

## Expectations and Outcomes

Grade Level/Course: Fifth Grade

Content Area: Physical Education

Unit Title	Guarantees
Standard 1	<ul style="list-style-type: none"> <li>• Demonstrate the ability to <u>catch</u> various sized/shaped balls - follow ball with eyes to hands, appropriate hand positioning (high vs. low catch), controlling with hands, closing fingers around ball, while moving.</li> <li>• Demonstrate the ability to <u>kick</u> a ball at a target from various distances while moving.</li> <li>• Demonstrate the ability to <u>punt</u> various types of balls towards a target from at least 20 yards away.</li> <li>• Demonstrate the ability to <u>throw</u> various sized/shaped balls stepping in opposition, aiming at target, follow through upon release.</li> <li>• Demonstrate the ability to <u>run</u> with controlled and appropriate body posture/position along a straight pathway, and variable pathways.</li> <li>• Demonstrate the ability to <u>jump</u> to various heights and distances, from stationary and movement starting positions, with appropriate landing.</li> <li>• Demonstrate the ability to <u>leap</u> with appropriate transfer from one foot to the other</li> <li>• Demonstrate the ability to <u>bounce</u> various sized balls with successful consecutive attempts while demonstrating the ability to dribble with dominant and opposite hand with appropriate control (fist pads, waist level, eyes up) while standing still, walking and running</li> <li>• Demonstrate the ability to <u>strike</u> (forehand and backhand) with various implements (racquets, paddles, etc.) at objects from stationary position and objects that are moving, while displaying proper grip of racquet by using “handshake” method with preferred hand</li> <li>• Demonstrate the ability to <u>strike</u> (underhand and overhand) objects (balls, balloons, beach balls) with hands.</li> <li>• Demonstrate the ability to <u>dodge</u>, or transferring weight from one direction to the other, in a side to side pattern or various.</li> <li>• Demonstrate the ability to <u>balance</u>, <u>transfer weight</u>, and assemble body to land on large body areas and not extremities during tumbling.</li> </ul>
Standard 2	<ul style="list-style-type: none"> <li>• Explain the importance of open space in playing sport-related games.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Explain the differences in applying and receiving force when jumping for height and distance.</li> <li>• Identify the following phases for striking a ball: preparation, application of force, follow-through, and recovery.</li> <li>• Design a routine to music</li> <li>• 2. Synchronize multiple movements to a beat and/or rhythm.</li> </ul>
Standard 3	<ul style="list-style-type: none"> <li>• Identifies physical and psychological benefits that result from long-term participation in PE.</li> <li>• Chooses to participate in structured purposeful activity.</li> <li>• Monitors hers/his PA by using HR, pedometer, or distance traveled.</li> <li>• Maintains a PA log, calendar, or journal of PA and/or fitness levels through participation in class activities and FitnessGram.</li> <li>• Identifies a personal movement goal for use outside of PE class.</li> <li>• Identifies two personal fitness goals to improve personal fitness.</li> </ul>
Standard 4	<ul style="list-style-type: none"> <li>• Participates in selected activities that develop and maintain flexibility, cardiovascular endurance, muscular strengthening, muscular endurance, and body composition.</li> <li>• Recognizes that physiological responses to exercise are associated with their own levels of fitness.</li> <li>• Identifies at least one muscle for each evidence-based fitness test used.</li> <li>• Describes the five health-related fitness components (cardiovascular fitness, muscle strength, muscle endurance, flexibility, body composition), what they measure, and at least one benefit of each.</li> <li>• Maintains heart rate within the target heart rate zone for a specified length of time during an aerobic activity.</li> <li>• Meets the age- and gender-specific health-related fitness standards.</li> <li>• Identifies his or her strengths and weaknesses based upon the results of an appropriate fitness test and sets goals to show improvement.</li> </ul>
Standard 5	<ul style="list-style-type: none"> <li>• Identifies positive feelings associated with participation in physical activities.</li> <li>• Selects and practices a skill on which improvement is needed.</li> <li>• Develops a movement sequence or game that is personally interesting, such as tumbling, jump rope, rhythms, or sports specific play.</li> <li>• Defends the benefits of physical activity and stress relieving outdoor pursuits.</li> <li>• Interacts with others by helping with their physical activity challenges.</li> <li>• Chooses to participate in group physical activities.</li> </ul>

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Standard 6	<ul style="list-style-type: none"><li>• Accepts the teacher’s decision regarding a personal rule infraction without displaying negative reactions toward others.</li><li>• Assesses and takes responsibility for his or her own behavior without blaming others.</li><li>• Demonstrates safe control of body and equipment.</li><li>• Follows class, activity, or game rules respectfully.</li><li>• Cooperates with all class members by taking turns and sharing equipment.</li><li>• Participates in a variety of team building activities.</li><li>• Works productively with a partner to improve performance.</li><li>• Recognizes and appreciates similar and different activity choices of peers.</li><li>• Takes seriously the role of teaching an activity or skill to his or her team.</li><li>• Shows respect for the views of a peer during class discussion.</li><li>• Participates in low-level challenges, team building, adventure, and cooperative activities that encourage working together to solve problems in a game or activity.</li><li>• Regularly encourages others and refrains from negative statements.</li></ul>