbled a ball (by hand or foot) while preventing another person from stealing the ball</li> <li>4. Volleyed an object continuously with a partner</li> <li>5. Demonstrated efficient patterns of striking with and without an implement</li> <li>6. Demonstrated correct steps and patterns for square, folk, and contemporary dances</li> <li>7. Performed a jump routine to music with a partner or small group</li> <li>8. Developed and refined a gymnastics or creative dance sequence, and demonstrate smooth transitions</li> <li>9. Developed and refined a gymnastics sequence or creative dance sequence that combines traveling, rolling, balancing, and weight transfer into smooth-flowing sequences with intentional changes in direction, speed, and flow</li> <li>10. Combined skills to competently participate in a variety of activities</li> <li>11. Selected appropriate practice options based on the similarities and differences between two skills</li> </ol>	<ol style="list-style-type: none"> <li>1. Accurately took a pulse at rest and during exercised</li> <li>2. Developed and described three short-term and three long-term fitness goals</li> <li>3. Correctly differentiated the body's response to physical activities of various exercise intensities</li> <li>4. Recorded and Analyzed food consumption for one day, and make a plan to replace foods with healthier choices</li> <li>5. Explained why dehydration impairs temperature regulation and physical and mental performance</li> <li>6. Determined appropriate cardiovascular training zone</li> <li>7. Performed flexibility exercises that will stretch particular muscles area for given physical activities</li> <li>8. Identified, selected, and participated in activities designed to improve self-diagnosed areas for improvement in health-related fitness components</li> <li>9. Engaged in moderate to vigorous physical activity at the target heart rate for a minimum of 60 minutes per day</li> <li>10. Accurately identified activities that are aerobic and anaerobic</li> <li>11. Determined the intensity of personal physical activity using the concept of perceived exertion</li> </ol>	<ol style="list-style-type: none"> <li>1. Acted in a safe and healthy manner when confronted with negative peer pressure during physical activity</li> <li>2. Set a personal goal to improve a skill, and work toward that goal</li> <li>3. Described and demonstrated responsible behavior and decision-making while participating in physical activity</li> <li>4. Demonstrated respect for the person who is officiating</li> <li>5. Helped others with physical activity challenges</li> <li>6. Contributed ideas, and listen to the ideas of others in cooperative problem-solving activities</li> <li>7. Acknowledged and accommodated individual differences in others' physical abilities in small-group activities</li> <li>8. Officiated an activity, game, or sport</li> <li>9. Demonstrated conflict resolution behavior in socially appropriate ways</li> <li>10. Accepted responsibility for one's own performance without blaming others</li> <li>11. Responded to winning and losing in socially appropriate ways</li> <li>12. Developed confidence in a physical activity setting</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepared a report, bulletin board, or poster on safety factors for a chosen activity</li> <li>2. Identified proper warm-up and cool down techniques</li> <li>3. Explained that warm-up and cool-down activities prepare the body for physical activity and help to prevent injuries</li> <li>4. Identified safety rules for the activity and area being used</li> </ol>

Evidence Outcomes: PE Grade Five continued

<p><b>Standard #7.1</b>  <b>Movement Competence and Understanding</b></p>	<p><b>Standard #7.2</b>  <b>Physical and Personal Wellness</b></p>	<p><b>Standard #7.3</b>  <b>Emotional and Social Wellness</b></p>	<p><b>#7.4</b>  <b>Prevention and Risk Management</b></p>
<p>12. Selected appropriate exercises that enhance learning and performing a selected activity</p> <p>13. Analyzed and corrected errors in throw, catch, hand dribble, foot dribble, striking a ball, and volley, and demonstrate control and accuracy</p> <p>14. Analyzed and corrected errors in non-locomotor and locomotor movements</p> <p>15. Analyzed and used basic offensive and defensive strategies, and apply rules in modified games and activities</p> <p>16. Analyzed and demonstrated a variety of social, folk, square, modern, jazz, or creative dance</p>	<p>12. Identified an exercise that is used to develop agility, balance, coordination, power, reaction time, or speed</p> <p>13. Created an exercise plan using the six skill-related components to improve performance in a chosen activity</p> <p>14. Understood the importance of participation in fitness-enhancing physical activities such as gymnastic clubs, community-sponsored youth sports, or activity clubs</p> <p>15. Demonstrated appropriate warm-up procedures before participation in vigorous physical activity</p> <p>16. Distinguished healthy balanced meals and snacks designed to enhance the performance of physical activities</p>		

