

California Physical Education Content Standards Grade 5

Standard 1:	Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.
Standard 2:	Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.
Standard 3:	Assess and maintain a level of physical fitness to improve health and performance.
Standard 4:	Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
Standard 5:	Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activities.

*The sample activities listed here are the vehicles through which standards can be addressed. For example, a tag game can address standards 1 and 3, but it is how the activity is taught that will address standards 2, 4 and 5. By simply playing a tag game, a student may not be able to explain how changing speed and direction can allow one to move away from the tagger. The teacher must provide this information as a complement to the activity in order to meet standards 2, 4, and 5. Students discover answers by playing/participating and then being asked the question (debrief). They may never have thought of that

question on their own. It's the teacher's role to pose these questions in order to make students think on this level.

Content Standards	Assessment Strategies	Sample Activities	Unit
Standard 1 Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.			
1.1 Perform simple small-group balance stunts by sharing the distribution of weight and base of support.	Standard 1: Teacher Observation Checklists: <ul style="list-style-type: none"> • Performance • Peer Assessment • Self Assessment Sample for 1.1: Create A Routine Stunts and Tumbling Learning Log	<ul style="list-style-type: none"> • Partner Switcheroo Stunt Hunt 	<ul style="list-style-type: none"> • Stunts and Tumbling
1.2 Jump for height using proper takeoff and landing form.	Stunts and Tumbling Self-Check (Jumping and Landing)	<ul style="list-style-type: none"> • Learning the Stunts • Stunts and Tumbling Circuit • Create A Routine 	<ul style="list-style-type: none"> • Stunts and Tumbling
1.3 Jump for distance using proper takeoff and landing form.	Stunts and Tumbling Self-Check (Jumping and Landing)	<ul style="list-style-type: none"> • Track and Field 	<ul style="list-style-type: none"> • Aerobic Games
1.4 Enter, jump, and leave a turning, long rope.			

Content Standards	Assessment Strategies	Sample Activities	Unit
1.5 Throw a flying disc for accuracy at a target/partner using a backhand movement pattern.	Flying Disc Skills Performance Rubric	<ul style="list-style-type: none"> • Backhand Drills • Target Throw • Frisbee Golf 	<ul style="list-style-type: none"> • Flying Disc
1.6 Throw and catch an object underhand and overhand while avoiding an opponent.	Aerobic Games Performance Rubric	<ul style="list-style-type: none"> • Keep Away (2 on 1) • Counting Catches • Raiders of the Ark 	<ul style="list-style-type: none"> • Aerobic Games
1.7 Field a thrown ground ball.	Softball Skills Performance Rubric	<ul style="list-style-type: none"> • Ground Ball Mania • Triangle Fielding • Softball Grab Bag 	<ul style="list-style-type: none"> • Softball
1.8 Punt a ball dropped from hands at a target.	Football Skills Performance Rubric	<ul style="list-style-type: none"> • 3 Flies Up! • Punt, Pass, & Pitch Golf • 5-Second Football 	<ul style="list-style-type: none"> • Recess Activities • Football • Football
1.9 Stop a kicked ball by trapping it with the foot while moving.	Soccer Skills Performance Rubric	<ul style="list-style-type: none"> • Passing Drills • 5 Person Kick and Dribble • Mini-Soccer 	<ul style="list-style-type: none"> • Soccer
1.10 Strike a dropped ball with a racket/paddle toward a target using the forehand movement pattern.	Racquets and Paddles Skills Performance Rubric	<ul style="list-style-type: none"> • Stroke Shadow • Stroke and Catch • Paddle 2-Square 	<ul style="list-style-type: none"> • Racquets and Paddles

