



## Overview

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Elementary physical education programs emphasize the importance of physical activity and personal fitness. Fitness is developed through the activities in the daily lessons, which emphasize physical activity, continuous movement, and challenges that involve overloading the major muscle groups. Students have opportunities to understand the fitness components, fitness assessment, and the need for a lifetime of physical activity. Participation in physical activity also can be an important venue for the social, psychological, and emotional development of children.

**Elementary physical education programs emphasize the importance of physical activity and personal fitness.**

The elementary school physical education program emphasizes the development of fundamental locomotor, nonlocomotor, and manipulative skills. The movement framework, basic biomechanical and motor learning principles (see Appendixes C, D, and E in the *Physical Education Framework for California Public Schools*), and fundamental game tactics are also part of the content for elementary school students.

State law requires that schools provide students in grade five with at least 200 minutes of physical education each 10 school days. Recess and lunch time do not count toward the required instructional minutes.

The grade-five physical education model content standards are organized by five overarching content standards. Under each of the overarching standards are grade-level model content standards that provide a vision of what students in grade five should know and be able to do. Together, the content standards represent the essential skills and knowledge that all students need to be physically active and enjoy a healthy lifestyle.

Students in grade five are entering early adolescence, and many are beginning to experience physical changes. Flexibility continues to decrease, especially in boys, presenting the need for more stretching exercises during physical education. Because of differences in growth rates, it is not uncommon for girls to be taller than boys. Fifth-grade students have sufficient eye–hand and eye–foot coordination to allow them to concentrate on improving accuracy when manipulating objects.

## What Fifth-Grade Students Should Know

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In grade four, students focused on learning and practicing manipulation skills (e.g., kicking, throwing, striking). They learned to use rackets and paddles to strike objects. They also learned about the correct technique for manipulative skills, such as body orientation when serving a ball, and to distinguish between similar skills (e.g., kicking and punting). They learned individual defensive and offensive moves. Students increased the level and frequency of their physical activity, set goals for health-related physical fitness, and monitored their improving skills and fitness. Fourth-grade students were also introduced to the concept of perceived exertion. Instruction highlighted the value of muscular endurance/strength, aerobic and flexibility exercises, and the importance of water and healthy foods to improve physical performance. Students learned to include others in physical activity and to respect differences in skill levels, as well as to accept responsibility for their own performance of physical activities and to both win and lose with dignity and respect.

## What Students Learn in Fifth Grade

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In grade five, students learn manipulative skills with an emphasis on improving accuracy and distance while efficiently manipulating objects by using body parts or implements. For example, they stop a kicked ball by trapping it with a foot and strike a dropped ball with a racket or paddle. They learn and practice offensive and defensive skills. Students create and then perform dances with intentional changes in speed and direction and rhythmic routines that involve manipulating an object. They learn fitness concepts, such as the principles of training, and how to increase their aerobic capacity. They demonstrate how to set and monitor achievable short-term and long-term goals for improved physical fitness. Students assess their health-related physical fitness and increase the amount of time and the intensity of their physical activity. They learn to work cooperatively with and respect others with differing abilities.

### **Overarching Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.**

For fifth-grade students, jumping is the focus of locomotor skill practice, including jumping for height, jumping for distance, and jumping a rope turned by others. They also apply locomotor skills to creative dances that combine locomotor patterns with changes in speed and direction. Building on rhythmic skills learned in earlier grades, students add the manipulation of an object to rhythmic routines set to music.

Throughout grade five, students concentrate on learning and practicing manipulative skills with an emphasis on improving accuracy. They focus on accuracy when practicing throwing, fielding, punting, striking, serving, dribbling, passing, and volleying. For example, they punt a ball at a target and volley a tossed ball to an intended location. Students also refine their trapping and catching skills. They learn how to perform manipulative skills in an open environment (one that has variables such as a defender). Students practice defensive skills such as dribbling and kicking a ball toward a goal while being guarded and avoiding an opponent as they throw an object. Becoming proficient at performing manipulative skills in an open environment prepares students for the lead-up games performed in grade six.



