

# Grade 5

## Motor Skill Development

### 1 The student will demonstrate movement forms, create movement patterns, and begin to describe movement principles. 5.1

- a Demonstrate progress toward the use of all critical elements in locomotor, non-locomotor, and manipulative skill combinations in dynamic environments, modified sports activities, smallsided games, and lifetime activities, including overhand and underhand throwing and catching, execution to a target with accuracy, hand dribbling with non-dominant/dominant hand at various speeds and control to open spaces, consecutive volleying with a partner over a net or against a wall with proper force, striking a ball with short- and long-handled implements while stationary or moving with the proper force, direction, and accuracy, dribbling and passing a soccer ball with the dominant foot with varying speed while moving to open spaces with proper control and accuracy. 5.1.A
- b Create and perform an educational gymnastic sequence that combines three or more of the following movements: traveling, rolling, balancing, and other types of weight transfer, with smooth transitions and changes of direction, shape, speed, and flow. 5.1.B
- c Create and perform individual or group rhythm/dance sequences. 5.1.C
- d Perform multicultural and social dances. 5.1.D
- e Create and perform a jump rope routine/challenge (self-turn, long rope, or jump bands). 5.1.E

## Anatomical Basis of Movement

### 2 The student will apply anatomical knowledge and movement strategies in complex movement activities. 5.2

- a Identify the major components of the cardiorespiratory, vascular, muscular, and skeletal systems. 5.2.A
- b Apply knowledge of skeletal and muscular systems to accurately describe a variety of specific movements, such as a ball strike, overhand throw, or running. 5.2.B
- c Understand the concept of flexibility as it relates to bones, muscles, and joints. 5.2.C

## Fitness Planning

### 3 The student will use personal fitness assessment data to enhance understanding of physical fitness. 5.3

- a Identify methods for evaluating and improving personal fitness, such as health-related criterion-referenced tests, heart rate, accelerometer, and pedometer data. 5.3.A
  - b Compare and analyze personal fitness data to health-related criterion-referenced standards (e.g., Virginia wellness-related fitness FitnessGram® standards, Centers for Disease Control and Prevention guidelines) to assess levels of personal fitness and identify strengths and weaknesses. 5.3.B
  - c Explain the FITT (frequency, intensity, time, and type) principles and its relationship to a personal fitness plan. 5.3.C
  - d Calculate resting, activity, and recovery heart rate and calculate heart rate during a variety of physical activities. 5.3.D
  - e Explain the relationship between heart rate and cardiorespiratory fitness. 5.3.E
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## Social and Emotional Development

### 4 The student will participate in establishing and maintaining a safe environment for physical activities. 5.4

- a Create and implement safety rules and responsibilities for one or more activities. 5.4.A
  - b Describe and demonstrate respectful behavior in physical activity settings. 5.4.B
  - c Implement etiquette for at least two activities. 5.4.C
  - d Identify how engaging in physical activity can improve mental health and reduce stress. 5.4.D
  - e Explain the importance of inclusion in physical activity settings. 5.4.E
  - f Participate in developing classroom activities led by the teacher that promote feelings of inclusion, which support feelings of acceptance, belonging, and all students being valued. 5.4.F
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## Energy Balance

### 1 The student will identify and explain the nutrition component and activity guidelines for energy balance. 5.5

- a Explain Recommended Dietary Allowance (RDA). 5.5.A
- b Explain that there are different RDAs for children, teens, and adults. 5.5.B
- c Explain the purpose of vitamins and minerals. 5.5.C
- d Describe how the body uses each macronutrient (fat, protein, carbohydrates). 5.5.D
- e Evaluate components of food labels for a variety of foods, including macronutrients, RDA, and portion size. 5.5.E
- f Explain that physical activity guidelines recommend 60 minutes of moderate to vigorous physical activity (MVPA) every day. 5.5.F