Content Standards	Assessment Strategies	Sample Activities	Unit
1.11 Backhand hit a softly tossed ball with a paddle/racket.	Racquets and Paddles Skills Performance Rubric	<ul style="list-style-type: none"> • Stroke Shadow • Stroke and Catch • Paddle 2-Square 	<ul style="list-style-type: none"> • Racquets and Paddles
1.12 Strike a gently tossed ball with a bat from a side orientation.	Softball Skills Performance Rubric	<ul style="list-style-type: none"> • Batting Practice • Pepper • 5 Person Hit and Run Softball 	<ul style="list-style-type: none"> • Softball
1.13 Serve a lightweight ball over a low net using the underhand movement pattern.	Volleyball Skills Performance Rubric	<ul style="list-style-type: none"> • Intro to Serve • Serving Challenges • Shower Service 	<ul style="list-style-type: none"> • Volleyball
1.14 Dribble a ball (hand and foot) while preventing another from stealing it.	Basketball Skills Performance Rubric	<ul style="list-style-type: none"> • Defense! • Keep Away • Keep Away 	<ul style="list-style-type: none"> • Soccer • Basketball • Soccer
1.15 Dribble a ball and kick toward a goal while being guarded.	Soccer Skills Performance Rubric	<ul style="list-style-type: none"> • Mini-Soccer • Shooting Drills 	<ul style="list-style-type: none"> • Soccer
1.16 Pass a ball back and forth with a partner using a chest pass and bounce pass.	Basketball Skills Performance Rubric	<ul style="list-style-type: none"> • Passing Drills • Pass and Follow • Corner to Corner Give and Go 	<ul style="list-style-type: none"> • Basketball

Content Standards	Assessment Strategies	Sample Activities	Unit
1.17 Volley a tossed ball to an intended location.	Volleyball Skills Performance Rubric	<ul style="list-style-type: none"> • Intro to Forearm Pass • Passing Pairs • Group Passing Challenges 	<ul style="list-style-type: none"> • Volleyball
1.18 Design and perform a creative dance combining locomotor patterns with intentional changes in speed and direction.	Create a Dance Rubric	<ul style="list-style-type: none"> • Create A Dance • Create A Routine • Aerobic Dance 	<ul style="list-style-type: none"> • Dance • Movement Bands • Group Fitness
1.19 Design and perform a routine to music involving manipulation of an object.	Create a Routine (Movement Bands) Rubric	<ul style="list-style-type: none"> • Create A Dance • Create A Routine • Aerobic Dance 	<ul style="list-style-type: none"> • Dance • Movement Bands • Group Fitness

Content Standards	Assessment Strategies	Sample Activities	Unit
Standard 2 Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.			
2.1 Explain the importance of open space when playing sport-related games.	Cognitive Assessment of Critical Cues: <ul style="list-style-type: none"> • Verbal Recall • Demonstrations • Exit Slips Debrief question: Why is it important to create open space when playing soccer, hockey, basketball, etc.?	<ul style="list-style-type: none"> • Mini-Soccer • Quidditch • Mini-Hockey 	<ul style="list-style-type: none"> • Soccer • Aerobic Games • Hockey

Content Standards	Assessment Strategies	Sample Activities	Unit
2.2 Explain the differences in applying and receiving force when jumping for height and distance.	Debrief question: What is the difference in how you apply force when you jump for height versus when you jump for distance? What is the difference in how you absorb the force when you jump for height versus when you jump for distance?	<ul style="list-style-type: none"> • Learning the Stunts • Stunts and Tumbling Circuit • Create A Routine 	<ul style="list-style-type: none"> • Stunts and Tumbling
2.3 Explain how to adjust body position to catch a ball thrown off center.	Debrief question: How do you adjust your body to catch a ball that is thrown off to the side?	<ul style="list-style-type: none"> • Keep Away (2 on 1) • Counting Catches • Raiders of the Ark 	<ul style="list-style-type: none"> • Aerobic Games
2.4 Identify the following striking phases: preparation, application of force, follow through, and recovery.	Debrief question: Present students with a video clip or pictures of a batter striking a ball, or have students demonstrate: Show me the preparation phase. When is the force applied? Show me the follow through. Where is the recovery phase?	<ul style="list-style-type: none"> • Batting Practice • Pepper • Whack-O 	<ul style="list-style-type: none"> • Softball
2.5 Design a routine to music using change of speed and direction while manipulating an object.	Debrief question: Have students identify in a partner's or their own routine: Where did change of speed occur? Change of direction?	<ul style="list-style-type: none"> • Create A Dance • Create A Routine • Aerobic Dance 	<ul style="list-style-type: none"> • Dance • Movement Bands • Group Fitness