Grade Level Expectations: Health Grade Five

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<p>There are no Grade Level Expectations at this grade level for this standard</p>	<ol style="list-style-type: none"> <li>1. Demonstrating the ability to engage in healthy eating behaviors</li> <li>2. Explaining the structure, function, and major parts of the human reproductive system</li> <li>3. Describing the physical, social, and emotional changes occurring at puberty</li> <li>4. Demonstrating interpersonal communication skills needed to discuss personal health problems to establish and maintain personal health and wellness</li> <li>5. Comprehending concepts, and identifying strategies to prevent the transmission of disease</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyzing internal and external factors that influence mental and emotional health</li> </ol>	<ol style="list-style-type: none"> <li>1. Accessing valid information about the effects of tobacco use and exposure to second-hand smoke, prescription, and over-the-counter drugs</li> <li>2. Demonstrating pro-social behaviors that reduce the likelihood of physical fighting, violence, and bullying</li> <li>3. Demonstrating basic first aid and safety procedures</li> </ol>

Evidence Outcomes: Health: Grade Five

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<p>There are no Evidence Outcomes at this grade level for this standard</p>	<ol style="list-style-type: none"> <li>1. Identified eating behaviors that contribute to maintaining good health</li> <li>2. Made a personal commitment to improve food choices</li> <li>3. Chose healthy foods and beverages instead of less healthy foods and beverages</li> <li>4. Used current federal nutrition standards and guidelines to plan healthy meals and snacks</li> <li>5. Demonstrated the ability to identify and select healthy from unhealthy foods</li> <li>6. Summarized how to request politely foods that are more nutritious</li> <li>7. Analyzed the difference between disordered eating and eating disorders</li> <li>8. Summarized the anatomy of the reproductive system, including functions of the male and female reproductive systems</li> <li>9. Described the relationship of conception to the menstrual cycle</li> <li>10. Explained that after fertilization, cells divide to create a fetus and embryo that grows and develops inside the uterus during pregnancy</li> <li>11. Discussed why puberty begins and ends at different ages for different people, and that variance is considered normal</li> </ol>	<ol style="list-style-type: none"> <li>1. Described how feelings and emotions are portrayed in the media</li> <li>2. Identified how media and society can influence mental and emotional health</li> <li>3. Explained how families and peers can influence mental and emotional health</li> </ol>	<ol style="list-style-type: none"> <li>1. Identified sources of accurate information about the effects of tobacco use and exposure to secondhand smoke</li> <li>2. Analyzed the dangers of using tobacco products or being exposed to secondhand smoke</li> <li>3. Identified ways to avoid the use of tobacco products as well as exposure to other tobacco smoke</li> <li>4. Described the proper use of over-the-counter and prescription drugs</li> <li>5. Identified factors that influence both violent and nonviolent behaviors and attitudes</li> <li>6. Explained the significance and impact of as well as the short- and long-term consequences of bullying</li> <li>7. Demonstrated pro-social communication skills and strategies</li> <li>8. Identified resources, including safe people or adults, regarding violence in the school and community</li> <li>9. Identified ways to reduce the risk of injuries from animal and insect stings as well as basic first aid procedures</li> <li>10. Explained what to do such as calling 911 or a poison control center if someone is injured or is poisoned by products such as household cleaners</li> <li>11. Described first aid procedures for a variety of situations, including insect</li> </ol>

Evidence Outcomes: Health Grade Five continued

<p><b>Standard #7.1</b>  <b>Movement Competence and Understanding</b></p>	<p><b>Standard #7.2</b>  <b>Physical and Personal Wellness</b></p>	<p><b>Standard #7.3</b>  <b>Emotional and Social Wellness</b></p>	<p><b>#7.4</b>  <b>Prevention and Risk Management</b></p>
<p>There are no Evidence Outcomes at this grade level for this standard</p>	<ol style="list-style-type: none"> <li>12. Identified personal hygiene practices and health and safety issues related to puberty</li> <li>13. Determined factors that influence the purchase of health care products and the use of personal hygiene practices</li> <li>14. Discussed how changes during puberty affect thoughts, emotions, growth patterns and behaviors</li> <li>15. Identified appropriate adults with whom to discuss personal health problems</li> <li>16. Demonstrated appropriate ways to talk to someone such as a parent or health care provider about personal health problems, issues, and concern</li> <li>17. Differentiated between communicable and non-communicable diseases, including asthma, AIDS, epilepsy</li> <li>18. Described how the body fights germs and diseases naturally, with medicines, and through immunization</li> <li>19. Described ways to prevent the spread of germs that cause infectious diseases through food, water, air, blood, and touch</li> <li>20. Described the effects of HIV infection on the body</li> <li>21. Explained how HIV is and is not contracted</li> <li>22. Explained that it is safe to be a friend of someone who has a disease or conditions that cannot be easily transmitted such as asthma, epilepsy, or AIDS</li> </ol>		<ol style="list-style-type: none"> <li>12. Developed and applied a decision-making process for avoiding situations that could lead to injury</li> </ol>