

PHYSICAL EDUCATION

GRADE FIVE

STANDARDS

Nevada Grades K-12 Content Standards

- 1.0 Students understand and apply movement concepts and principles to the learning and development of motor skills.
- 2.0 Students demonstrate competency in many movement forms and proficiency in a few movement forms.
- 3.0 Students demonstrate an understanding of dance through skills, techniques, choreography, and as a form of communication.
- 4.0 Students achieve and maintain a health-enhancing level of individual fitness for an active lifestyle.
- 5.0 Students demonstrate personal responsibility, positive social interaction, and respect for diversity in physical activity settings.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

OBJECT MOVEMENT SKILLS

It is expected that students will:

- (5)1.1 identify and apply intermediate concepts/elements of manipulative skills [NS 1.5.2 A]
- (5)1.2 perform combinations of manipulative skills in a dynamic environment [NS 2.5.2]
 - a. throw a ball with two hands simultaneously with force and accuracy (e.g., basketball shot)
 - b. throw an object with one hand, underhand, with appropriate arc and accuracy
 - c. throw an object with one hand, overhand, with appropriate arc and accuracy
 - d. move to catch an object
 - e. dribble a ball with either hand around various obstacles (e.g., cones, defenders)
 - g. strike a moving ball into a designated area, using both underhand and overhand techniques
 - h. strike a moving object with direction with an implement (e.g., paddle, racquet, bat)
 - j. kick and pass a ball with appropriate force and accuracy
 - k. dribble a ball with the feet around various obstacles (e.g., cones, defenders)
 - l. continuously jump a rope turned by others
 - m. continuously turn and jump an individual rope
- (5)1.3 create simple games using various object movement combinations (e.g., dribble and shoot, catch a grounder and throw)

PHYSICAL EDUCATION GRADE FIVE (continued)

- (5)1.4 participate in activities from diverse cultural and ethnic origins, identifying similarities and differences between activities in cultures [NS 5.5.4]
- (5)1.5 utilize a language vocabulary for object movement activities [NS 1.5.1]

LOCOMOTOR AND NONLOCOMOTOR MOVEMENT SKILLS

It is expected that students will:

- (5)2.1 identify and apply intermediate concepts/elements of locomotor and nonlocomotor movement skills [NS 1.5.2 A]
- (5)2.2 identify and perform locomotor movements during physical activities [NS 2.5.1]
- (5)2.3 identify and perform nonlocomotor movements during physical activities [NS 2.5.1]
- (5)2.4 move safely and with control through the general space (e.g., offense/defense) [NS 1.5.2 B]
- (5)2.6 demonstrate an understanding of directions through movement: right/left, clockwise/counterclockwise
- (5)2.7 gain and terminate partial support balances with a partner
- (5)2.8 demonstrate transfer of weight movements, maintaining group relationships (e.g., in front/behind; matching/contrasting)
- (5)2.9 create and perform sequences, alone or with a group, that combine weight transfer movements and balances [NS 2.5.3]
- (5)2.10 utilize a language vocabulary for locomotor and nonlocomotor movement activities [NS 1.5.1]

EXPRESSIVE MOVEMENT AND DANCE

It is expected that students will:

- (5)3.1 identify and apply intermediate concepts/ elements of expressive movement skills [NS 1.5.2 A]
- (5)3.2 explore space as an element of movement in relation to a group (e.g., echo, canon) [NS 3.5.2 B]
- (5)3.3 explore force as an element of movement with a group (e.g., percussive/sustained) [NS 3.5.1 B]
- (5)3.4 explore time as an element of movement with a group
- (5)3.5 identify and interpret relationships/emotions/themes expressed through more complex movement [NS 3.5.3 B]
- (5)3.6 create and perform movement sequences with a beginning, middle, and end with a group
 - a. demonstrate shapes, levels, and pathways [NS 3.5.1 A]
 - b. perform with and without rhythmic accompaniment [NS 3.5.2 A]
 - c. vary the sequence with changes in time, space, and/or qualities of movement [NS 3.5.2 C]
 - d. express an idea or concept [NS 3.5.3 A]
- (5)3.7 perform various movement patterns to a steady beat including changes in tempo [NS 3.5.4 B]

PHYSICAL EDUCATION GRADE FIVE (continued)

- (5)3.8 move through space using a prop to a steady beat [NS 3.5.4 A]
- (5)3.9 create movement sequences to a steady beat [NS 3.5.4 A]
- (5)3.10 perform organized dances including folk dances from diverse cultural and ethnic origins, identifying the cultural and historical contexts [NS 3.5.5]
- (5)3.11 utilize a language vocabulary for expressive movement

PHYSICAL FITNESS

It is expected that students will:

- (5)4.1 utilize proper warm-up, conditioning, and cool down techniques [NS 4.5.4]
- (5)4.2 participate in a variety of activities that develop the physical fitness components: aerobic endurance (at target heart rate), flexibility, muscular endurance, muscular strength [NS 4.5.2]
- (5)4.3 identify the components of physical fitness in various activities [NS 4.5.3]
- (5)4.4 explain the physiological factors affecting individual differences in physical fitness levels (e.g., heredity [NS 1.5.4])
- (5)4.5 identify the health-related implications of each physical fitness component
- (5)4.6 use technology and appropriate tools to measure, assess and record personal fitness levels for goal-setting purposes [NS 4.5.1]
- (5)4.7 utilize a language vocabulary for physical fitness

RESPONSIBILITY AND COOPERATION

It is expected that students will:

- (5)5.1 apply activity-specific rules, procedures, safety principles, and etiquette [NS 5.5.1]
- (5)5.3 demonstrate respect, teamwork, and sportsmanship, regardless of differences [NS 5.5.3]
- (5)5.4 work independently and on-task for extended periods of time
- (5)5.5 work productively with a group in both cooperative and competitive activities, demonstrating positive responses to challenges, successes, and failures [NS 5.5.2]
- (5)5.6 identify the characteristics of highly skilled performance for the purpose of performance improvement [NS 1.5.3]