

Georgia Performance Standards Framework for Physical Education

FIFTH GRADE

PE5.1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Description: Students can move through space using any movement pattern in combination with any non-locomotor skill in complex environments. Movement patterns are demonstrated with consistency and with good form. Some specialized skills, like those associated with sports, are refined and used in game play. Students demonstrate the ability to hit targets when performing manipulative skills. Students are able to combine movement in meaningful ways, creating movement sequences that are smooth and fluid and done to several different rhythmic patterns.

Elements:

a. Demonstrates hand striking skills in repetition in both a controlled setting and during game play.

Examples:

- Volleys a ball with a partner using correct technique.
- Uses correct form while dribbling around defenders during a basketball lead up game.

b. Demonstrates foot striking skills in repetition with the foot in a controlled setting or during game play.

Examples:

- Uses control when dribbling a soccer ball around cones.
- Advances a soccer ball down the field while passing it back and forth with a partner and while keeping it away from others.

c. Demonstrates striking skills with equipment.

Examples:

- Uses proper technique when using the forehand during a pickle ball game.
- Uses proper technique when shooting a floor hockey puck.

d. Demonstrates the ability to create and perform rhythmic patterns in a 4/4 beat.

Examples:

- Performs a rope jumping routine, ball routine, or dance routine.
- Performs a group gymnastics movement sequence using three or more elements.

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PE5.2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Description: Students will perform complex motor skills and be able to transfer concepts learned in other skills/games for performance of the new skill/game. They self-analyze their own skills as well as those of their classmates and discuss methods for improving performance.

Elements:

a. Applies critical elements to improve personal performance and in various movement tactics in small sided game play.

Examples:

- Explains the strategy of moving to an open space in game play.
- Watches a video of own performance to improve form.

b. Creates a complex rhythmic/aerobic routine.

Examples:

- Demonstrates a self created jump rope, tumbling, dance, or ball routine.
- Writes the steps on paper for a folk dance that represents one's heritage.

c. Designs a new game.

Examples:

- Creates a new game that has skills related to other activities.
- Given appropriate equipment, makes up a new game that includes a fitness component.

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PE5.3: Participates regularly in physical activity.

Description: Students will be able to use information from a variety of sources to regulate their activity behavior.

Elements:

a. Sets reachable but challenging goals as they relate to activity.

Examples:

- Improves the number of jumps in a 2 minute time test.
- Increases distance from target as a self-challenge.

b. Monitors effects of activity to increase participation.

Examples:

- Takes pulse rate at regular intervals during a soccer game.
- Compares pretest and posttest of a skill assessment.

c. Participates in physical activities that provide important opportunities for challenges in social interaction and group membership with the goal of voluntary participation outside of class.

Examples:

- Makes physical activity choices based on personal interests and capabilities to maintain an active lifestyle.
- Participates in an organized sport or intramural activity of own choosing outside of the school day.

d. Identifies physical activities and personal choice behaviors that promote a health-enhancing lifestyle.

Examples:

- Brainstorms and compiles a list of physical activities that the student would enjoy participating in with friends or family outside of school.
- Identifies stretches performed daily to increase flexibility.

e. Regularly participates in physical activities outside of the school day.

Examples:

- Follows a teacher generated activity calendar for one week.
- Develops strategies for monitoring regular participation in physical activities.

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PE5.4: Achieves and maintains a health-enhancing level of physical fitness.

Description: Under the direction of the teacher, students will identify personal strengths and areas to improve as determined by the results of the fitness assessments. Using this information, students will be able to choose activities that will help to improve their fitness levels.

Elements:

a. Participates in criterion-referenced fitness assessments with close teacher guidance and supervision (Ex. Fitnessgram).

Examples:

- Practices with a peer in the criterion- referenced test.
- Participates in a fitness assessment targeting each health-related component of fitness.

b. Interprets results of fitness testing to compare their scores with health related standards.

Examples:

- Compares personal scores with the health-related fitness standards as defined by the national fitness assessment.
- Identifies at least two activities that will improve health-related fitness components.
- Participates in moderate to vigorous physical activity.
- Participates in 30 minutes of moderate to vigorous activity at least 3 days per week.

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PE5.5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Description: Students begin to show competence in working cooperatively. They demonstrate an evolving appreciation for positive class conduct and a willingness to work with students of various abilities.

Elements:

a. Demonstrates the ability to work together in a group setting.

Examples:

- Describes and demonstrates how to accommodate various abilities.
- Works with a group to choreograph a dance.

b. Performs activities safely and follows class rules of conduct.

Examples:

- Demonstrates proper safety procedures for swinging racket or long handled implement in a group setting.
- Chooses a safe space for a rope jumping activity.

c. Describes and demonstrates teamwork in a small sided game.

Examples:

- Passes the ball to a teammate to gain advantage while playing a game.
- Plays position while participating in a net game.

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PE5.6: Values physical activity for health, enjoyment, challenge, self expression, and/or social–interaction.

Description: Students will identify those activities they enjoy, as well as classmates that have similar and different physical activity interests.

Elements:

a. Demonstrates enjoyment that is obtained from physical activity.

Examples:

- Develops team cheer chant to motivate others on a team.
- Claps and jumps in excitement while playing a game.

b. Participates in interactive and individual physical activity throughout the day.

Examples:

- Incorporates activity into leisure time.
- Leads others to become involved in free-time or free choice activities.
- Signs up for a physical activity class at a community center.

c. Chooses to engage in new activities.

Examples:

- Participates in new physical activities.
- Explores multi-cultural and/or diverse games.

d. Identifies the characteristics of physical activity that brings enjoyment.

Examples:

- Expresses a feeling of accomplishment for meeting a personal goal.
- Displays excitement for achieving an improvement in the mile run.