

## Grade Five

Students in grade five apply movement principles and concepts and knowledge of anatomical structures and functions to enhance their movement performance, personal fitness, and game strategy and tactics. They develop proficiency in physical activities, dances, and educational gymnastics. Students demonstrate specialized skills alone, with a partner, or in a small group. They access and use resources to plan and improve personal fitness as they exhibit a physically active lifestyle. Students continue to develop responsible personal and social behaviors as they work with others in safe and respectful ways.

### Motor Skill Development

- 5.1 The student will demonstrate mature movement forms, create movement patterns, and begin to describe movement principles.
- Demonstrate mature form in locomotor, non-locomotor, and manipulative skill combinations in more complex and dynamic environments and modified sports activities, to include overhand and underhand throw and catch, execution to a target, hand dribble, foot dribble, consecutive striking with a partner over a net or against a wall, and striking a ball while stationary and moving.
  - Create and perform an educational gymnastic sequence including travel, roll, balance, and weight transfer, with smooth transitions and changes of direction, shape, speed, and flow.
  - Create and perform individual or group rhythm/dance sequences including American and international dances and a jump-rope routine (self-turn or long rope).
  - Demonstrate use of space in a variety of activities.
  - Demonstrate accuracy in a variety of activities.
  - Demonstrate use of force in a variety of activities.
  - Apply concepts of direction and force to strike an object with purpose and accuracy.

### Anatomical Basis of Movement

- 5.2 The student will apply anatomical knowledge and movement strategies in complex movement activities.
- Identify components of major body systems, to include cardiorespiratory, vascular, muscular, and skeletal.
  - Apply knowledge of body systems, bones, and muscles to accurately describe a variety of specific movements such as a ball strike, overhand throw, or volley.
  - Describe concepts of direction and force used to strike an object with purpose and accuracy.

### Fitness Planning

- 5.3 The student will use personal fitness assessment data to enhance understanding of physical fitness.
- Identify methods for evaluating and improving personal fitness such as health-related criterion referenced tests, heart rate, body mass index (BMI), and pedometer data.
  - Compare and analyze fitness data to health-related criterion-referenced standards (Virginia wellness-related fitness standards, Fitnessgram®, CDC guidelines) to assess levels of personal fitness and identify strengths and weaknesses.
  - Create a basic personal fitness plan for at least one health-related component of fitness, to include baseline fitness data, SMART goal, activities that will address the goal, log of activities inside and outside of school, reassessment data (post-data) and reflection of goal progress/attainment.
  - Explain the FITT (frequency, intensity, time, and type) principle.
  - Calculate resting heart rate and calculate heart rate during a variety of activities.
  - Explain the relationship between heart rate and cardiorespiratory fitness.

## **Social Development**

- 5.4 The student will participate in establishing and maintaining a safe environment for physical activities.
- a) Create and implement rules and consequences for one or more activities.
  - b) Create and implement safety rules for at least one activity.
  - c) Create and implement etiquette for one activity.
  - d) Explain the importance of inclusion in physical activity settings.
  - e) Describe and demonstrate respectful behavior in physical activity settings.

## **Energy Balance**

- 5.5 The student will identify and explain the nutrition component and activity guidelines for energy balance.
- a) Explain RDA (Recommended Dietary Allowance).
  - b) Explain that there are different RDA recommendations for children, teens, and adults.
  - c) Explain the effect of portion size on RDA.
  - d) Explain the purpose of vitamins and minerals.
  - e) Evaluate components of food labels for a variety of foods, to include macronutrients, RDA, and portion size.
  - f) Explain that physical activity guidelines recommend 60 minutes of moderate to vigorous physical activity (MVPA) every day.