Standard 3 Assess and maintain a level of physical fitness to improve health and performance.			
3.1 Demonstrate how to warm-up muscles and joints prior to running, jumping, kicking, throwing, and striking.	Standard 3: <i>FitnessGram</i> Teacher Observation Student Self-Assessment Student Portfolios Sample 3.1: Fitness Challenges Performance Rubric	<ul style="list-style-type: none"> • Fun and Flexibility with a Friend • Flexibility Circuit • Fitness Grids 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Circuits • Fitness Circuits
3.2 Plan a day of healthy, balanced meals and snacks designed to enhance performance of physical activity.	Balance Your Fitness (Fitness Circuits)	<ul style="list-style-type: none"> • Body Composition Circuit • Body Composition BINGO • Fitness Grids 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Challenges • Fitness Circuits
3.3 Participate 3-4 days per week, for increasing periods of time, in continuous, moderate to vigorous physical activities at the appropriate intensity for increasing aerobic capacity.	<ul style="list-style-type: none"> • Walk/Jog/Run Performance Rubric • Map Challenges Mileage Chart 	<ul style="list-style-type: none"> • Moving Around the Track • Solo Aerobic Fitness Challenge • Walk/Jog Switcheroo 	<ul style="list-style-type: none"> • Map Challenges • Fitness Challenges • Walk, Jog, Run Activities
3.4 Continuously perform increasing numbers of oblique curl-ups on each side.	Fitness Challenges Performance Rubric	<ul style="list-style-type: none"> • Muscular Strength and Endurance • Fitness in the Middle • Partner Muscular 	<ul style="list-style-type: none"> • Fitness Circuits • Group Fitness • Fitness Challenges

		Strength and Endurance	
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3.5 Perform increasing numbers of triceps push-ups.	Fitness Challenges Performance Rubric	<ul style="list-style-type: none"> • Muscular Strength and Endurance • Fitness in the Middle • Partner Muscular Strength and Endurance 	<ul style="list-style-type: none"> • Fitness Circuits • Group Fitness • Fitness Challenges
3.6 Perform flexibility exercises that will stretch specific muscle areas for given physical activities.	Fitness Challenges Performance Rubric	<ul style="list-style-type: none"> • Fun and Flexibility with a Friend • Flexibility Circuit • Fitness Grids 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Circuits • Fitness Circuits
3.7 Sustain continuous movement for an increasing period of time, while participating in moderate to vigorous physical activities.	Map Challenges Mileage Chart	<ul style="list-style-type: none"> • Moving Around the Track • Solo Aerobic Fitness Challenge • Walk/Jog Switcheroo 	<ul style="list-style-type: none"> • Map Challenges • Fitness Challenges • Walk, Jog, Run Activities
3.8 Assess health related fitness using the state mandated fitness test.	Personal Best Day: My Personal Best Progress and Goals Card	<ul style="list-style-type: none"> • Personal Best Day • Pedometer Activity • Mixed Fitness Circuit 	<ul style="list-style-type: none"> • Personal Best Day • Map Challenges • Fitness Circuits
3.9 Meet age- and gender-specific fitness standards for aerobic capacity, muscular strength, flexibility, and body composition on the State-mandated fitness test.	Personal Best Day: My Personal Best Progress and Goals Card	<ul style="list-style-type: none"> • Personal Best Day • Pedometer Activity • Mixed Fitness Circuit 	<ul style="list-style-type: none"> • Personal Best Day • Map Challenges • Fitness Circuits

Standard 4 Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.			
<p>4.1 Record and analyze food consumption for one day and make a plan to replace foods and quantities less likely to enhance performance in physical activity with healthier choices.</p>	<p>Standard 4:</p> <ul style="list-style-type: none"> • Cognitive Assessment of Fitness Concepts • Selected-Response Tests (i.e., true-false, multiple choice, matching) • Constructed Response Tests (i.e., essay, journaling) • Product in response to a prompt (i.e., reports, posters, performance) <p>4.1 Debrief question: <i>Name some healthy choices you substituted for junk food.</i></p>	<ul style="list-style-type: none"> • Body Composition Circuit • Body Composition BINGO • Fitness Grids 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Challenges • Fitness Circuits
<p>4.2 Explain why dehydration impairs temperature regulation and physical and mental performance.</p>	<p>Debrief question: <i>How does dehydration impair your body's ability to regulate temperature? How does dehydration hurt your physical and mental ability to perform?</i></p>	<ul style="list-style-type: none"> • Body Composition Circuit • Solo Aerobic Fitness Challenge • Fitness Grids 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Challenges • Fitness Circuits

