

# 5<sup>th</sup> Grade Physical Education

**Instructional Focus:** This level further develops proficiency of movement through activities which utilize combinations of motor skills.

## Motor Skills

### Standards

**SHAPE Standard 1** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. **AK PE Standard A** Demonstrates competency in motor and movement skills needed to perform a variety of physical activities.

### Objective

Students will:

- Demonstrates mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics and dance.
- Combines locomotor and manipulative skills in a variety of small-sided practice tasks in game environments.
- Combines traveling with manipulative skills for execution to a target (i.e. scoring in soccer, hockey and basketball).
- Uses appropriate pacing for a variety of running distances.
- Combines jumping and landing patterns with locomotor and manipulative skills in dance, gymnastics, and small-sided practice tasks in game environments.
- Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern.
- Combines balance and transferring weight in a gymnastics sequence or dance with partner.
- Transfers weight in gymnastics and dance environments.
- Performs curling, twisting & stretching actions with correct application in dance, gymnastics and small-sided practice tasks in game environments.
- Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group.
- Combines actions, balances and weight transfers to create a gymnastics sequence with a partner on equipment or apparatus.
- Throws underhand using a mature pattern in non-dynamic environments (closed skills), with different sizes and types of objects.
- Throws underhand to a large target with accuracy.
- Throws overhand using a mature pattern in non-dynamic environments with different sizes and types of balls.
- Throws overhand to a large target with accuracy.
- Throws with accuracy, both partners moving.
- Throws with reasonable accuracy in dynamic, small-sided practice tasks.
- Catches a batted ball above the head, at chest or waist level, and along the ground using a mature pattern in a non-dynamic environment.
- Catches with accuracy, both partners moving.
- Catches with reasonable accuracy in dynamic, small-sided practice tasks.
- Combines hand dribbling with other skills during 1v1 practice tasks.
- Combines foot dribbling with other skills in 1v1 practice tasks.
- Passes with the feet using a mature pattern as both partners travel.

### Examples

- Creative movement within activities
- Relay Races
- Warm up movement w/object control skills
- “Clean Your Room” using target activity locations
- Class Running Challenges
- “NO STOP” Runs of different distances
- Just Dance
- Mission Impossible
- Design/Demo Dance or Gymnastics Routine
- Tumbling unit
- Yoga
- Parachute
- Balance Beam
- Beanbag toss
- Corn hole
- Island ball
- Team Handball Keep away
- 3v3/5v5 Handball
- Ultimate
- Softball
- 3v3 Basketball
- Dribble Tag
- Soccer Team Keep away
- Monkey in The Middle
- 3v3/5v5 soccer
- Volleyball “Keep It Up”
- Pickle ball
- Ping Pong
- Baseball
- Hockey (floor, field, ice)
- Jump Rope For Heart

<ul style="list-style-type: none"> <li>• Receives a pass with the feet using a mature pattern as both partners travel.</li> <li>• Dribbles with hands or feet with mature patterns in a variety of small-sided game forms.</li> <li>• Demonstrates mature patterns of kicking and punting in small-sided practice task environments.</li> <li>• Volleys a ball using a two-hand pattern, sending it upward to a target.</li> <li>• Strikes an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment.</li> <li>• Strikes a pitched ball with a bat using a mature pattern.</li> <li>• Combines striking with a long implement (i.e. bat, hockey stick) with receiving and traveling skills in a small-sided game.</li> <li>• Combines a manipulative skills and traveling for execution to a target (i.e. scoring in soccer, hockey, basketball).</li> <li>• Creates a jump rope routine with a partner using either a short or long rope.</li> </ul>	
---	--

## Learning Concepts

### Standards

**SHAPE Standard 2** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. **AK PE Standard B** Apply movement concepts to the learning and performance of physical activities.

### Objective

Students will:

- Combines spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance, and games environments.
- Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics, and dance with self-direction.
- Applies movement concepts to strategy in game situations.
- Applies the concepts of direction and force to strike an object with a long-handled implement.
- Analyzes movement situations and applies movement concepts (i.e. force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments, dance and gymnastics.
- Applies basic offensive and defensive strategies and tactics in invasion small-sided practice tasks.
- Applies basic offensive and defensive strategies and tactics in net/wall small-sided practice tasks.
- Recognizes the type of throw, volley or striking action needed for different games and sports situations.

### Examples

- Design/Demo Dance Routine
- Design/Demo Gymnastics Routine
- Offensive/Defensive strategies
- Passing/Shooting in Hockey (Floor, Field, Ice)
- Striking in Baseball, Tennis, Golf, etc.
- 3v3/5v5 Soccer/Basketball
- 1v1/2v2 Volleyball/ Badminton/Pickle ball
- Base games

## Fitness and Active Lifestyle

### Standards

**SHAPE Standard 3** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. **AK PE Standard C** Participate regularly in physical activity. **AK PE Standard D** Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness.

Objective	Examples
<p>Students will:</p> <ul style="list-style-type: none"> <li>• Charts and analyzes physical activity outside physical education class for fitness benefits of activities.</li> <li>• Actively engages in all the activities of physical education.</li> <li>• Differentiates between skill-related and health-related fitness.</li> <li>• Identifies the need for warm-up and cool-down relative to physical activities.</li> <li>• Analyzes results of fitness assessment (pre- &amp; post-), comparing results with fitness components for good health.</li> <li>• Designs a fitness plan to address ways to use physical activity to enhance fitness.</li> <li>• Analyzes the impact of food choices relative to physical activity, youth sports, and personal health.</li> </ul>	<ul style="list-style-type: none"> <li>• Alaska Healthy Futures</li> <li>• Fitness Testing</li> <li>• FITT exercise principle</li> <li>• Choosemyplate.gov</li> </ul>
<b>Social/Respect</b>	
<b>Standards</b>	
<p><b>SHAPE Standard 4</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others. <b>AK PE Standard E</b> Exhibit personal and social behavior that respects self and others in physical activity settings.</p>	
Objective	Examples
<p>Students will:</p> <ul style="list-style-type: none"> <li>• Engages in physical activity with responsible interpersonal behavior (i.e. peer-to-peer, student to teacher, student to referee).</li> <li>• Participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities.</li> <li>• Exhibits respect for self with appropriate behavior while engaging in physical activity.</li> <li>• Gives corrective feedback respectfully to peers.</li> <li>• Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects.</li> <li>• Critiques the etiquette involved in rules of various game activities.</li> <li>• Applies safety principles with age-appropriate physical activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Kagan Team/Class Building exercises</li> <li>• Peer Teaching</li> <li>• In game Sportsmanship responsibilities</li> <li>• Teach and Reinforce Expectations</li> </ul>
<b>Value Physical Activity</b>	
<b>Standards</b>	
<p><b>SHAPE Standard 5</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. <b>AK PE Standard F</b> Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p>	
Objective	Examples
<p>Students will:</p> <ul style="list-style-type: none"> <li>• Compares the health benefits of participating in selected physical activities.</li> <li>• Expresses (via written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite physical activity.</li> <li>• Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response.</li> <li>• Describes the social benefits gained from participating in physical activity (i.e. recess, youth sport).</li> </ul>	<ul style="list-style-type: none"> <li>• Alaska Healthy Futures Program</li> <li>• Kagan Team/Class</li> <li>• Building exercises</li> <li>• Class Shares</li> <li>• PE “Good Things”</li> </ul>