### **Overarching Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.**

Standard 2 represents the cognitive knowledge that supports the locomotor, nonlocomotor, and manipulative skills described in standard 1. For example, standard 2.5 calls for students to design a routine to music, changing speed and direction while manipulating an object, and standard 1.19 calls for students to perform a routine to music that involves manipulation of an object. Students learn about the principles for designing a routine to music and then design and perform a rhythmic routine while applying those principles.

Students learn about the concept of open space, which is the basis for offensive and defensive strategies, and its importance in playing sport-related games. They learn about the phases of striking a ball (preparation, application of force, follow-through, and recovery) and how to adjust their body position to catch a ball thrown off center. They also learn about the differences in technique between applying force on liftoff and receiving force on landing when jumping for height and distance.

### **Overarching Standard 3: Students assess and maintain a level of physical fitness to improve health and performance.**

In grade five, students perform moderate to vigorous physical activities three to four days each week for increasing periods of time and with the related goals of increasing their aerobic capacity and the amount of time they sustain continuous movement. They learn how to warm up their muscles and joints before jumping, kicking, throwing, and striking. They also learn about and perform exercises that stretch specific muscle areas in preparation for a particular physical activity. Thus, their warm-up and cool-down exercises are targeted to the planned activity or skills practice and the parts of the body that are involved in the activity. One way students develop their muscular strength/endurance is to perform an increasing number of oblique curl-ups on each side of the body and triceps push-ups. In addition, students apply what they have learned about nutrition to plan a day of healthy, balanced meals and snacks designed to enhance their performance of physical activities.

**Grade five is also the first grade level at which students must take the statewide, comprehensive health-related physical fitness test (PFT).**

Grade-five students periodically assess their health-related physical fitness, which includes aerobic capacity, muscle strength and endurance, flexibility, and body composition, using scientifically based assessments. Grade five is also the first grade level at which students must take the statewide, comprehensive health-related physical fitness test (PFT). The primary goal of the PFT is to assist students in establishing lifetime habits of regular physical activity. (See the CDE Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/> for additional information about the PFT.)

### **Overarching Standard 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**

Similar to the relationship between standards 1 and 2, standard 4 provides the cognitive information to support the fitness activities described in standard 3. Students in grade five are interested in learning about the human body and how to improve their performance in physical education. The content students learn in grade five reflects this interest and emphasizes fitness concepts, aerobic capacity, and body composition.

Students are given the results of their most recent health-related physical fitness assessment and instructed to identify one or more ways to improve performance in those areas where minimum standards were not met. Based on the assessment results, and with guidance from their teacher, students develop short-term and long-term fitness goals. They also analyze their food intake and make a plan to replace foods with healthier choices and adjust quantities to improve their performance in physical activity. They learn about the effects of dehydration on their physical and mental performance and learn to record their water intake to ensure they drink sufficient amounts.

Students learn about target heart-rate range, how to measure their heart rate, and to determine the intensity of their physical activity using the concept of perceived exertion. They measure and compare their heart rates with their perceived-exertion levels so they learn what being in their target heart-rate zones feels like. They also learn about and practice using technology (e.g., heart monitors, pedometers) that can help them achieve physical fitness.

In grade five, students learn why body weight is maintained when calorie intake is equal to the calories expended. They also learn about the short-term and long-term benefits of maintaining a healthy body composition.

## **Overarching Standard 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.**

Students in grade five set and work toward a long-term physical activity goal with guidance from their teacher. The teacher ensures that the students' goals are clear, measurable, and achievable. Students record their progress, and the teacher reviews it and suggests adjustments if the student is not making progress toward the goal. Students also set two additional goals—a health-related physical fitness goal and a motor skills goal—both of which they strive to attain outside of school hours.

Students learn to distinguish between acts of physical courage and physically reckless acts and the key characteristics of each. They also learn to demonstrate how to act in a safe and healthy manner when confronted by negative peer pressure and the temptation to act recklessly during physical activity. Students learn and demonstrate social skills by adapting physical activities to accommodate individual differences and by showing appreciation for games and activities reflecting diverse heritages. They learn how to acknowledge others' contributions while also contributing their own ideas during cooperative problem-solving activities.

