

Fifth Grade Physical Education

Valuing activity, fitness, and nutrition as keys to creating and maintaining a life-long healthy lifestyle.

Physical activity is an enjoyable and essential part of our lives. Physical education provides a child with the knowledge, skills, and direction to begin the journey to a healthy, happy, and productive life. Today's sedentary lifestyle has created crises in children's lives. "Because of the current obesity epidemic, children today have a shorter life expectancy than their parents for the first time in 100 years" (Dr. William Klish, Baylor College of Medicine). Quality physical education in elementary school can help to reverse this dangerous trend.

At the fifth grade level students understand the concept of fair play and begin to recognize the varying skill levels within a class. Playing by the rules and respecting self and others are emphasized as students participate in cooperative and competitive physical education activities. Students see how levels of physical activity and food intake are related to obesity and obesity-related diseases. Life skills are embedded in the curriculum. It is recommended that, in addition to recess, all students receive a minimum of 150 minutes of structured physical education per week.

Special needs students who have IEP recommendations to be included in regular physical education classes may need modifications in both instruction and assessment of physical education skills. However, efforts should be made to teach special needs students with minimal but appropriate modifications in order to provide them with success in physical education. See Appendix E.

Integrated physical education lessons are included to assist teachers who use physical activity to teach academic content. Kinesthetic learners have optimum success when they move their bodies as they learn. See Appendix C.

Standard 1: Students will value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Objective 1: Emphasize how physical activity provides an opportunity for enjoyment.

- a. Identify and participate in activities that are personally interesting and rewarding.
- b. Accept differences in personal backgrounds and skill levels.
- c. Participate in regular physical activity at home, at school, and in the community.
- d. Celebrate physical education achievements of self as well as those of others.

Objective 2: Practice appropriate risk taking.

- a. Identify safe and unsafe environments for activity participation.
- b. Describe the number ratings for sunscreen protection.
- c. Demonstrate persistence in activities when unsuccessful in initial attempts.
- d. Participate willingly in new activities.

Standard 2: Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Objective 1: Demonstrate responsible social behavior in physical activity settings.

- a. Accept responsibility for own actions without blaming others.
- b. Respect self and others in activity participation.
- c. Display appropriate cooperative behaviors (e.g., take turns, acknowledge the accomplishments of others).

Objective 2: Follow rules and procedures while participating in activities.

- a. Identify behaviors that might create conflicts, and predict possible consequences.
- b. Describe and follow the rules of various games and activities.
- c. Demonstrate good sportsmanship (e.g., accept official's decisions, use appropriate language, honestly report activity results).
- d. Work independently and with others to improve the learning experience (e.g., give encouragement, provide feedback for skill development, and acknowledge accomplishments).

Standard 3: Students will understand and apply the health-enhancing benefits of physical activity and proper nutrition.

Objective 1: Demonstrate and apply knowledge of physical fitness.

- a. Review the components of health-related fitness (e.g., cardiovascular endurance, muscular strength and endurance, flexibility, and body composition).
- b. Identify healthful benefits that result from regular and appropriate participation in physical activity.
- c. Identify and demonstrate proper lifting technique.
- d. Assess gains in physical fitness by using national tests (e.g., FitnessGram, President's Challenge, Physical Best).
- e. Record fitness activity participation in a personal activity journal.

Objective 2: Describe how proper nutrition affects health and physical fitness.

- a. Identify how levels of physical activity and dietary intake are related to levels of obesity, heart disease, cancer, diabetes, and eating disorders.
- b. Identify foods used as energy sources.
- c. Describe the importance of consuming five servings of fruits and/or vegetables on a daily basis.
- d. Describe how food intake and exercise affect energy levels and body composition.
- e. Demonstrate proper meal selection based on the Food Pyramid (<http://www.mypyramid.gov>).

Objective 3: Participate in a variety of moderate to vigorous physical activities.

- a. Identify and utilize proper warm-up, conditioning, and cool-down techniques.
- b. Evaluate various activities for fitness benefits.
- c. Participate in continuous aerobic activity for a specified time.
- d. Participate in activities that affect all elements of physical fitness (e.g., cardiovascular endurance, muscular strength and endurance, flexibility, body composition).

Standard 4: Students will demonstrate competency in knowledge and movement skills needed to perform a variety of physical education activities.

Objective 1: Apply movement principles and skills in small group activities.

- a. Identify teaching cues to improve personal performance and to provide feedback to others with the aid of peer and self-assessment.
- b. Create and perform different types of rhythm/dance patterns (e.g., Lummi sticks, creative movement, line dance, tinikling).
- c. Identify and apply principles of practice to improve performance (e.g., form, consistency, and repetition).
- d. Demonstrate complex movement activities (e.g., jumping and landing, smooth change of direction, balance, and weight transfer).
- e. Demonstrate knowledge of basic rules for a variety of activities (e.g., tennis, floor hockey, soccer, volleyball).

Objective 2: Demonstrate a variety of skills in sports and game activities.

- a. Perform throwing, catching, and dodging skills in modified and regulation sports activities.
- b. Strike a moving ball with a bat, racquet, or paddle, using correct techniques.
- c. Demonstrate basic small group offensive and defensive tactics and strategies in game situations (e.g., body fakes, degrees of speed, change in direction, body positioning while moving and guarding).
- d. Demonstrate principles of accuracy, force, opposition, and follow-through when kicking.