

# Grade 5

**Anchor Standard 1:  
Motor Skills and  
Movement Patterns:  
\_The physically literate  
individual demonstrates  
competency in a variety  
of motor skills and  
movement  
patterns.\_** PE19.5.1

**A 1.1 Locomotor Skills: \_Hopping, galloping, jogging, running, sliding, skipping, jumping, leaping\_** PE19.5.1.A

- 1 Demonstrate correct form of locomotor skills in a variety of individual, partner, and small group activities and dance/ rhythm. PE19.5.1.1

**APE** \_\_\_APE accommodation suggestions:\_\_\_ Sliding, galloping, jogging, and running\_ - Hand over hand to assist in increasing speed and balance, fast pace walking, shorten distance, peer assistance (sliding - step together step, side to side) PE19.5.1.1.APE

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**B 1.2 Locomotor Skills: \_Jogging, running\_** PE19.5.1.B

- 2 Apply appropriate form and pacing for running a variety of distances. PE19.5.1.2

**APE** \_\_\_APE accommodation suggestions:\_\_\_ Sliding, galloping, jogging, and running\_ - Hand over hand to assist in increasing speed and balance, fast pace walking, shorten distance, peer assistance (sliding - step together step, side to side) PE19.5.1.2.APE

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**C 1.3 Locomotor Skills: \_Jumping and landing\_** PE19.5.1.C

- 3 Apply jumping and landing patterns with locomotor and manipulative skills in individual, partner, and small group activities. PE19.5.1.3

**APE** \_\_\_APE accommodation suggestions:\_\_\_ Hopping, jumping, and leaping\_ - Hand over hand to assist with balance. \_Examples: mini trampoline, rope on floor, peer assistance\_ PE19.5.1.3.APE

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**D 1.4 Locomotor Skills: \_Dance/ Rhythmic Activities\_** PE19.5.1.D

- 4 Demonstrate rhythms and patterns that combine locomotor skills in both cultural and creative dances, alone and with a group. PE19.5.1.4

**APE** \_\_\_APE accommodation suggestions:\_\_\_ Slower music, poly spots and/or arrows on floor for direction, break the dance steps/movements down into small parts for additional review/practice, peer assistance PE19.5.1.4.APE

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**E 1.5 Non-locomotor Skills\* (stability): \_Balance\_** PE19.5.1.E

- 5 Combine balance and transferring weight in a sequence or dance with a partner. PE19.5.1.5

**APE** \_\_\_APE accommodation suggestions:\_\_\_ Hand over hand assistance, peer assistance, modeling, doing activities on the floor instead of on equipment PE19.5.1.5.APE

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**F 1.6 Non-locomotor Skills\* (stability): \_Curling and stretching; twisting and bending\_** PE19.5.1.F

6 Perform curling, twisting, and stretching actions with correct application in dance, individual, partner, and small group activities. PE19.5.1.6

APE \_\_\_APE accommodation suggestions:\_\_\_ Hand over hand assistance and modeling PE19.5.1.6.APE

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**G 1.7 Non-locomotor Skills (stability): \_Weight transfer, rolling\_** PE19.5.1.G

7 Transfer weight in movement patterns by combining actions and balances to create a sequence with a partner, with or without equipment. PE19.5.1.7

APE \_\_\_APE accommodation suggestions:\_\_\_ Rolling - hand over hand assistance; peer assistance and modeling PE19.5.1.7.APE

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**H 1.8 Manipulative Skills: \_Underhand and overhand throw\_** PE19.5.1.H

8 Throw underhand and overhand using correct form in dynamic environments. PE19.5.1.8

APE \_\_\_APE accommodation suggestions:\_\_\_ Provide a variety of sizes, shapes, textures, and inflation levels of objects to make throwing more successful; use ball launchers PE19.5.1.8.APE

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**I 1.9 Manipulative Skills: \_Catching\_** PE19.5.1.I

9 Catch with correct form in dynamic individual, partner, and small group activities. PE19.5.1.9

APE \_\_\_APE accommodation suggestions:\_\_\_ Decrease distance ball is tossed, rolled, or bounced; provide students the opportunity to catch an object using a bucket or basket. Good objects to use for catching: stuffed animal, beach ball, scarf, deflated ball, foam ball, fleece ball, balloon (be aware of latex allergies) PE19.5.1.9.APE

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**J 1.10 Manipulative Skills: \_Dribbling and/or ball control with hands\_** PE19.5.1.J