<p>4.3 Develop and describe three short-term and three long-term fitness goals.</p>	<p>Debrief question: <i>Give an example of a short-term fitness goal. A long-term goal? How would you select goals appropriate for you?</i></p>	<ul style="list-style-type: none"> • Personal Best Day • Pedometer Activity • Mixed Fitness Circuit 	<ul style="list-style-type: none"> • Personal Best Day • Map Challenges • Fitness Circuits
<p>4.4 Identify personal results of the State-mandated fitness test, and identify one or more ways to improve components that do not meet minimum standards.</p>	<p>Debrief question: <i>Compare your fitness scores to the scores in the ‘Healthy Fitness Zone’. How could you improve a score that fell short of the ‘Healthy Fitness Zone’?</i></p>	<ul style="list-style-type: none"> • Personal Best Day • Pedometer Activity • Mixed Fitness Circuit 	<ul style="list-style-type: none"> • Personal Best Day • Map Challenges • Fitness Circuits
<p>4.5 Explain the elements of warm-up and cool-down.</p>	<p>Debrief question: <i>What should be included in a proper warm-up? What should be included in a proper cool-down?</i></p>	<ul style="list-style-type: none"> • Fun and Flexibility with a Friend • Flexibility Circuit • Fitness Grids 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Circuits • Fitness Circuits
<p>4.6 Record water intake before, during, and after physical activity.</p>	<p>Debrief question: <i>How much water did you drink before you began the activity? How much water did you drink while you were engaged in the activity? How much water did you drink following the activity?</i></p>	<ul style="list-style-type: none"> • Body Composition Circuit • Solo Aerobic Fitness Challenge • Fitness Grids 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Challenges • Fitness Circuits
<p>4.7 Describe the principles of training and their application for each of the components of physical fitness.</p>	<p>Debrief question: <i>Describe the principles of training (F.I.T.T.) How would you apply them to improve aerobic endurance? Muscular strength? Muscular endurance? Flexibility? Body composition?</i></p>	<ul style="list-style-type: none"> • Aerobic Dance • Pick A Card Circuit • Survivor Challenge 	<ul style="list-style-type: none"> • Group Fitness • Fitness Circuits • Fitness Challenges

4.8 Identify target heart rate range for increasing aerobic capacity.	Debrief question: <i>What is a target heart rate? What is your target heart rate range?</i>	<ul style="list-style-type: none"> • Aerobic Dance • Walk/Jog Switcheroo • Moving for Time 	<ul style="list-style-type: none"> • Group Fitness • Walk, Jog, Run Activities • Map Challenges
4.9 Determine the intensity of personal physical activity using the concept of perceived exertion.	Debrief question: <i>How hard did you work during the activity based on the scale of perceived exertion?</i>	<ul style="list-style-type: none"> • Aerobic Dance • Sport Moves Aerobics • Bench Step Basics 	<ul style="list-style-type: none"> • Group Fitness
4.10 Compare target heart rate and perceived exertion during physical activity.	Debrief question: <i>What range on the scale of perceived exertion is comparable to your target heart range?</i>	<ul style="list-style-type: none"> • Aerobic Dance • Sport Moves Aerobics • Bench Step Basics 	<ul style="list-style-type: none"> • Group Fitness
4.11 Measure and record heart rate before, during, and after vigorous physical activity.	Debrief question: <i>What was your heart rate before you started the activity? What was your heart rate during the activity? What was your heart rate two minutes after the activity? Five minutes after?</i>	<ul style="list-style-type: none"> • Aerobic Dance • Walk/Jog Switcheroo • Moving for Time 	<ul style="list-style-type: none"> • Group Fitness • Walk, Jog, Run Activities • Map Challenges
4.12 Explain how technology resources (i.e., pedometers, heart rate monitors) can assist in the pursuit of physical fitness.	Debrief question: <i>How can technology resources such as pedometers and heart rate monitors help you to improve your fitness?</i>	<ul style="list-style-type: none"> • Pedometer Activities 	<ul style="list-style-type: none"> • Fitness Challenges • Group Fitness • Walk, Jog, Run Activities
4.13 Explain the benefits of having strong arms, chest, and back muscles.	Debrief question: <i>Why is it beneficial to have strong muscles in the arms, chest, and back?</i>	<ul style="list-style-type: none"> • Muscular Strength and Endurance • Fitness in the Middle • Partner Muscular Strength and Endurance 	<ul style="list-style-type: none"> • Fitness Circuits • Group Fitness • Fitness Challenges

