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

**By the end of Grade 5 students will:**

- 5.1.1 Apply developmentally appropriate locomotor and non-locomotor skills in a variety of modified games and activities.
- 5.1.2 Apply mature skills during selected manipulative activities.
- 5.1.3 Exhibit muscular strength and flexibility through an increasing variety of activities.
- 5.1.4 Integrate components of fundamental movement skills.
- 5.1.5 Create and perform a combination of rhythm and dance patterns to music.
- 5.1.6 Secure accuracy then apply appropriate force to project a variety of objects.
- 5.1.7 Perform swimming skills as listed according to the SAS adopted Red Cross the “shark” criteria.

**Examples of ways in which Grade 5 students might demonstrate the above include:**

- Throwing a ball with accuracy and over various distances to a moving target.
- Dribbling a soccer ball with head up and receiving ball with different body parts.
- Striking an object (with paddle, racquet or hand) with proper form towards a target.
- Following a basic dance sequence with correct pattern and movements with smooth transitions.
- Creating a basic dance sequence with patterns and a variety of movements.
- Coordinating lateral breathing, efficient and powerful arm stroke with flutter kick in 25 meters of freestyle.

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

**By the end of Grade 5 students will:**

- 5.2.1 Detect, analyze and correct errors in personal movement patterns.
- 5.2.2 Detect, analyze and correct errors in movement patterns of others.
- 5.2.3 Identify proper warm-up and cool-down techniques and the reason for using them.
- 5.2.4 Identify basic practice and conditioning principles that enhance performance.
Examples of ways in which Grade 5 students might demonstrate the above include:

- Explaining the necessity of transferring weight from the back leg to the front leg during any action that propels an object forward.
- Identifying and demonstrating key elements of a proper grip when holding a hockey stick to perform a strike.
- Describing the difference in foot placement when kicking a stationary ball, a ball moving away, and a ball moving toward.
- Explaining how appropriate practice improves performance.
- Explaining how certain exercises and activities can help to improve fitness assessment performances.
- Stating physiological and mechanical principles that contribute positively to increasingly complex motor performance.

**Standard 3: Participates regularly in physical activity.**

By the end of Grade 5 students will:

5.3.1 Choose to exercise at home for personal enjoyment and benefit.
5.3.2 Participate in games, sports, dance and outdoor pursuits both in and out of school based on individual interests and capabilities.
5.3.3 Identify opportunities “close to home” for participation in different kinds of activities.

Examples of ways in which Grade 5 students might demonstrate the above include:

- Participating regularly in physical activity for the purpose of developing a healthy lifestyle.
- Describing healthy benefits that result from regular and appropriate participation in physical activity.
- Identifying at least one activity to participate in on a regular basis (formal or informal).
- Identifying and making use of opportunities at school and within the community (e.g. EASA, SACAC) for regular participation in physical activity.
- Independently choosing to participate in SAS elementary PE department special events.

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

By the end of Grade 5 students will:

5.4.1 Correctly demonstrate activities designed to improve and maintain components of physical fitness such as muscular strength, endurance, and flexibility.
5.4.2 Associate the role of physical fitness in improving and maintaining personal health status.
For assessment purposes, emphasis will be on Standards 1 and the SAS Core Values with Standards 2-6 representing instructional focus. Adopted by the Board on January 29, 2009

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### Physical Education Curriculum: GRADE 5

**5.4.3** Engage in moderate to vigorous physical activity to promote fitness for a minimum of 20 minutes.  
**5.4.4** Complete individual fitness assessments and reflect on goal-setting process to set subsequent goals.  
**5.4.5** Participate in fitness-enhancing organized physical activities outside of school.

**Examples of ways in which Grade 5 students might demonstrate the above include:**
- Participating in a bike club or plays intramural soccer three times per week.  
- Participating in in-class team sports that promote physical fitness and endurance (e.g., soccer, hockey and basketball).  
- Understanding individual strengths and weaknesses through fitness assessments, and using this to set goals for improvement.  
- Identifying physical and psychological benefits that result from long-term participation in physical activity.  
- Inviting parents to observe student’s progress and participate in physical activities.

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

**By the end of Grade 5 students will:**
- **5.5.1** Recognize and display the SAS Core Values.  
- **5.5.2** Make responsible decisions about using time, applying rules and safety principles.  
- **5.5.3** Use time wisely when given the autonomy to practice and improve performance.  
- **5.5.4** Remain on task in a group activity without close teacher monitoring.  
- **5.5.5** Choose partners responsibly for focused performance.  
- **5.5.6** Recognize the role of games, sports and dance in getting to know and understand others of like and different backgrounds.  
- **5.5.7** Demonstrate cooperation with peers regardless of gender, race, and ethnicity in a physical activity setting.  
- **5.5.8** Seek out, participate with, and show respect for persons of like and different skill levels.

**Examples of ways in which Grade 5 students might demonstrate the above include:**
- Accepting the teacher’s decision regarding a personal rule infraction without displaying negative reactions toward others.  
- Assessing own performance issues without blaming others.  
- Winning and losing graciously.  
- Indicating respect for persons from different backgrounds and the cultural significance they attribute to various games, dances and physical activities.
For assessment purposes, emphasis will be on Standards 1 and the SAS Core Values with Standards 2-6 representing instructional focus.

Adopted by the Board on January 29, 2009