

Grade 5

Demonstrates competency in a variety of motor skills and movement patterns. [S1](#)

Locomotor

- 1 Hopping, galloping, running, sliding, skipping, leaping: [S1.1](#)
 - 5a Demonstrate mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics, and dance. [S1.1.5A](#)
 - 5b Combines locomotor and manipulative skills in a variety of small-sided practice tasks in game environments. [S1.1.5B](#)
 - 5c Combines traveling with manipulative skills for execution to a target (e.g. scoring in soccer, hockey and basketball). [S1.1.5C](#)
- 2 Jogging, running: [S1.2](#)
 - 5 Uses appropriate pacing for a variety of running distances. [S1.2.5](#)
- 3 Jumping and landing, horizontal: [S1.3](#)
 - 5 Combines jumping and landing patterns with locomotor and manipulative skills in dance, gymnastics, and small-sided practice tasks in game environments. [S1.3.5](#)
- 4 Jumping and Landing, vertical: [S1.4](#)
 - 5 Combines jumping and landing patterns with locomotor and manipulative skills in dance, gymnastics, and small-sided practice tasks in game environments. [S1.4.5](#)
- 5 Dance: [S1.5](#)
 - 5 Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern. [S1.5.5](#)
- 6 Combinations: [S1.6](#)
 - 5 Applies skill. [S1.6.5](#)

Nonlocomotor (stability)

- 7 Balance: [S1.7](#)
 - 5 Combines balance and transferring weight in a gymnastics sequence or dance with a partner. [S1.7.5](#)
- 8 Weight Transfer: [S1.8](#)
 - 5 Transfers weight in gymnastics and dance environments. [S1.8.5](#)
- 9 Weight Transfer, rolling: [S1.9](#)
 - 5 Applies skill. [S1.9.5](#)
- 10 Curling and stretching; twisting and bending: [S1.10](#)
 - 5 Performs curling, twisting, and stretching actions with correct application in dance, gymnastics and small-sided practice tasks in game environments. [S1.10.5](#)
- 11 Combinations: [S1.11](#)
 - 5 Combines locomotors skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group. [S1.11.5](#)
- 12 Balance and weight transfers: [S1.12](#)
 - 5 Combines actions, balances, and weight transfers to create a gymnastics sequence with a partner on equipment or apparatus. [S1.12.5](#)

Manipulative

13 Throwing underhand: S1.13

5a Throws underhand using a mature pattern in nondynamic environments (closed skills), with different sizes and types of objects. S1.13.5A

5b Throws underhand to large target with accuracy. S1.13.5B

14 Throwing overhand: S1.14

5a Throws overhand using a mature pattern in nondynamic environments (closed skills), with different sizes and types of balls. S1.14.5A

5b Throws overhand to large target with accuracy. S1.14.5B

15 Passing with hands: S1.15

5a Throws with accuracy, both partners moving. S1.15.5A

5b Throws with reasonable accuracy in dynamic, small-sided practice tasks. S1.15.5B

16 Catching: S1.16

5a Catches a batted ball above the head, at chest or waist level, and along the ground using a mature pattern in a nondynamic environment (closed skills). S1.16.5A

5b Catches with accuracy, both partners moving. S1.16.5B

5c Catches with reasonable accuracy in dynamic small-sided practice tasks. S1.16.5C

17 Dribbling/ball control with hands: S1.17

5 Combines hand dribbling with other skills during 1v1 practice tasks. S1.17.5

18 Dribbling/ball control with feet: S1.18

5 Combines foot dribbling with other skills in 1v1 practice tasks. S1.18.5

19 Passing and receiving with feet: S1.19

5a Passes with the feet using a mature pattern as both partners travel. S1.19.5A

5b Receives a pass with the feet using a mature pattern as both partners travel. S1.19.5B

20 Dribbling in Combination: S1.20

5 Dribbles with hands or feet with mature patterns in a variety of small-sided game forms. S1.20.5

21 Kicking: S1.21

5 Demonstrates mature patterns of kicking and punting in small-sided practice task environments. S1.21.5

22 Volleying underhand: S1.22

5 Applies skill. S1.22.5

23 Volleying overhead: S1.23

- 5 Volleys a ball using a two-hand pattern, sending it upward to a target. [S1.23.5](#)
- 24 Striking, short implement: [S1.24](#)
 - 5 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. [S1.24.5](#)
- 25 Striking, long implement: [S1.25](#)
 - 5a Strikes a pitched ball with a bat using a mature pattern. [S1.25.5A](#)
 - 5b Combines striking with a long implement (e.g. bat, hockey stick) with receiving and traveling skills in a small-sided game. [S1.25.5B](#)
- 26 In combination with locomotor: [S1.26](#)
 - 5 Combines manipulative skills and traveling for execution to a target (e.g. scoring in soccer, hockey, and basketball). [S1.26.5](#)
- 27 Jumping rope: [S1.27](#)
 - 5 Creates a jump-rope routine with a partner using either a short or long rope. [S1.27.5](#)