<p>4.14 Explain the benefits of performing stretches and holding them for increasing periods of time after warm-up.</p>	<p>Debrief question: <i>Why is it beneficial to hold stretches for increasing periods of time after you warm-up?</i></p>	<ul style="list-style-type: none"> • Fun and Flexibility with a Friend • Flexibility Circuit • Fitness Grids 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Circuits • Fitness Circuits
<p>4.15 Explain why body weight is maintained when calorie intake is equal to the calories expended.</p>	<p>Debrief question: <i>Why does your body weight stay the same when the number of calories you take in is the same as the number of calories you expend?</i></p>	<ul style="list-style-type: none"> • Body Composition Circuit • Body Composition BINGO • Fitness Grids 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Challenges • Fitness Circuits
<p>4.16 Describe the short- and long-term benefits of maintaining body composition within the healthy fitness zone.</p>	<p>Debrief question: <i>The CA Standards G5 .doc</i></p>	<ul style="list-style-type: none"> • Body Composition Circuit • Body Composition BINGO • Fitness Grids 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Challenges • Fitness Circuits

Standard 5 Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.			
5.1 Work outside of school to improve personal best on one fitness component and one motor skill.	Standard 5: Student Self-Assessment Authentic Assessment of Independent Working Skills: <ul style="list-style-type: none"> • Following Directions • Positive Sportsmanship • Self-Control • Respect for Others • Helping and Encouraging Others Sample: ARE YOU PART OF THE CAST? COOPERATIVE ALL-STAR TEAMMATE—Self Check	<ul style="list-style-type: none"> • Home Play Activities 	<ul style="list-style-type: none"> • Fitness Circuits • Stunts and Tumbling • Basketball
5.2 Work toward a long-term physical activity goal and record progress data.	Personal Best Day: My Personal Best Progress and Goals Card	<ul style="list-style-type: none"> • Personal Best Day • Mixed Fitness Circuit • Pedometer Activity 	<ul style="list-style-type: none"> • Personal Best Day • Fitness Circuit • Map Challenges
5.3 Explain the difference between acts of physical courage and physically reckless acts.	Debrief: Give an example of an act of physical courage. An act of physical recklessness? How are they different?	<ul style="list-style-type: none"> • Learning the Stunts • Partner Ball Challenges (Partner Fun and Trust) • Survivor Challenge 	<ul style="list-style-type: none"> • Stunts and Tumbling • Cooperatives • Fitness Challenges

5.4 Act in a safe and healthy manner when confronted with negative peer pressure during physical activity.	<ul style="list-style-type: none"> • Aerobic Games Performance Rubric • Recess Activities Self-Check • Recess Activities Performance Rubric 	<ul style="list-style-type: none"> • Mini-Hockey • Mini-Basketball • Mini-Soccer 	<ul style="list-style-type: none"> • Hockey • Basketball • Soccer
5.5 Contribute ideas and listen to the ideas of others in cooperative problem-solving activities.	Cooperative Skills Performance Rubric	<ul style="list-style-type: none"> • Stepping Stones • Log Jam • Create A Game 	<ul style="list-style-type: none"> • Cooperatives • Cooperatives • Softball
5.6 Verbally acknowledge the contributions and strengths of others.	Cooperative Skills Performance Rubric	<ul style="list-style-type: none"> • Cooperative Volleyball • Create A Dance • Group Trick Add-On 	<ul style="list-style-type: none"> • Volleyball • Dance • Movement Bands
5.7 Accommodate individual differences in others' physical abilities in small group activities.	Cooperative Skills Performance Rubric	<ul style="list-style-type: none"> • Soccer Group Challenge • Group Jump Rope Challenge • Survivor Challenge 	<ul style="list-style-type: none"> • Soccer • Jump Rope • Fitness Challenges
5.8 Appreciate physical games and activities reflecting diverse heritages.	Dance Self-Check	<ul style="list-style-type: none"> • Alunelul • Cotton Eyed Joe • Pata Pata 	<ul style="list-style-type: none"> • Dance