### **Support for English Learners**

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The goal of physical education programs in California is to ensure universal access to high-quality curriculum and instruction so that every student can meet or exceed the state's physical education model content standards. To reach that goal, teachers design instruction to meet the instructional needs of each student. Different instructional approaches may be needed for English learners to gain access to physical education content. Specially designed academic instruction in English (SDAIE), also known as sheltered instruction, provides students with a variety of interactive and multimodal means to obtain information. With sheltered instruction techniques, teachers modify the language demands of the lesson. Cooperative learning with high levels of interaction may also be an effective strategy. (See the *Physical Education Framework for California Public Schools*, Chapter 7, "Universal Access," for more information.)

**Students learn new vocabulary through physical activity instruction that is modeled by other students (e.g., volley a tossed ball, serve a lightweight ball over a low net)...**

Physical education instruction provides opportunities for students to develop their English-language skills. Students learn new vocabulary through physical activity instruction that is modeled by other students (e.g., *volleying* a tossed ball, *serve* a lightweight ball over a low net) and demonstrations of manipulative skills that include labeling the steps of the skill (e.g., "Bend the knees halfway"; "Shift weight from heels to balls of feet"). Instruction that draws attention to cognates (e.g., *flexibility/flexibilidad*, *intensity/intensidad*) can help students understand domain-specific and academic vocabulary.

Participating in small-group activities and modified team games, coaching other students, discussing rules, and speaking and listening about physical education concepts and principles also provide opportunities for English learners to acquire academic vocabulary and practice both informal and formal English.

### **Support for Students with Special Needs**

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Successful participation in physical activities by students with special needs depends on the teacher's skill and training in providing instruction and support to all students. When systematically planned differentiation

strategies are used, students with special needs can benefit from appropriately challenging curriculum and instruction. The strategies for differentiating instruction include pacing, complexity, depth, and novelty. Despite the modifications made, however, the focus is to always help students meet the physical education model content standards to the best of their ability.

In helping students achieve at their grade level, teachers use instructional resources aligned with the standards and provide additional learning and practice opportunities. Some students with 504 Plans or individualized education programs (IEPs) are eligible for special education services in physical education. A student’s 504 Plan or IEP often includes suggestions for techniques to ensure that the student has full access to a program designed to provide him or her with appropriate learning opportunities and that uses instructional materials and strategies to best meet his or her needs. The 504 Plan or IEP also determines which services or combination of services best met the student’s need. See the *Physical Education Framework for California Public Schools*, Chapter 7, “Universal Access,” for more information. The framework is posted at <http://www.cde.ca.gov/ci/pe/cf/index.asp>.

## The Standards

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The following fifth-grade physical education model content standards were adopted by the California State Board of Education on January 12, 2005.

Physical Education Model Content Standards Grade Five	
<b>STANDARD 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.</b>	
<b>Body Management</b>	
1.1	Perform simple small-group balance stunts by distributing weight and base of support.
<b>Locomotor Movement</b>	
1.2	Jump for height, using proper takeoff and landing form.
1.3	Jump for distance, using proper takeoff and landing form.
<b>Manipulative Skills</b>	
1.4	Enter, jump, and leave a long rope turned by others.
1.5	Throw a flying disc accurately at a target and to a partner, using the backhand movement pattern.
1.6	Throw and catch an object underhand and overhand while avoiding an opponent.
1.7	Field a thrown ground ball.
1.8	Punt a ball, dropped from the hands, at a target.

1.9	Stop a kicked ball by trapping it with the foot while moving.
1.10	Strike a dropped ball, with a racket or paddle, toward a target by using the forehand movement pattern.
1.11	Hit a softly tossed ball backhanded with a paddle or racket.
1.12	Strike a tossed ball, with different implements, from a side orientation.
1.13	Serve a lightweight ball over a low net, using the underhand movement pattern.
1.14	Dribble a ball (by hand or foot) while preventing another person from stealing the ball.
1.15	Dribble a ball and kick it toward a goal while being guarded.
1.16	Pass a ball back and forth with a partner, using a chest pass and bounce pass.
1.17	Volley a tossed ball to an intended location.
<b>Rhythmic Skills</b>	
1.18	Design and perform a creative dance, combining locomotor patterns with intentional changes in speed and direction.
1.19	Design and perform a routine to music that involves manipulation of an object.
<b>STANDARD 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.</b>	
<b>Movement Concepts</b>	
2.1	Explain the importance of open space in playing sport-related games.
2.2	Explain the differences in applying and receiving force when jumping for height and distance.
<b>Body Management</b>	
2.3	Explain how to adjust body position to catch a ball thrown off-center.
<b>Manipulative Skills</b>	
2.4	Identify the following phases for striking a ball: preparation, application of force, follow-through, and recovery.
<b>Rhythmic Skills</b>	
2.5	Design a routine to music, changing speed and direction while manipulating an object.

