

## Kentucky Academic Standards for Physical Education Grade 5

<b>Standard 1: Demonstrate competency in a variety of motor skills and movement patterns.</b>	
<b>Practices for Movement Competency:</b> Physically literate individuals practice skills for achieving competency and confidence in a variety of physical activities. These performance indicators focus on identifying skills that will help students effectively engage in lifelong physical activities.	
<b>Performance Indicators</b>	
<b>Locomotor</b>	<b>5.1.L1.</b> Explore different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels and using different pathways in game-like situations.
<b>Non-Locomotor</b>	<b>5.1.NL1.</b> Apply non-locomotor skills in various activities and game-like situations.
<b>Body Management</b>	<b>5.1.BM1.</b> Perform controlled transfers of weight in a variety of physical activities. <b>5.1.BM2.</b> Combine weight transfer with movement concepts to perform a skill in a game-like situation.
<b>Manipulative Skills</b>	<b>5.1.MS1.</b> Apply manipulative skills in game-like situations using various objects. <i>*See Tables 1 and 2.</i>
<b>Standard 2: Apply knowledge of concepts, principles, strategies and tactics to movement and performance.</b>	
<b>Application of Performance:</b> Physically literate individuals understand the purpose of movement through performance. These performance indicators focus on quality of movement that enhances physical activity experiences critical to their development and long-term success as healthy and productive citizens.	
<b>Performance Indicators</b>	
<b>Space</b>	<b>5.2.SP1.</b> Apply spatial concepts and combination skills in game-like situations.
<b>Speed, Direction and Force</b>	<b>5.2.SD1.</b> Analyze movement situations and apply movement concepts in small-sided practice tasks and game-like situations.
<b>Strategy</b>	<b>5.2.ST1.</b> Apply basic offensive and defensive strategies and tactics in activities and game-like situations.
<b>Standard 3: Demonstrate knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</b>	
<b>Demonstrate a Health-Enhancing Level of Physical Activity:</b> Physically literate individuals understand the benefits and implications of lifelong physical activity to improve their quality of life. Understanding one's overall physical health and fitness	

status provides the basis for personal responsibility. These performance indicators focus on empowering students to commit to being lifelong physically active individuals.

**Performance Indicators**

<b>Physical Activity Knowledge</b>	<b>5.3.PA1.</b> Identify factors that can either motivate or deter people from daily physical activity.
<b>Physical Fitness Knowledge</b>	<b>5.3.PF1.</b> Record and review physical activity minutes inside and outside of school to determine progress toward daily recommendation. <b>5.3.PF2.</b> Identify the benefits associated with developing and maintaining health-related fitness.
<b>Nutrition</b>	<b>5.3.N1.</b> Analyze the impact of food choices relative to physical activity, sports and personal health.

**Standard 4: Demonstrate responsible personal and social behavior that exhibits respect for self and others.**

**Demonstrate Personal and Social Behavior:** Physically literate individuals respect themselves and others in physical activity settings. These performance indicators focus on the positive development of personal, responsible and social behaviors that are demonstrated through sportsmanship, etiquette, safety, teamwork, cooperation and conflict resolution skills.

**Performance Indicators**

<b>Social Interactions/Working with Others</b>	<b>5.4.SW1.</b> Accept, recognize and actively involve others, with both higher and lower skill abilities, into physical activities and group projects.
<b>Rules and Etiquette</b>	<b>5.4.RE1.</b> Recognize and follow the established rules, protocols and etiquette in physical education.
<b>Safety</b>	<b>5.4.SA1.</b> Follow teacher directions for safe participation and proper use of equipment, independently and with others.

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

**Demonstrate Value of Physical Activity:** Physically literate individuals value physical activity and its contribution to a healthy lifestyle. These performance indicators focus on an active lifestyle as a vehicle for enjoyment, advocacy, challenge and social interaction of a healthy community.

**Performance Indicators**

<b>Health</b>	<b>5.5.H1.</b> Develop a personal implementation plan outlining physical activities and their health benefits.
<b>Challenge</b>	<b>5.5.C1.</b> Express the enjoyment and/or challenge of participating in a physical activity.
<b>Self-Expression and Enjoyment</b>	<b>5.5.SEE1.</b> Analyze different physical activities for enjoyment and challenge identifying reasons for a positive or negative response.

<b>Social Interaction</b>	<b>5.5.S11.</b> Describe the social benefits gained from participating in physical activity.
<b>Advocacy</b>	<b>5.5.A1.</b> Create strategies on how to encourage others to make healthy physical activity choices.