



Dublin City Schools  
Physical Education: Grade 5  
Graded Course of Study  
2026

**Dublin City Schools**  
**K-12 Physical Education Graded Course of Study**

**Physical Education K-12 Vision**

In Dublin City Schools, we believe that all students can develop into physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.

We believe in developing students by:

- Teaching physical activity habits and motor skills.
- Fostering critical thinking and tactical knowledge related to various movement patterns.
- Providing differentiated and inclusive opportunities for all students.
- Promoting physical activity to enhance personal and social skills through movement.
- Providing safe environments that teach students to exhibit responsible personal and social behavior that respects self and others.
- Promoting collaboration and teamwork among students.
- Teaching the benefits of various types of physical activities.

Physical Education provides learning opportunities for students to develop competency in motor skills, apply concepts and strategies related to performance, achieve health-enhancing fitness, and exhibit responsible personal and social behavior while participating in individual and team activities.

**Instructional Agreements**

- We will design engaging and inclusive environments.
- We will leverage tools and technologies that support student wellness.
- We will motivate through goal setting, choice, challenges, and competition.
- We will help students recognize the value of physical activity for health, enjoyment, and social interaction.
- We will use assessments to measure student growth.

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**GRADE 5**

**Standard 1: Develops a variety of motor skills.**

**Rationale:** Through learning experiences in physical education, the student develops motor skills across a variety of environments. Motor skills are a foundational part of child development and support the movements of everyday life. The development of motor skills contributes to an individual's physical literacy journey.

**PERFORMANCE INDICATORS**

Benchmark A: Performs by combining locomotor and non-locomotor skills into movement patterns.

**1.5.1.** Performs a movement sequence comprised of both basic and intermediate skills (e.g., dance, gymnastics, jump rope, cardio drumming) with smooth transitions between those movements.

**1.5.2.** Demonstrates a jump (e.g., tuck, pike, straddle, turns) using proper form and control when landing from an apparatus (e.g., mat, balance beam, vault box, springboard).

**1.5.3.** Combines balance and transferring weight with movement skills in gymnastics or dance sequence.

**1.5.4.** Combines skills in dances with correct rhythm and pattern.

**1.5.5.** Combines jumping/landing, rolling, balancing, and transfer of weight from feet to hands.

Benchmark B: Applies the critical elements of fundamental manipulative skills in a variety of physical activities.

**1.5.6.** Performs a variety of individual (footwork and arm action skills or tricks of choice) and long jump rope skills (cold start, front door, back door, turning, and exiting) using the critical elements (i.e., elbows in, feet together, turn with wrists, body straight, bend knees, and leave ground).

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| <b>1.5.7.</b> Demonstrates underhand throwing (i.e., face the target, arm back, step in opposition and bend, arm forward to release to target, follow through facing the target) and overhand throwing (i.e., side to the target, arm with elbow high in an “L”, elbow-first forward arm motion, step in opposition with trunk twist, release to target, and follow through low across body) to a teammate in small-sided or target games for distance and accuracy. |
| <b>1.5.8.</b> Demonstrates striking an object with both long- and short-handled implements at various levels in a small-sided game.                                                                                                                                                                                                                                                                                                                                  |
| <b>1.5.9.</b> Catches an object with an implement (e.g., glove, scoop) using critical elements in a small-sided game.                                                                                                                                                                                                                                                                                                                                                |
| <b>1.5.10.</b> Demonstrates striking an object with hands at various levels in a small-sided game.                                                                                                                                                                                                                                                                                                                                                                   |
| <b>1.5.11.</b> Receives the ball and kicks using the instep to pass or shoot in small-sided games.                                                                                                                                                                                                                                                                                                                                                                   |
| <b>1.5.12.</b> Dribbles a ball with alternating hands in a small-sided game                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>1.5.13.</b> Dribbles a ball with both the inside and outside of the feet in a small-sided game.                                                                                                                                                                                                                                                                                                                                                                   |
| <b>1.5.14.</b> Demonstrates safety skills in community activities, including water safety and cycling/wheeled skills.                                                                                                                                                                                                                                                                                                                                                |

**Standard 2: Applies knowledge related to movement and fitness concepts.**

**Rationale:** Through learning experiences in physical education, the student uses their knowledge of movement concepts, tactics, and strategies across a variety of environments. This knowledge helps the student become a more versatile and efficient mover. Additionally, the student applies knowledge of health related and skill-related fitness to enhance their overall well-being. The application of knowledge related to various forms of movement contributes to an individual's physical literacy journey.

**PERFORMANCE INDICATORS**

Benchmark A: Demonstrates and applies basic principles, tactics, and strategies in movement.