10 Dribble continuously with both the preferred and the non-preferred hands in dynamic individual, partner, and small group activities. PE19.5.1.10

APE \_\_\_APE accommodation suggestions:\_\_\_ Use large playground ball; drop and catch, alternating dribble with peer or tethered ball. PE19.5.1.10.APE

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**K 1.11 Manipulative Skills: \_Dribbling/ ball control with feet\_** PE19.5.1.K

11 Apply foot dribbling in individual, partner, and small group activities. PE19.5.1.11

APE \_\_\_APE accommodation suggestions:\_\_\_ Use large playground ball; drop and catch, alternating dribble with peer or tethered ball. PE19.5.1.11.APE

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**L 1.12 Manipulative Skills: \_Passing and receiving with feet\_** PE19.5.1.L

12 Apply passing and receiving with either foot in partner and small group activities, using correct form. PE19.5.1.12

APE \_\_\_APE accommodation suggestions:\_\_\_ Use larger ball, larger targets PE19.5.1.12.APE

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**M 1.13 Manipulative Skills: \_Kicking, punting\_** PE19.5.1.M

13 Demonstrate correct form in kicking and punting in partner and small-group activities. PE19.5.1.13

APE \_\_\_APE accommodation suggestions:\_\_\_ Lightweight object could include larger and/or more colorful object/ball or object of contrasting colors: suspended tether ball PE19.5.1.13.APE

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**N 1.14 Manipulative Skills: \_Volleying, overhead and underhand\_** PE19.5.1.N

14 Demonstrate volleying a ball with a two-hand overhead and underhand technique, in a dynamic environment. PE19.5.1.14

APE \_\_\_APE accommodation suggestions:\_\_\_ Lightweight object could include larger and/or more colorful object/ball or object of contrasting colors: suspended tether ball PE19.5.1.14.APE

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**O 1.15 Manipulative Skills: \_Striking, short implement\_** PE19.5.1.O

15 Apply the skill of striking an object consecutively using a short-handled implement in competitive or cooperative game environments. PE19.5.1.15

APE \_\_\_APE accommodation suggestions:\_\_\_ Use longer or shorter implements for student success in controlling the implement; hand over hand assistance PE19.5.1.15.APE

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**P 1.16 Manipulative Skills: \_Striking, long implement (hockey stick, putter, noodle, bat, badminton racquet, pillow polo stick, etc.)\_** PE19.5.1.P

16 Strike an object to a target in partner and small group activities. PE19.5.1.16

APE \_\_\_APE accommodation suggestions:\_\_\_ Place rope on ground, step over self-turned rope, provide verbal prompting. PE19.5.1.16.APE

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**Q 1.17 Manipulative Skills: \_Jumping rope\_** PE19.5.1.Q

17 Create and perform a jump rope sequence combining a variety of skills with a partner, using either a short or long rope. PE19.5.1.17

APE \_\_\_APE accommodation suggestions:\_\_\_ Place rope on ground, step over self-turned rope, provide verbal prompting. PE19.5.1.17.APE

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**Anchor Standard 2:  
Movement and  
performance: \_The  
physically literate  
individual applies  
knowledge of concepts,  
principles, strategies,  
and tactics related to  
movement and  
performance.\_** PE19.5.2

**A 2.1 Movement Concepts: \_Space\_** PE19.5.2.A

1 Understand and apply spatial awareness skills in a game setting. PE19.5.2.1

APE \_\_\_APE accommodation suggestions:\_\_\_ Verbal prompting, redirection and/or modeling; use directional poly spots. PE19.5.2.1.APE

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**B 2.2 Movement Concepts: \_Pathways, shapes, levels\_** PE19.5.2.B

2 Execute combined movement concepts of pathways, shapes, and levels with skills in various physical activity settings. PE19.5.2.2

APE \_\_\_APE accommodation suggestions:\_\_\_ Verbal prompting; use directional poly spots. PE19.5.2.2.APE

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**C 2.3 Movement Concepts: \_Speed, direction, force\_** PE19.5.2.C

3 Execute combined concepts of speed, direction, and force with skills in various physical activity settings. PE19.5.2.3

APE \_\_\_APE accommodation suggestions:\_\_\_ Verbal prompting; use directional poly spots. PE19.5.2.3.APE

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**D 2.4 Movement Concepts: \_Strategies & tactics\_** PE19.5.2.D

