

Physical Education – LEARNING PRIORITIES & “I Can” Statements

Grade 5

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| <p>Learning Priority: Refines, combines, and varies motor skills.</p> | <ul style="list-style-type: none"> • I can jump vertically and land using mature form. • I can throw overhand with mature form with control in practice and game situation. • I can catch a fly ball using mature form with control in practice and game situation. • I can strike and object using feet, hands, or implement to a target. • I can balance and demonstrate locomotor and non-locomotor skills under control in game situation. • I can balance with control on a variety of objects. • I can perform a combination of movement, sports, or leisure skills. • I can create, perform and teach a rhythmic sequence. • I can throw a ball overhand with control and hit a moving target in practice and game situation. |
| <p>Learning Priority: Develops a cognitive understanding of a skill so as to improve performance.</p> | <ul style="list-style-type: none"> • I can explain that warm-up prepares the body for physical activity. • I can locate heart rate and describes how it is used to monitor exercise intensity. • I can identify and demonstrate key elements of a skill being taught. • I can explain and demonstrate the necessity of transferring weight in a skill. • I can participate in games and activities that use academic and health skills to enhance learning; for example, math, reading, nutrition, etc. |
| <p>Learning Priority: Develops the ability to transfer complex motor skills they have learned into new skills/games.</p> | <ul style="list-style-type: none"> • I can recognize accurately the critical elements of a skill demonstrated by a fellow student and provide feedback to that student. • I can correct my movement errors in response to corrective feedback given by a teacher or peer. • I can design a new game incorporating at least two motor skills and rules. • I can explain how appropriate practice improves performance. |

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| <p>Learning Priority: Regularly participates in activities that provide enjoyment and health benefits.</p> | <ul style="list-style-type: none"> • I can identify physical and physiological benefits that result from long-term participation in physical activity. • I can participate in moderate to vigorous physical activity outside of physical education class on a regular basis. • I can participate in structured and purposeful activity. • I can use a pedometer to count the number of steps taken or the distance traveled. • I can maintain a physical activity log. • I can identify one personal movement goal for use outside of physical education class. • I can identify two personal fitness goals to improve personal fitness. |
| <p>Learning Priority: Develops healthy habits that address the various components of physical fitness.</p> | <ul style="list-style-type: none"> • I can participate in selected activities that develop and maintain each component of physical fitness. • I can recognize that physiological responses to exercise are associated with their own level of fitness. • I can identify at least one muscle for each physical fitness test (such as Fitness Gram) used. • I can describe the five health-related fitness components (cardiovascular fitness, muscle strength, muscle endurance, flexibility, and body composition), what they measure and at least one benefit of each. • I can maintain my target heart rate for a specific length of time during an aerobic activity. • I can meet my health-related (age & gender) fitness standards. • I can identify my strengths and weaknesses based upon the results of physical fitness testing and set goals to show improvement in at least two fitness tests. |

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| <p>Learning Priority: Applies safe practices, adherence to rules, and procedures, etiquette, cooperation and team work, ethical behavior, and positive social interaction.</p> | <ul style="list-style-type: none"> • I can accept the teacher’s decision regarding a personal rule infraction without blaming others. • I can assess and take responsibility for my behavior without blaming others. • I can demonstrate safe control of my body and the equipment I am using. • I can follow class, activity, or game rules. • I can cooperate with all class members by taking turns, and share equipment. • I can participate in a variety of team building activities. • I can work productively with a partner to improve my performance. • I can respect activity choices of my peers. • I can teach an activity or a skill to my classmates. • I can respect t my peers during class discussion. • I can participate in low-level challenges, team building, adventure, and cooperative activities that encourage working together to solve problems in a game or activity. • I can positively encourage other students and refrains from negative statement. |
| <p>Learning Priority: Demonstrates an awareness of the intrinsic values and benefits of participation in physical activity that provides meaning.</p> | <ul style="list-style-type: none"> • I can identify positive feelings associated with participation in physical activities. • I can select and practice a skill on which improvement is needed. • I can develop a movement sequence that is interesting to me. • I can work independently, productively and demonstrate my willingness to challenge self. • I can explain how skill competency leads to the enjoyment of movement and physical activity. • I can defend the benefits of physical activity and stress relieving outdoor pursuits. • I can interact with others by helping them with physical activity challenges. • I can choose to participate in a group physical activity. |