



Minidoka County School District #331

"Empowering Students for Success"

Minidoka County School District Quick Reference Curriculum Guide – 5-6 Grade Physical Education – March 2018

STANDARD 1: SKILLED MOVEMENT

Goal 1.1: The physically literate individual demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

- Demonstrate mature form in all locomotor patterns, non-locomotor and basic manipulative patterns. (5-6.PE.1.1.1)
 - Understand and demonstrate balance - demonstrate control in both static and dynamic balance situations.
 - Understand and demonstrate coordination - perform smoothly and successfully more than one motor task at the same time.
 - Understand and demonstrate laterality - perform unilateral, bilateral and cross-lateral movement.
 - Understand and demonstrate directionality - select and show how to combine two or more direction concepts moving in different pathways.
 - Understand and demonstrate spacial awareness - demonstrate awareness of personal and general space while interacting with other students in game situations.
 - Understand and demonstrate body awareness - combine shapes, levels, and pathways into simple sequences.
 - Understand and demonstrate body identification - identify five of the major muscles, bones, or joints.
 - Leap - clarify the difference between a leap and a jump.
 - Throw - execute a variety of throwing patterns with accuracy while on the move.
 - Catch - catch a thrown ball using a variety of pathways and levels.
 - Kick - kick a ball from the hands with accuracy and distance.
 - Strike - strike a moving object with an implement from different positions with a partner or opponent.
 - Bounce - bounce a ball consecutively with control using either hand while moving.
- Demonstrate a variety of skills in complex situations of selected movement forms. (5- 6.PE.1.1.2)
- Demonstrate beginning strategies for invasion, wall/net, fielding/striking and target games. (5-6.PE.1.1.3)
 - Dribble - dribble while pivoting.
 - Pass - demonstrate all types of passes to a moving target.
 - Catch - catch a ball passed from different levels and with varied amounts of force.
 - Shoot - execute a lay-up with dominant hand.
 - Defend - defend an opponent using a variety of directions, levels, and pathways.
 - Pivot - perform a pivot while being guarded.



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- Pass - pass a football to a moving target from various distances.
- Catch - catch a thrown football at various levels.
- Kick - explain and execute a punt.
- Center - snap or center the football to a target at a prescribed distance.
- Understand and demonstrate stick handling - use proper stick handling technique in an activity situation.
- Dribble - dribble a puck while being defended.
- Pass - execute a variety of passes to a moving target.
- Shoot - shoot to a puck to a defended goal from various angles and distances.
- Understand and demonstrate goal keeping - defend the goal from a prescribed number of shots.
- Understand and demonstrate tackling - show proper technique of tackling a puck from a stationary opponent.
- Throw - throw a softball to a target from various prescribed distances using an overhand motion.
- Catch - execute a catch-throw combination at various levels with varying amounts of force.
- Bat - hit a pitched ball.
- Understand and execute base running - explain one or two strategies involved in base running.
- Understand and demonstrate fielding - field a ball moving towards you with varying amounts of force and at a variety of levels.
- Understand and demonstrate gripping - demonstrate grips for different racquets.
- Understand and demonstrate striking - demonstrate a forehand and backhand stroke in an activity situation.
- Understand and demonstrate serving - execute an overhand serve at a target.
- Understand and demonstrate receiving - receive a serve.
- Understand and demonstrate passing - execute a bump pass.
- Understand and demonstrate serving - explain the technique of an overhand serve.

STANDARD 2: MOVEMENT KNOWLEDGE

Goal 2.1: The physically literate individual demonstrates understanding of concepts, principles, strategies and tactics related to movement and to the performance of physical activities.

- Apply concepts, conditioning and practice principles to improve performance in specific settings and situations. (5-6.PE.2.1.1)
 - Understand and demonstrate balance - demonstrate control in both static and dynamic balance situations.



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- Understand and demonstrate agility - define and demonstrate the ability to change directions swiftly, easily and under control.
- Understand and demonstrate speed - run a designated distance for time.
- Understand and demonstrate coordination - perform smoothly and successfully more than one motor task at the same time.
- Understand and demonstrate power - perform a jump and reach.
- Transfer information between skills. (5-6.PE.2.1.2)
 - Juggle with either scarves, bean bags, balls, rings, and clubs.
- Identify and utilize offensive and defensive strategies in different settings and situations. (5-6.PE.2.1.3)
 - Demonstrate knowledge of rules for age-appropriate games with offensive and defensive strategies.

STANDARD 3: HEALTH ENHANCING PERSONAL FITNESS

Goal 3.1: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical fitness.

- Participate in and monitor moderate to vigorous physical activity in a variety of settings. (5-6.PE.3.1.1)
 - Rope Jumping: Turn the rope - turn the rope continuously for 30 seconds.
 - Rope Jumping: Identify and perform various foot patterns.
 - Rope Jumping: Identify and perform various rope patterns - perform various rope patterns (arm crosses).
 - Rope Jumping: Work with two or more individuals to turn and jump with long rope.
- Modify strategies to achieve personal fitness goals. (5-6.PE.3.1.2)
 - Learn and demonstrate knowledge of cardiovascular fitness - explain the components of cardiovascular fitness, i.e., target heart rate, resting heart rate; describe activities that enhance cardiovascular fitness; perform any aerobic ability assessment.
 - Learn and demonstrate flexibility - know the difference between static and ballistic stretching; apply various static stretches to all muscle groups; participate in a flexibility assessment, i.e., sit and reach.
 - Learn and demonstrate muscular strength - give examples of muscular strength exercises and the benefits to a particular muscle group.
 - Learn and demonstrate muscular endurance - give examples of muscular endurance exercises and the benefits to a healthy lifestyle.
 - Interpret and move to different rhythms - create an original routine using movement patterns with even and uneven rhythms.
 - Use props as a means of creative expression - develop a creative movement routine using props.
- Work independently with minimal supervision to achieve personal fitness goals. (5-6.PE.3.1.3)



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STANDARD 4: PERSONAL AND SOCIAL RESPONSIBILITY

Goal 4.1: The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- Take personal responsibility for adhering to rules, procedures, safe practices, and appropriate use of time. (5-6.PE.4.1.1)
- Work cooperatively in competitive and non-competitive activities. (5- 6.PE.4.1.2)
- Respect and recognize the uniqueness and differences of oneself and others. (5- 6.PE.4.1.3)

STANDARD 5: VALUING A PHYSICALLY ACTIVE LIFESTYLE

Goal 5.1: The physically literate individual participates daily in physical activity and recognizes its value for health, enjoyment, challenge, self-expression and/or social interaction.

- Participate daily in physical activities in and out of class to gain more control over the decisions affecting their everyday living. (Recommended by NASPE: At least 60 minutes and up to 2 hours per day with several bouts of physical activity lasting 15 minutes.) (5-6.PE.5.1.2)
- Recognize physical activity as a positive opportunity for social and group interaction.
- Seek personally challenging experiences in physical activity. (5-6.PE.5.1.3)
- Monitor and assess time spent in physical activities. (5-6.PE.5.1.3)