

# Minnesota K-12 Academic Standards Physical Education 2018

## Grade 5 Standards and Benchmarks

Students in grade five apply fundamental skills and enhance their movement proficiency, personal fitness, physical activity participation, personal fitness, and use of game-play tactics. Students apply the F.I.T.T. principle (frequency, intensity, time and type) for cardiorespiratory fitness, muscular endurance, muscular strength and flexibility to personal behaviors and identify the need for warm-up and cool-down when participating in physical activity. They demonstrate and analyze social skills necessary to be successful in physical activities.

### Standard 1: Demonstrate competency in a variety of motor skills and movement patterns.

#### Focus Area 1: Locomotor

- 5.1.1.1 Combine locomotor and manipulative skills in educational games, educational dance, and educational gymnastics.
- 5.1.1.2 Combine jumping and landing in the horizontal plane with locomotor and manipulative skills in educational games, educational dance, and educational gymnastics.
- 5.1.1.3 Combine jumping and landing in the vertical plane with locomotor and manipulative skills in educational games, educational dance, and educational gymnastics.
- 5.1.1.4 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.

#### Focus Area 2: Non-Locomotor

- 5.1.2.1 Combine balance and weight transfer in an educational dance and educational gymnastics sequence with a partner.
- 5.1.2.2 Combine balance and weight transfer in an educational dance and educational gymnastics sequence.
- 5.1.2.3 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.
- 5.1.2.4 Perform non-locomotor skills as part of an educational game, educational dance, or educational gymnastics sequence.
- 5.1.2.5 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.

#### Focus Area 3: Manipulative

- 5.1.3.1 Roll and throw underhand in small-sided games.
- 5.1.3.2 Throw overhand within a task that requires force for distance, using a maturing pattern in closed environments.
- 5.1.3.3 Throw overhand with accuracy in small-sided games.
- 5.1.3.4 Catch a thrown ball, above the head, at chest or waist level and below the waist, in small-sided games.
- 5.1.3.5 Dribble with the preferred or non-preferred hand in small-sided games.
- 5.1.3.6 Dribble with the feet in small-sided games.
- 5.1.3.7 Pass and receive a ball with the feet in small-sided games.
- 5.1.3.8 Dribble with hands or feet in combination with other skills while controlling the ball and the body in small-sided games.
- 5.1.3.9 Kick a moving ball along the ground and in the air in small-sided games.
- 5.1.3.10 Punt, contacting the ball with shoelaces or top of the foot, sending it forward in practice tasks.
- 5.1.3.11 Volley underhand in small-sided games.
- 5.1.3.12 Volley using a two-hand overhead pattern in small-sided games.
- 5.1.3.13 Strike using a short-handled implement in small-sided games.
- 5.1.3.14 Strike using a long-handled implement in small-sided games.
- 5.1.3.15 Combine traveling with the manipulative skills of dribbling, throwing, catching and striking with accuracy in small-sided games.
- 5.1.3.16 Combine jump rope skills to perform a routine using either a long or short rope, with a partner.

### Standard 2: Apply knowledge of concepts, principles, strategies and tactics to movement and performance.

#### Focus Area 1: Movement concepts, principles and knowledge.

- 5.2.1.1 Apply the space awareness concepts of directions, pathways, levels and extensions in small-sided games and educational dance or educational gymnastics.
- 5.2.1.2 Apply the relationship awareness concepts in small-sided games and educational dance or educational gymnastics.
- 5.2.1.3 Apply the effort awareness concepts of speed, force and flow in small-sided games and educational dance or educational gymnastics.
- 5.2.1.4 Apply offensive and defensive tactics in small-sided invasion games.
- 5.2.1.5 Apply offensive and defensive tactics in small-sided net and wall games.
- 5.2.1.6 Apply distance and direction tactics in target games.

**Standard 3: Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness**

Focus Area 1: Physical Activity Knowledge

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

Focus Area 2: Engages in Physical Activity

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

Focus Area 3: Fitness Knowledge

- 5.3.3.1 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.
- 5.3.3.2 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.

Focus Area 4: Assessment and program planning

- 5.3.4.1 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.

Focus Area 5: Nutrition

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

**Standard 4: Exhibit responsible personal and social behavior that respects self and others.**

Focus Area 1: Personal responsibility

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

Focus Area 2: Feedback

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

Focus Area 3: Working with others

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

Focus Area 4: Rules and etiquette

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

Focus Area 5: Safety

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

**Standard 5: Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.**

Focus Area 1: Health

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

Focus Area 2: Challenge

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

Focus Area 3: Self-expression and enjoyment

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

*How to read the MN PE Standards Coding:* The benchmarks for each standard are designated by four-digit codes. For example, in the code **0.1.3.16**:

- The 0 refers to grade *Kindergarten*;
- The 1 refers to the first standard, *Demonstrates competency in a variety of motor skills and movement patterns*;
- The 3 refers to the third focus area, *Manipulative*;
- The 16 refers to the sixteenth benchmark for focus area three, *Jump a single jump with a self-turned rope*.

Standard	Focus Area	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1 <b>Demonstrates competency in a variety of motor skills and movement patterns.</b>	3 Manipulative	0.1.3.16 Jump a single jump with a self-turned rope.	1.1.3.16 Consecutively jump forward or backward using a self-turned rope.	2.1.3.16 Consecutively jump forward and backward, demonstrating a maturing pattern, jump using a self-turned rope.	3.1.3.16 Perform a variety of jump rope skills with a short rope.	4.1.3.16 Combine jump rope skills to perform a routine using either a short or long rope.	5.1.3.16 Combine jump rope skills to perform a routine using either a long or short rope, with a partner.