

GRADE 5: PHYSICAL EDUCATION CURRICULUM FRAMEWORKS

Standard	Benchmarks	Description	Activities
1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Physical Skills)	1. Students will manipulate objects with accuracy and speed.	<ul style="list-style-type: none"> Effectively serves a ball. Effectively shoots at a goal. Throws various objects. 	<ul style="list-style-type: none"> Volleyball activities. Tennis. Badminton. Hockey. Soccer. Power Ball. Throw/catch activities.
	2. Students will develop specialized movement skills (e.g., juggling, jump rope).	<ul style="list-style-type: none"> Juggles three scarves. Jumps a self-turned rope in a variety of different ways. Develops balance skills (e.g., stilts, unicycles, pogo sticks). 	<ul style="list-style-type: none"> Juggling. Jump rope activities (single/double ropes). Balance (beam, lines, etc.)
	3. Students will demonstrate beginning strategies for games and activities.	<ul style="list-style-type: none"> Moves to an open space to receive a pass. Passes to an open teammate. Directs a shot to an undefended area. 	Team Games: FB, BB, Hockey, Soccer, etc.
	4. Students will perform sequences of rhythmic movement with a beginning, middle, and end.	<ul style="list-style-type: none"> Performs a jump rope routine. Performs a dance routine. 	Rhythms Unit: Line, exercise, videos, etc.
2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. (Knowledge)	1. Students will use fundamental strategies in modified sports- related games.	<ul style="list-style-type: none"> Moves away from a defensive player to receive a pass. Uses offensive and defensive strategies for small sided, keep away games. 	<ul style="list-style-type: none"> Team Games: Small/large. Variety of different sized team activities.
	2. Students will identify and apply the functions of bone and muscles to performance.	<ul style="list-style-type: none"> Identifies that the skill of throwing involves the shoulder area and associated muscles. Uses appropriate technique when lifting heavy objects (bent knees, lift with legs and back straight). Identifies that full extension of the leg on impact provides for a longer lever producing greater force when kicking. 	<ul style="list-style-type: none"> Muscle/anatomy charts. Skill charts. Vocabulary lists in gym.

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	3. Students will describe the fitness components.	<ul style="list-style-type: none"> • Define the five components of health-related fitness. • Define the six components of skill-related fitness. • Give an example of an exercise or activity that improves each of the five components of health-related fitness. • Give an example of an activity that demonstrates each of the six skill-related fitness components. 	<ul style="list-style-type: none"> • Charts associated with these terms are in the gym. • Word lists/checklists.
3. Participates regularly in physical activity. (Physical Activity)	1. Students will select and participate regularly in physical activities for the purpose of improving skill and health.	<ul style="list-style-type: none"> • Plays small-sided, modified team sport games (e.g., 3 on 3 basketball). • Plays “keep it up” with partner/s using a paddle or racquet. • Plays continuous tag games while manipulating equipment. 	Group/team and cooperative games centered on participation and teamwork.
	2. Students will identify the benefits derived from physical activity.	<ul style="list-style-type: none"> • Understands that engaging in physical activities that increase the heart rate, strengthens the heart. • Understands that stretching before physical activity decreases the chance of pulling muscles during play. • Understands that using the arms and shoulders in climbing activities, increases upper body strength. 	<ul style="list-style-type: none"> • Fitness charts. • Heart rate process. • Discuss benefits of stretching. • Muscle understanding.
	3. Students will participate in moderate to vigorous physical activity.	<ul style="list-style-type: none"> • Participates in fitness circuit stations. • Participates in continuous jog /walk for 5 – 15 minutes. • Continuously jumps a self-turn rope from 5 to 15 minutes. 	Fitness and cardiovascular-centered activities.

