



PHYSICAL EDUCATION

GRADE 5

COMPONENT	OBJECTIVES	COMPETENCY
I Track and Field	<ol style="list-style-type: none"> 1. Define track and field terminology and identify the events in a track and field meet. 2. Explain the safety precautions for track. 3. Exhibit good sportsmanship. 4. Student can start a dash using a sprinter's start. 5. Student can run while placing the baton in the hand of an already moving receiver. 6. Sprint 50 meters, running past the finish line without slowing down. 7. Explain the difference between sprint, relay, and distance races. 	<ol style="list-style-type: none"> A. The student can run a 50 meter dash using a sprinter's start without slowing down until he/she passes the finish line. (PE.A.2.2.2) B. While moving, the student can demonstrate the ability to pass and receive a baton three out of five times, using good technique. C. The student can define track and field terms and identify the events.
II Cooperative Activities	<ol style="list-style-type: none"> 1. Demonstrate self control during game play. 2. Give verbal support during activities that are challenging. 3. Make a commitment to the completion of an assigned task. 4. Contribute ideas during discussions willingly. 5. Encourage peers to respect others rights and abilities. 6. Write a short story on how they can demonstrate "self-control" during school. 7. <i>Knows the importance of seeking out, participating with, and showing respect for people of like and different physical abilities.</i> (PE.B.2.2.3) 8. <i>Recognizes the differences and similarities in the physical activity choices of others.</i> (PE.C.1.2.1) 	<ol style="list-style-type: none"> A. The student can show respect by giving positive verbal support (positive statements) and physical support (handshake, pat on the back, smile) to persons of like or different multicultural backgrounds while participating in various activities. (PE.B.2.2.3) B. The student can demonstrate respect and cooperation to teachers by diligently completing all assigned tasks and by contributing ideas during class discussions.



PHYSICAL EDUCATION

GRADE 5

COMPONENT	OBJECTIVES	COMPETENCY
<p>III Team Sport (general)</p>	<p>9. <i>Identifies physical activities that contribute to personal feelings of joy.</i> (PE.C.2.2.1)</p> <p>10. <i>Designs and performs games, gymnastics, and dance sequences that allow for group creativity and discussion.</i> (PE.C.2.2.3)</p> <p>1. <i>Knows various technique for throwing or catching different objects.</i> (PE.A.1.2.1)</p> <p>2. <i>Knows how to design and modify sequences that show changes in direction and speed.</i> (PE.A.1.2.2)</p> <p>3. <i>Knows how to demonstrate functional patterns of striking, dribbling, volleying, throwing, and catching in dynamic situations.</i> (PE.A.1.2.3)</p> <p>4. <i>Understands that games consist of people, boundaries, equipment, purpose, and rules which all interrelate during game play.</i> (PE.A.1.2.4)</p> <p>5. <i>Knows how to create, explore, and devise game strategies.</i> (PE.A.1.2.5)</p> <p>6. <i>Recognizes the proper techniques of performing an overhand throw.</i> (PE.A.2.2.1)</p> <p>7. <i>Understands and applies basic movement concepts (e.g., space awareness, body awareness, and transfer of weight to games.</i> (PE.A.2.2.2)</p>	<p>A. <i>Using the proper technique, the student can perform skills related to various sports and games (e.g., catching, dribbling, fielding, running, passing, serving, shooting, striking, throwing, trapping, volleying, etc.).</i> (PE.A.1.2.1) (PE.A.1.2.3)</p> <p>B. <i>The student can demonstrate an understanding of the rules, boundaries, and safety procedures for various sports and games.</i> (PE.A.1.2.4) (PE.B.2.2.2)</p> <p>C. <i>The student can explain the benefits of physical activity as it relates to various sports and games.</i> (PE.A.3.2.1)</p>



