

# Grade 5

Adopted 2007

## Efficiency of Human Movement and Performance

### 1. Personal Fitness and Healthy Active Living

#### A. Health-Related and Skill-Related Fitness

- a. Recognize the components of skill related fitness (agility, balance, coordination, reaction time, speed, power).
- b. Participate in health-related fitness assessments and interpret the results (e.g., Fitness gram, President's Challenge).

#### B. Wellness

- a. Analyze food choices and the relationship between physical activity and food intake.
- b. Explain the relationship between stress and physical activity (e.g., deep breathing calms nervous feelings).

#### C. Fitness Principles

- a. Explain the effects of aerobic and anaerobic activity (e.g., aerobic - heavy breathing, anaerobic - muscle fatigue).

#### D. Body Systems

- a. Identify the major function of these four body systems (circulatory - blood flow; respiratory - oxygen; muscular - strength and motor performance; skeletal - body support).
- b. Label major muscles (e.g., abdominals, quadriceps, biceps) and bones (e.g., tibia, fibula, radius).

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### 2. Responsible Personal and Social Behavior in the Physical Activity Setting

#### A. Personal/Social Responsibilities

- a. Apply self-control in physical activity settings and differentiate between appropriate and inappropriate behaviors (e.g., sportsmanship, cooperation, diversity).

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### **3. Injury Prevention, Treatment and Rehabilitation**

#### **A. Prevention**

- a. Differentiate between the terms warm-up, cool-down, stretching, and conditioning and demonstrate examples of each.

#### **B. Treatment**

- a. Recognize signals of sudden onset emergencies (e.g., high/low blood sugar, breathing, seizures) and seek appropriate assistance.
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## **Physical Activity and Lifetime Wellness**

### **1. Fundamental Movement Skills and Games**

#### **C. Manipulative Skills**

- a. Demonstrate sport-specific manipulative skills in games and modified sports activities.

#### **D. Body Management**

- a. Demonstrate a tumbling routine.
- b. Analyze and correct errors in movement patterns and skills that require balance, basic tumbling, and range of motion.

#### **E. Movement Concepts**

- a. Connect the importance of posture and body positions with performance of various skills (e.g., swinging a bat, rope jumping, walking on a beam, throwing a ball).
- b. Demonstrate manipulative skills with increased force, accuracy and control at different speeds, levels and directions (e.g., hit a target using an overhand throw from a variety of distances).

#### **F. Developmental Games**

- a. Apply fundamental and specialized skills in game situations with increased proficiency.
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### **2. Sport Skills and Lifetime Activities**

#### **A. Skill Techniques**

- a. Critique techniques and provide feedback (e.g., throwing - throwing arm, side away from target, rotate hips) to teacher or partner.

#### **B. Individual, Dual and Team Sports**

- a. Demonstrate ability to follow rules, cooperate with teammates and apply a simple strategy in a variety of sport specific lead-up games.

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### 3. Rhythms and Dance

#### A. Essential Elements of Rhythm

- a. Recognize and move to a tempo or beat with various intensity, mood, accent and rhythm patterns.

#### B. Creative/Interpretive

- a. Communicate ideas and feelings through dance movement (e.g., sports dance, joy, anger).

#### C. Rhythmic Activities

- a. Create simple rhythmic routines using fundamental movement skills in partner and small group situations.

#### D. Forms of Dance

- a. Perform a traditional folk or square dance (e.g., Cotton Eyed Joe and Patty Cake Polka).

#### E. Social/Cultural Aspects of Dance

- a. Identify the historical and cultural origin of various international folk dances (e.g., Teton Mountain Stomp - USA).