AQUATICS

- 28 [S1.28](#)
 - 5 Demonstrate mature form for the basic aquatic skills of front float, back float, glide, and recovery in isolated settings. [S1.28.5](#)
- 29 [S1.29](#)
 - 5 Demonstrate safe water entry and exit, independently, by jumping or stepping from the side safely in isolated settings. [S1.29.5](#)
- 30 [S1.30](#)
 - 5 Demonstrate above water arm recovery and continuous kick with face in the water, breathing consistently to the side to swim 15 yards in the water in isolated settings. [S1.30.5](#)
- 31 [S1.31](#)
 - 5 Demonstrate locomotion, in a supine position, using rudimentary body roll, above water arm recovery, arms enter at or above shoulder level with continuous kick 15 yards in the water in isolated settings. [S1.31.5](#)
- 32 [S1.32](#)
 - 5 Demonstrate jumping or stepping from the side while wearing a life jacket, demonstrate help and huddle positions for one minute, and locomote to a position of safety in controlled settings. [S1.32.5](#)

Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. [S2](#)

Standard 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. [S2](#)

Space: S2.1	5 Combines spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics, dance, and games environments. S2.1.5
Pathways, shapes, levels: S2.2	5 Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics, and dance with self-direction. S2.2.5
Speed, direction, force: S2.3	<p>5a Applies movement concepts to strategy in game situations. S2.3.5A</p> <p>5b Applies the concepts of direction and force to strike an object with a long-handled implement. S2.3.5B</p> <p>5c Analyzes movement situations and applies movement concepts (e.g. force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments, dance, and gymnastics. S2.3.5C</p>
Alignment and muscular tension: S2.4	5 Applies skill. S2.4.5
Strategies and tactics: S2.5	<p>5a Applies basic offensive and defensive strategies and tactics in invasion small-sided practice tasks. S2.5.5A</p> <p>5b Applies basic offensive and defensive strategies and tactics in net/wall small-sided practice tasks. S2.5.5B</p> <p>5c Recognizes the type of throw, volley, or striking action needed for different games and sports situations. S2.5.5C</p>
Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. S3	Standard 3 Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. S3
Physical Activity knowledge: S3.1	5 Charts and analyzes physical activity outside physical education class for fitness benefits of activities. S3.1.5
Engages in Physical Activity: S3.2	5 Actively engages in all the activities of physical education. S3.2.5
Fitness Knowledge: S3.3	5 Differentiates between skill-related and health-related fitness. S3.3.5
Fitness Knowledge: S3.4	5 Identifies the need for warm-up and cooldown relative to various physical activities. S3.4.5

Assessment and Program Planning: S3.5	<p>5a Analyzes results of fitness assessment (pre-and post-) comparing results with fitness components for food health. S3.5.5A</p> <hr/> <p>5b Designs a fitness plan to address ways to use physical activity to enhance fitness. S3.5.5B</p>
Nutrition: S3.6	<p>5 Analyzes the impact of food choices relative to physical activity, youth sports and personal health. S3.6.5</p>
Exhibits responsible personal and social behavior that respects self and others. S4	<p>Standard 4 Exhibits responsible personal and social behavior that respects self and others. S4</p>
Personal responsibility: S4.1	<p>5 Engages in physical activity with responsible interpersonal behavior (e.g. peer-to-peer, student to teacher, student to referee). S4.1.5</p>
Personal responsibility: S4.2	<p>5a Participates with responsible personal behavior in a variety of physical contexts, environments and facilities. S4.2.5A</p> <hr/> <p>5b Exhibits respect for self with appropriate behavior while engaging in physical activity. S4.2.5B</p>
Accepting feedback: S4.3	<p>5 Gives corrective feedback respectfully to peers. S4.3.5</p>
Working with others: S4.4	<p>5 Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects. S4.4.5</p>
Rules and Etiquette: S4.5	<p>5 Critiques the etiquette involved in rules of various game activities. S4.5.5</p>
Safety: S4.6	<p>5 Applies safety principals with age-appropriate physical activities. S4.6.5</p>
Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. S5	<p>Standard 5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. S5</p>
Health: S5.1	<p>5 Compares the health benefits of participating in selected physical activities. S5.1.5</p>

Challenge: S5.2

5 Expresses (via written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite physical activity. S5.2.5

Self-expression and enjoyment: S5.3

5 Analyzes different physical activities for enjoyment, challenge, identifying reasons for a positive or negative response. S5.3.5

Social interaction: S5.4

5 Describes the social benefits gained from participating in physical activity (e.g. recess, youth sport). S5.4.5