**STANDARD 3: Students assess and maintain a level of physical fitness to improve health and performance.**

**Fitness Concepts**

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| 3.1 | Demonstrate how to warm up muscles and joints before running, jumping, kicking, throwing, and striking.       |
| 3.2 | Plan a day of healthful balanced meals and snacks designed to enhance the performance of physical activities. |

**Aerobic Capacity**

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| 3.3 | Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities at the appropriate intensity for increasing aerobic capacity. |
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**Muscular Strength/Endurance**

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| 3.4 | Perform an increasing number of oblique curl-ups on each side. |
| 3.5 | Perform increasing numbers of triceps push-ups.                |

**Flexibility**

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| 3.6 | Perform flexibility exercises that will stretch particular muscle areas for given physical activities. |
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**Body Composition**

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| 3.7 | Sustain continuous movement for an increasing period of time while participating in moderate to vigorous physical activities. |
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**Assessment**

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| 3.8 | Assess health-related physical fitness by using a scientifically based health-related fitness assessment.   |
| 3.9 | Meet age- and gender-specific fitness standards for aerobic capacity, muscular strength, flexibility, and body composition, using a scientifically based health-related fitness assessment. |

**STANDARD 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**

**Fitness Concepts**

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| 4.1 | Record and analyze food consumption for one day and make a plan to replace foods with healthier choices and adjust quantities to enhance performance in physical activity. |
| 4.2 | Explain why dehydration impairs temperature regulation and physical and mental performance.  |
| 4.3 | Develop and describe three short-term and three long-term fitness goals.   |

4.4	Examine personal results of a scientifically based health-related physical fitness assessment and identify one or more ways to improve performance in areas that do not meet minimum standards.
4.5	Explain the elements of warm-up and cool-down activities.
4.6	Record water intake before, during, and after physical activity.
4.7	Describe the principles of training and the application to each of the components of health-related physical fitness.
<b>Aerobic Capacity</b>	
4.8	Identify the heart rate intensity (target heart-rate range) that is necessary to increase aerobic capacity.
4.9	Determine the intensity of personal physical activity, using the concept of perceived exertion.
4.10	Compare target heart rate and perceived exertion during physical activity.
4.11	Measure and record the heart rate before, during, and after vigorous physical activity.
4.12	Explain how technology can assist in the pursuit of physical fitness.
<b>Muscular Strength/Endurance</b>	
4.13	Explain the benefits of having strong arm, chest, and back muscles.
<b>Flexibility</b>	
4.14	Explain the benefits of stretching after warm-up activities.
<b>Body Composition</b>	
4.15	Explain why body weight is maintained when calorie intake is equal to the calories expended.
4.16	Describe the short- and long-term benefits of maintaining body composition within the healthy fitness zone.
<b>STANDARD 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.</b>	
<b>Self-Responsibility</b>	
5.1	Improve the level of performance on one component of health-related physical fitness and one identified motor skill by participating in fitness and skill development activities outside school.
5.2	Work toward a long-term physical activity goal and record data on one's progress.
5.3	Distinguish between acts of physical courage and physically reckless acts and explain the key characteristics of each.

5.4	Act in a safe and healthy manner when confronted with negative peer pressure during physical activity.
<b>Social Interaction</b>	
5.5	Contribute ideas and listen to the ideas of others in cooperative problem-solving activities.
5.6	Acknowledge orally the contributions and strengths of others.
<b>Group Dynamics</b>	
5.6	Accommodate individual differences in others' physical abilities in small-group activities.
5.7	Appreciate physical games and activities reflecting diverse heritages.