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**2.5.1.** Selects correct decisions when presented with a tactical problem to score (e.g., ball possession, attack, moving an opponent).

**2.5.2.** Demonstrates defensive positioning relative to a goal or opponent in small-sided games.

**2.5.3.** Communicates and collaborates on ways to solve a problem when presented with a task (e.g., team-building situation).

**2.5.4.** Suggests ways to improve skill or movement performance of a peer

Benchmark B: Demonstrates knowledge by describing the critical elements for complex motor skills, fitness, sports/games performance activities, and movement forms.

**2.5.5.** Applies critical elements to analyze and provide feedback on motor-skill performance of others.

**2.5.6.** Describes specific activities that could improve each health-related or skill-related fitness component.

**2.5.7.** Lists exercises and activities to improve or maintain health-related fitness components.

**2.5.8.** Explains and defines the FITT principle.

**2.5.9.** Creates and describes warm-up and cool-down activities.

**2.5.10.** Interprets heart rate during physical activity and exercise to determine appropriate level of intensity.

**2.5.11.** Connects physiological changes during physical activity to fitness components (cardiorespiratory endurance, flexibility, muscular strength, and muscular endurance.)

**2.5.12.** Identifies multiple health benefits of physical activity

**2.5.13.** Identifies technology tools that support physical activity goals.

**2.5.14.** Describes how food and hydration choices are important to physical activity

**2.5.15.** Identifies water and cycling/wheeled safety skills and unique risks of each environment.

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**Standard 3: Develops social skills through movement.**

**Rationale:** Through learning experiences in physical education, students develop the social skills necessary to exhibit empathy and respect for others and foster and maintain relationships. In addition, students develop skills for communication, leadership, cultural awareness, and conflict resolution in a variety of physical activity settings.

**PERFORMANCE INDICATORS**

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| Benchmark A: Applies appropriate rules, procedures, etiquette, and safe practices in physical activity settings.                                                                                             |
| <b>3.5.1.</b> Negotiates roles and responsibilities in a physical activity.                                                                                                                                  |
| <b>3.5.2.</b> Demonstrates safe and respectful behaviors that contribute to positive social interaction in group activities throughout or at the conclusion of the activity (e.g., winning/losing behavior). |
| <b>3.5.3.</b> Demonstrates safe behaviors independently and in small group settings with limited reminders.                                                                                                  |
| <b>3.5.4.</b> Makes fair choices according to activity etiquette.                                                                                                                                            |
| Benchmark B: Applies problem solving strategies and fosters global awareness.                                                                                                                                |
| <b>3.5.5.</b> Explains problem solving strategies independently, with partners, and in small groups.                                                                                                         |
| <b>3.5.6.</b> Describes physical activities that foster global awareness and build community.                                                                                                                |

**Standard 4: Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.**

**Rationale:** Through learning experiences in physical education, the student develops an understanding of how movement is personally beneficial and subsequently chooses to participate in physical activities that are personally meaningful (e.g., activities that offer social

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interaction, cultural connection, exploration, choice, self-expression, appropriate levels of challenge, and added health benefits). The student develops personal skills including goal setting, identifying strengths, and reflection to enhance their physical literacy journey.

**PERFORMANCE INDICATORS**

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| Benchmark A: Identifies multiple specific health benefits as reasons to participate and value physical activity.                                         |
| <b>4.5.1.</b> Explains how preferred physical activities meet the need for personal self-expression.                                                     |
| <b>4.5.2.</b> Evaluates and justifies the social benefits of different physical activities by comparing partner vs. team settings.                       |
| <b>4.5.3.</b> Analyzes how different movement forms (e.g., aerobic vs. stretching) impact one's heart, brain, and mood.                                  |
| <b>4.5.4.</b> Justifies a personalized fitness plan based on one's interests and physical literacy goals.                                                |
| <b>4.5.5.</b> Collaborates to design and solve a physical group challenge (e.g., blindfold maze or trust path).                                          |
| Benchmark B: Analyzes and reflects on one's own goals, managing emotions, and skill performance.                                                         |
| <b>4.5.6.</b> Designs and tracks a goal over an extended time, reflecting weekly on challenges and adjustments.                                          |
| <b>4.5.7.</b> Critiques one's own performance using self and peer feedback to plan personal improvement.                                                 |
| <b>4.5.8.</b> Researches and presents physical activity options available in one's home or community.                                                    |
| <b>4.5.9.</b> Analyzes and practices strategies for managing one's emotions and behaviors (e.g. breathing, guided imagery) in high-intensity activities. |
| <b>4.5.10.</b> Reflects on how movement experiences are meaningful for personal enjoyment and fitness.                                                   |