4 Apply skills learned in earlier grades - simple strategies and tactics in chasing/ fleeing, offensive/ defensive strategies and tactics. PE19.5.2.4

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**Anchor Standard 3:  
Physical Activity and  
Fitness: \_The physically  
literate individual  
demonstrates the  
knowledge and skills to  
achieve and maintain a  
health-enhancing level  
of physical activity and  
fitness.\_** PE19.5.3

**A 3.1 Physical activity knowledge** PE19.5.3.A

1 Compare and contrast fitness benefits of various physical activities. PE19.5.3.1

APE \_\_\_APE accommodation suggestions:\_\_\_ Verbal prompting and peer assistance to model correct physical education participation. PE19.5.3.1.APE

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**B 3.2 Engagement in physical activity** PE19.5.3.B

2 Actively engage in all components of physical education to the best of his/her ability. PE19.5.3.2

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**C 3.3 Fitness knowledge** PE19.5.3.C

3 Identify each component of the FITT Principle (frequency, intensity, time, and type). PE19.5.3.3

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**Anchor Standard 4:  
Personal and Social  
Behavior: \_The  
physically literate  
individual exhibits  
responsible personal  
and social behavior that  
respects self and  
others.\_** PE19.5.4

**A 4.1 Personal responsibility** PE19.5.4.A

1 Exhibit safe and responsible behavior in a variety of physical activity contexts, environments, and facilities. PE19.5.4.1

APE \_\_\_APE accommodation suggestions:\_\_\_ Verbal prompting and redirecting, peer assistance to model proper personal and social behaviors PE19.5.4.1.APE

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**B 4.2 Accepting and giving feedback** PE19.5.4.B

- 2 Appropriately respond to and implement specific informative feedback from the teacher and peers. PE19.5.4.2

**APE** \_\_\_APE accommodation suggestions:\_\_\_ Verbal prompting and redirecting, peer assistance to model proper personal and social behaviors PE19.5.4.2.APE

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**C 4.3 Working with others** PE19.5.4.C

- 3 Actively involve others of all skill levels and abilities into physical activities and group projects. PE19.5.4.3

**APE** \_\_\_APE accommodation suggestions:\_\_\_ Verbal prompting and redirecting, peer assistance to model proper personal and social behaviors PE19.5.4.3.APE

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**D 4.4 Conflict Resolution** PE19.5.4.D

- 4 Apply techniques for managing stress and conflict. PE19.5.4.4

**APE** \_\_\_APE accommodation suggestions:\_\_\_ Verbal prompting and redirecting, peer assistance to model proper personal and social behaviors PE19.5.4.4.APE

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**Anchor Standard 5:  
Values Physical Activity:  
\_The physically literate  
individual recognizes  
the value of physical  
activity for health,  
enjoyment, challenge,  
self-expression, and/or  
social  
interaction.\_** PE19.5.5

**A 5.1 Health** PE19.5.5.A

- 1 Explain and identify the health benefits of participating in various physical activities. PE19.5.5.1

**APE** \_\_\_APE accommodation suggestions:\_\_\_ Information in alternate formats (words or pictures); allow extra time to communicate and process information; provide short, precise and clear instructions; and use peer assistance and modeling. PE19.5.5.1.APE

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**B 5.2 Challenge** PE19.5.5.B

- 2 Create a visual product or written essay about the enjoyment and/or challenge of participating in a favorite physical activity. PE19.5.5.2

**APE** \_\_\_APE accommodation suggestions:\_\_\_ Information in alternate formats (words or pictures); allow extra time to communicate and process information; provide short, precise and clear instructions; and use peer assistance and modeling. PE19.5.5.2.APE

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**C 5.3 Self-expression and enjoyment** PE19.5.5.C

- 3 Explain the difference between physical activities that are enjoyable and activities that are more challenging. PE19.5.5.3

**APE** \_\_\_APE accommodation suggestions:\_\_\_ Information in alternate formats (words or pictures); allow extra time to communicate and process information; provide short, precise and clear instructions; and use peer assistance and modeling. PE19.5.5.3.APE

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**D 5.4 Social interaction** PE19.5.5.D

4 Lead or teach their favorite physical activity to their peers. PE19.5.5.4

**APE** \_\_\_APE accommodation suggestions:\_\_\_ Information in alternate formats (words or pictures); allow extra time to communicate and process information; provide short, precise and clear instructions; and use peer assistance and modeling. PE19.5.5.4.APE