

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 movement forms, create movement patterns, and begin to describe movement principles.
- Demonstrate progress toward the use of all critical elements in locomotor, non-locomotor, and manipulative skill combinations in dynamic environments, modified sports activities, small-sided 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.
 - 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.
 - Create and perform individual or group rhythm/dance sequences.
 - Perform multicultural and social dances.
 - Create and perform a jump rope routine/challenge (self-turn, long rope, or jump bands).

Anatomical Basis of Movement

- 5.2 The student will apply anatomical knowledge and movement strategies in complex movement activities.
- Identify the major components of the cardiorespiratory, vascular, muscular, and skeletal systems.
 - Apply knowledge of skeletal and muscular systems to accurately describe a variety of specific movements, such as a ball strike, overhand throw, or running.
 - Understand the concept of flexibility as it relates to bones, muscles, and joints.

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, accelerometer, and pedometer data.
 - 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.
 - Explain the FITT (frequency, intensity, time, and type) principles and its relationship to a personal fitness plan.
 - Calculate the resting, activity, and recovery heart rate and calculate heart rate during various physical activities.
 - Explain the relationship between heart rate and cardiorespiratory fitness.

Social and Emotional Development

- 5.4 The student will participate in establishing and maintaining a safe environment for physical activities.
- a) Create and implement safety rules and responsibilities for one or more activities.
 - b) Describe and demonstrate respectful behavior in physical activity settings.
 - c) Implement etiquette for at least two activities.
 - d) Identify how engaging in physical activity can improve mental health and reduce stress.
 - e) Explain the importance of inclusion in physical activity settings.
 - f) Participate in developing classroom activities led by the teacher that promote feelings of inclusion, which supports feelings of acceptance, belonging, and all students being valued.

Energy Balance

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