



Archdiocese of Washington Catholic Schools

Academic Standards

Physical Education



GRADE 5

Standard 1 - Demonstrate competency in many movement forms and proficiency in a few movement forms.

Students are beginning to achieve maturity with most locomotor (traveling actions), non-locomotor (movement in place) and manipulative (throw, catch, strike, swing, push, pull) skills. They begin the process of integrating (putting together) these skills into a variety of individual and team sports and activities that have been modified to their developmental level.

- 5.1.1 Demonstrate the ability to integrate locomotor (traveling action), non-locomotor (movement in place), and stability (balance) movements in more complex skills.
Example: Demonstrate mature motor (movement) patterns in increasingly complex environments (e.g. obstacle courses).
- 5.1.2 Demonstrate the ability to manipulate (throw, catch, strike, swing, push, pull) objects with the skills necessary to participate in games and lead-up (preparing for sports) activities.
Example: Engage in simple games requiring manipulative skills.
- 5.1.3 Demonstrate the ability to perform more complex rhythmic skills alone and with a partner.
Example: Perform rhythmic body movements and communicate ideas and feelings with and without music

Standard 2 - Applies movement concepts and principles to the learning and development of motor skills.

Students begin to demonstrate an understanding of proper movement forms. They self analyze their own skills and that of their classmates and discuss methods for improving performance

- 5.2.1 Identify ways that movement concepts can be used to refine movement skills.
Example: Understand that practice improves performance.
- 5.2.2 Describe and demonstrate essential elements of mature movement patterns.
Example: Describe the critical (important) elements of an overhand throw.



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Standard 3 - Exhibit a physically active lifestyle.

Students begin to understand the relationship between lifestyle and health. They describe the benefits of leading a healthy lifestyle. Through observation and analysis, they are able to critique others as they begin to develop an awareness of the physical, social, and emotional importance of physical activity. They choose to participate in activities out of school that are healthy and will produce a desired level of fitness.

5.3.1 Participate in health enhancing physical activity.

Example: Establish physical activity goals

5.3.2 Recognize the positive emotional effects of participation in leisure time physical activity.

Example: List the possible emotional responses one feels after being physically active in an activity that is enjoyable.

Standard 4 - Achieves and maintains a health-enhancing level of physical fitness.

As their fitness levels improve, students participate in moderate to vigorous activity for longer periods of time. They are able to describe how high levels of fitness are achieved, and identify what their age appropriate physical fitness goals should be. They participate in group and self-assessment activities.

5.4.1 Achieve a reasonable level in all components of health-related (healthy lifestyle) fitness.

Example: Using a pre-test and post-test, demonstrate how to set personal fitness goals.

5.4.2 Demonstrate age appropriate muscular strength (how much) and muscular endurance (how many times).

Example: Participate in a calisthenics (exercises designed to improve muscle tone) circuit.

5.4.3 Demonstrate age appropriate cardiovascular (heart and lung) endurance.

Example: Participate in the one mile run for time.

5.4.5 Demonstrate age appropriate flexibility.

Example: Participate in developmental stretching (stretches that improve the range of motion of a joint) exercises as a pre-activity warm-up.

5.4.6 Demonstrate age appropriate body composition (the relationship between body fat and lean muscle mass).

Example: Describe how excessive intake of calories or lack of exercise can lead to obesity.



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Standard 5- Demonstrate responsible personal and social behavior in physical Activity Settings.

Students begin to show competence for working independently and cooperatively, in pairs and small groups as they observe, explore and apply the principles of physical activity in both the gymnasium and in out of school activities. They demonstrate an evolving appreciation for positive class conduct in accordance with rules and policies. Their ability to solve problems increases with their understanding.

- 5.5.1 Exhibit independence and ability to succeed in groups.
Example: Participate in cooperative and challenge activities.
- 5.5.2. Perform activities safely and follows class rules of conduct.
Example: Describe appropriate conduct including ethical and unethical behavior.
- 5.5.3 Distinguish between compliance and noncompliance with game rules and fair play.
Example: Demonstrate positive sportsmanship.

Standard 6 - Demonstrate understanding and respect for differences among people in physical activity settings.

Students begin to analyze the differences in individuals and develop an appreciation for these differences. They observe, critique, and assist classmates to improve skill levels where needed. They seek out the company of many different people through physical activity, and begin to apply conflict management skills when needed during these physical activities.

- 5.6.1 Demonstrate positive attitude toward self and others through physical activity.
Example: Demonstrate an admiration for high skill levels in others by offering congratulations when appropriate.
- 5.6.2 Enjoy participation alone and with others.
Example: Demonstrate self-motivated movement.
- 5.6.3 Choose playmates without regard to personal differences.
Example: Demonstrate acceptance of other's limitations through verbal and nonverbal behavior.
- 5.6.4 Resolve conflict in socially accepted ways.
Example: Demonstrate positive sportsmanship.



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Standard 7 - Understands that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction.

Students begin to better identify those activities they enjoy and those in which they have greater skill or less skill. They articulate why they like or dislike certain activities. They identify those classmates with whom they prefer playing or engaging in physical activity. They participate in more challenging activities without showing intimidation.

- 5.7.1 Exhibit positive feelings about participation in physical activity.
Example: Celebrates individual and group accomplishments.
- 5.7.2 Engage in the challenge of new activities.
Example: Receptive to new games, sports, and rhythm activities.
- 5.7.3 Engage in and enjoys independent and interactive physical activity.
Example: Incorporate physical skills during leisure time activities.
- 5.7.4 Use physical activity as a means of self-expression.
Example: Compose a dance that tells a story from a book they read in language arts class.