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4. Achieves and maintains a health-enhancing level of fitness.	1. Students will assess personal fitness based on valid, reliable fitness test.	<ul style="list-style-type: none"> • Uses own fitness scores to assess areas for improvement. • Participates in Fitnessgram or President’s Challenge and analyzes results. • Analyzes strengths and weakness of personal fitness level based on fitness test results. 	<ul style="list-style-type: none"> • Age appropriate fitness tests. • Curl ups, pull ups, sit and reach. • Shuttle run, ½ and mile runs, 50 yard dash. • 5K Fall Run
	2. Students will set goals to improve or maintain personal fitness.	<ul style="list-style-type: none"> • Chooses a component of fitness to improve on based on fitness test results and sets a personal goal accordingly. • Selects area/s of fitness to maintain based on fitness test results and sets personal goal/s accordingly. • Sets personal, nutritional goal/s based on fitness test results. 	<ul style="list-style-type: none"> • Discussion and introduction to consistent physical activity. • Fitness Journals.
	3. Students will identify and choose activities and work to improve personal fitness level.	<ul style="list-style-type: none"> • Uses a log to record activities performed to improve selected fitness goals. • Selects various activities from a “prescribed menu” to perform to improve selected fitness goals. • Brainstorms, within a small group of peers, various physical activities to participate in to improve selected fitness goals. 	<ul style="list-style-type: none"> • Fitness Journals. • Out of school fitness journal tracking.
	4. Students will participate in moderate to vigorous activity in a variety of settings.	<ul style="list-style-type: none"> • Participates in physical activity in the school setting. • Participates in physical activity with family members. • Participates in physical activity in an after school, extra-curricular setting (e.g., intramurals, recreation centers). • Participates in physical activity with peers outside of school. 	<ul style="list-style-type: none"> • Activities based on lifetime participation and exercise, as well as proper nutrition. • Extracurricular options.

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	5. Students will meet the health-related fitness standards as defined by a national fitness test.	<ul style="list-style-type: none"> Participates in Northfield fitness tests successfully. 	Participates in Northfield fitness tests successfully.
5. Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills)	1. Students will remain on-task in a group activity without close teacher monitoring.	<ul style="list-style-type: none"> Uses video to independently practice a skill. Successfully completes one step in juggling before moving onto the next progression. Passes puck back and forth within group for specified period of time. 	Works cooperatively with classmates on skill sets associated with described activity.
	2. Students will complete teacher-directed attempts at skill work independently.	<ul style="list-style-type: none"> Successfully completes number of lay-up attempts as directed by teacher. Throws at target continuously until teacher directs change in activity. Independently works to successfully complete skill check list. 	Activity based skill sets.
	3. Students will utilize safety principles in activity situations.	<ul style="list-style-type: none"> Swings racket only when enough space is allowed to accommodate a safe stroke. Checks area around self before turning rope to jump safely. Throws with appropriate speed and power for situation/partner ability. 	Emphasis on safety for each activity performed.
	4. Students will choose a partner that he or she can work with productively.	<ul style="list-style-type: none"> Chooses productive partner over best friend to practice skill work on volleyball forearm pass. Willingly accepts partner/team configurations assigned by teacher. Willingly chooses a partner based on same ability level. Willingly chooses a partner based on different skill level. 	A variety of ways to interact and work with a variety of students.

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	5. Students will use time wisely when given the opportunity to practice and improve performance.	<ul style="list-style-type: none"> • Warms up independently after initial teacher instructions. • Completes skill specific practice independently before game play. • Accepts individual responsibility for practicing skill to competency. 	Allowed to independently learn by trial and error and repetition.
	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"> • Records results accurately. • Accepts official's call regarding rule infractions. • Serves behind designated line. • Accepts individual responsibility for completing a specific task within directed time frame. 	
6. Values physical activity for health, enjoyment, challenge, self-expression, and social interaction. (Intrinsic Value)	1. Students will identify opportunities to be physically active at home, school, and in the community.	<ul style="list-style-type: none"> • Participates in extracurricular events outside the classroom. • Recognize healthy fitness choices (e.g., walking or biking to an area rather than driving) • Interacts with family members and the community. 	<ul style="list-style-type: none"> • Extracurricular activities. • Intramural options. • Family time.
	2. Students will celebrate personal and or peer successes and achievements.	<ul style="list-style-type: none"> • Maintains a student portfolio to compile one's accomplishment/s. • Students set goals and choose celebration to acknowledge successful completion of goal/s. • Congratulates other students upon successful outcome/s. • Expresses feelings positively verbally and non-verbally ("Way to go!" High Fives). 	Praise Phrase Charts.

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	<p>3. Students will demonstrate the acceptance of others skills and abilities.</p>	<ul style="list-style-type: none"> • List similarities and differences in games and activities of today versus games and activities of the past. • Demonstrates ways to adapt various physical activities to include students of varying ability levels. • Creates a game where one student has a visual impairment and the other must assist that person. 	<ul style="list-style-type: none"> • Checklists. • Activity-centered word lists.
	<p>4. Students will recognize physical activity as a positive opportunity for social and group interaction and communication.</p>	<ul style="list-style-type: none"> • Students share ideas regarding favorite activities. • Students express their appreciation of success with peers and class. • Students participate in cooperative games and icebreaker activities. • Students express positive sense of accomplishment after completing a team building challenge during a class closure activity. • Students use positive, encouraging statements while completing a group goal-oriented task. (“You can do it.” “Way to go.” We did it.”) 	