PHYSICAL EDUCATION

GRADE 5

COMPONENT	OBJECTIVES	COMPETENCY
<p>IV Physical Fitness</p>	<p>8. <i>Knows the reason that appropriate practice improves performance.</i> (PE.A.2.2.3)</p> <p>9. <i>Knows potential risks associated with physical activities.</i> (PE.B.2.2.1)</p> <p>10. <i>Applies and follow rules while playing sports and games.</i> (PE.B.2.2.2)</p> <p>11. <i>Knows how to perform games from a variety of cultures.</i> (PE.C.1.2.2)</p> <p>1. Demonstrate flexibility by performing sit and reach activities.</p> <p>2. Demonstrate abdominal strength by performing sit-ups (1 minute).</p> <p>3. Demonstrate cardiovascular endurance by walking/jogging/running and rope jumping.</p> <p>4. Show the correct procedure for averaging fitness percentile scores.</p> <p>5. <i>Describe helpful benefits that result from regular participation in vigorous physical activity.</i> (PE.A.3.2.1)</p> <p>6. <i>Understands how a healthy body contributes to positive self-concepts.</i> (PE.A.3.2.2)</p> <p>7. <i>Knows the opportunities in the school and community for regular participation in physical activity.</i> (PE.A.3.2.3)</p> <p>8. <i>Selects and participates regularly in physical activities for the purpose of improving skill and health.</i> (PE.A.3.2.4)</p>	<p>A. The student can perform physical fitness activities which are essential for physical fitness improvement, cardio-respiratory endurance, strength, flexibility and agility (e.g., jump a short roper for sixty seconds, run/walk a mile in twelve minutes, do 40 sit-ups in one minute, stretching exercises, etc.). (PE.B.1.2.1) (PE.B.1.2.2) (PE.B.1.2.3)</p> <p>B. The student can determine his/her levels of fitness by reading the National percentile Chart.</p> <p>C. Can maintain continuous aerobic activity for a specific period of time and understand the positive benefits.</p>



PHYSICAL EDUCATION

GRADE 5

COMPONENT	OBJECTIVES	COMPETENCY
<p>V Rhythms and Dance</p>	<p>9. <i>Knows how to maintain continuous aerobic activity for a specified period of time in order to improve endurance.</i> (PE.B.1.2.1)</p> <p>10. <i>Knows activities that promote a faster heart rate.</i> (PE.B.1.2.2)</p> <p>11. <i>Knows how proper stretching increases flexibility and understands why flexibility is important.</i> (PE.B.1.2.3)</p> <p>12. <i>Knows how exercise helps control obesity.</i> (PE.B.1.2.4)</p> <p>13. <i>Understands that correct body position and proper use of muscles are necessary to improve strength and flexibility.</i> (PE.B.1.2.5)</p> <p>14. <i>Knows the positive benefits of exercising at home.</i> (PE.C.2.2.2)</p> <p>1. Knowledge the origin and history of social, folk, and square dancing.</p> <p>2. Demonstrate the proper foot movement for social, folk and square dances.</p> <p>3. Be able to demonstrate multicultural dances. (PE.C.1.2.2)</p> <p>4. Create their own dance routine and write the steps/movements.</p> <p>5. Demonstrate the beginning aerobic dance steps, and be introduced to the cardiovascular endurance benefits.</p> <p>6. <i>Knows how to design and modify sequences that show changes in direction and speed.</i> (PE.A.1.2.2)</p>	<p>A. The student can demonstrate rhythmic movements as evident from participating in social, folk, and square dances, while promoting awareness, appreciation, and respect for persons of diverse ethnic and cultural backgrounds. (PE.C.1.2.2)</p> <p>B. The student can explain the origin and history of social, folk, and square dance.</p> <p>C. The student can demonstrate beginning aerobic dance steps and discuss the benefits of aerobic activity. (PE.B.1.2.1)</p>



PHYSICAL EDUCATION

GRADE 5

COMPONENT	OBJECTIVES	COMPETENCY
<p>VI Stunts and tumbling</p>	<p>7. <i>Understands and applies basic movement concepts (e.g., space awareness, body awareness, and transfer of weight) to dance.</i> (PE.A.2.2.2)</p> <p>1. Demonstrate proper safety procedures.</p> <p>2. Able to perform tumbling and inverted balances.</p> <p>3. Perform basic activities (e.g., forward roll, backroll, cartwheel, head stand, handstand, round-off).</p> <p>4. Perform knee vault, stand vault, and side vault.</p> <p>5. Balance beam activities-walk forward, backward, heel toe.</p> <p>6. Write a paragraph on the benefits of stretching.</p> <p>7. <i>Understands and applies basic movement concepts (e.g., space awareness, body awareness, and transfer of weight) to gymnastics.</i> (PE.A.2.2.2)</p>	<p>A. The student can perform basic tumbling stunts, vaults, inverted balances and balance beam activities while participating in gymnastic activities. (PE.A.2.2.2)</p> <p>B. The student can demonstrate proper safety procedures while participating in stunts and tumbling.</p>