

# Grade 5

Adopted 2018

**Demonstrates competency in a variety of motor skills and movement patterns.**

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**1. Combine locomotor and manipulative skills in educational games, educational dance, and educational gymnastics. 5.1.1.1**

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**2. Combine jumping and landing in the horizontal plane with locomotor and manipulative skills in educational games, educational dance, and educational gymnastics. 5.1.1.2**

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**3. Combine jumping and landing in the vertical plane with locomotor and manipulative skills in educational games, educational dance, and educational gymnastics. 5.1.1.3**

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**4. Combine and sequence locomotor and non-locomotor skills transitioning from one skill to another smoothly without hesitation, while maintaining rhythm in culturally relevant and creative dances. 5.1.1.4**

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**1. Combine balance and weight transfer in an educational dance and educational gymnastics sequence. 5.1.2.1**

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**2. Combine balance and weight transfer in an educational dance and educational gymnastics sequence. 5.1.2.2**

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**3. Combine rolling with traveling and non-locomotor skills as part of an educational gymnastic sequence, with fluidity and balanced transition from one skill to the next. 5.1.2.3**

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**4. Perform non-locomotor skills as part of an educational game, educational dance, or educational gymnastics sequence. 5.1.2.4**

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**5. Combine balances, non-locomotor skills, locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, and flow) to perform an educational dance and an educational gymnastics sequence with a group. 5.1.2.5**

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**1. Roll and throw underhand in small-sided games. 5.1.3.1**

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**2. Throw overhand within a task that requires force for distance, using a maturing pattern in closed environments. 5.1.3.2**

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**3. Throw overhand with accuracy in small-sided games. 5.1.3.3**

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4. Catch a thrown ball, above the head, at chest or waist level and below the waist, in small-sided games. 5.1.3.4

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  5. Dribble with the preferred or non-preferred hand in small-sided games. 5.1.3.5

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  6. Dribble with the feet in small-sided games. 5.1.3.6

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  7. Pass and receive a ball with the feet in small-sided games. 5.1.3.7

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  8. Dribble with hands or feet in combination with other skills while controlling the ball and the body in small-sided games. 5.1.3.8

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  9. Kick a moving ball along the ground and in the air in small-sided games. 5.1.3.9

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  10. Punt contacting the ball with shoelaces or top of the foot, sending it forward in practice tasks. 5.1.3.10

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  11. Volley underhand in small-sided games. 5.1.3.11

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  12. Volley using a two-hand overhead pattern in small-sided games. 5.1.3.12

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  13. Strike using a short-handled implement in small-sided games. 5.1.3.13

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  14. Strike using a long-handled implement in small-sided games. 5.1.3.14

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  15. Combine traveling with the manipulative skills of dribbling, throwing, catching and striking with accuracy small-sided games. 5.1.3.15

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  16. Combine jump rope skills to perform a routine using either a long or short rope, with a partner. 5.1.3.16

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  17. Skill met in Grade 4. 5.1.3.17
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Apply knowledge of concepts, principles, strategies and tactics to movement and performance.

1. Apply the space awareness concepts of directions, pathways, levels and extensions in small-sided games and educational dance or educational gymnastics. 5.2.1.1

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  2. Apply the relationship awareness concepts in small-sided games and educational dance or educational gymnastics. 5.2.1.2

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  3. Apply the effort awareness concepts of speed, force and flow in small-sided games and educational dance or educational gymnastics. 5.2.1.3

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  4. Apply offensive and defensive tactics in small-sided invasion games. 5.2.1.4

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  5. Apply offensive and defensive tactics in small-sided net and wall games. 5.2.1.5

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  6. Apply distance and direction tactics in target games. 5.2.1.6
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**Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.**

- 1. Chart and analyze personal participation in physical activity outside of physical education class for health benefits. 5.3.1.1**

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- 1. Actively participates in small-sided games without teacher prompting. 5.3.2.1**

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- 1. Apply the F.I.T.T. principle for cardiorespiratory fitness to personal behaviors and identify the need for warm-up and cool down when participating in these types of activities. 5.3.3.1**

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- 2. Apply the F.I.T.T. principle for muscular endurance, muscular strength, and flexibility to personal behaviors, and identify the need for warm-up and cool down when participating in these types of activities. 5.3.3.2**

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- 1. Analyze pre-and post-fitness assessment results, compare results to recommendations for good health and describe personal strategies to enhance fitness through physical activity participation. 5.3.4.1**

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- 1. Analyze the impact of food choices relative to physical activity and personal health. 5.3.5.1**

**Exhibit responsible personal and social behavior that respects self and others.**

- 1. Engage in physical activity while demonstrating responsible interpersonal behavior. For example: peer to peer, student to teacher, student to referee. 5.4.1.1**

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- 1. Give and receive corrective feedback respectfully to and from peers. 5.4.2.1**

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- 1. Work cooperatively and respectfully with classmates of all skill levels in small or large group activities. 5.4.3.1**

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- 1. Follow rules and etiquette in small-sided games, educational dance, and educational gymnastics 5.4.4.1**

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- 1. Move safely in small-sided games, educational dance, and educational gymnastics. 5.4.5.1**

**Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

- 1. Analyze participation in physical activity and describe the personal impact it has on mental-emotional health, physical health, social health, and cognitive health. 5.5.1.1**

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- 1. Analyze physical activities based on personal levels of challenge and identify ways to overcome challenges to enhance enjoyment, confidence, and willingness to participate. 5.5.2.1**

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- 1. Analyze physical activities based on personal levels of enjoyment, and opportunities for social interaction and self-expression. 5.5.3.1**