

# **Fifth Grade Standards**

# Information on Elementary P.E. Standards for Classroom Teachers

Information contained in this document comes from a multitude of websites as well as the knowledge of the SRVUSD Elementary P.E. Specialists. The information is meant to be used as a guideline for helping classroom teachers understand the details of some of the elementary physical education standards.

It is strongly suggested that classroom teachers work with their P.E. Specialist on which standards they should cover in the classroom.

Music for dance standards can often be purchased through sites such as iTunes.

Equipment needed for most standards covered in this document are minimal or the P.E. Specialist should already have them. However, on the reference page are some P.E. equipment websites if items are needed.

It is strongly suggested that classroom teachers work with their grade level peers in creating lesson plans and sharing the responsibility of teaching a standards based physical education program.

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**Note: This information has been compiled for use by teachers in SRVUSD only!**

## FIFTH GRADE

### **Manipulative Skills**

1.4 – *Enter, jump and leave a long jump rope turned by others*

- See Locomotor Movement Section for jump rope activities

### **Rhythmic Skills**

1.18 – *Design and perform a creative dance, combining locomotor patterns with intentional changes in speed and direction*

- Locomotor patterns can be jogging, walking, skipping, galloping, hopping, jumping, etc.
- Demonstrate a few locomotor patterns and have they can be combined to form a creative dance using different speeds (slow, medium and fast) and different directions (forwards, backwards, sideways, diagonal, zig-zag)
- Have students work in small groups to create and perform a routine using locomotor patterns with speed and direction changes

1.19 – *Design and perform a routine to music that involves manipulation of an object*

- Objects can be a bean bag, ribbon, hula hoop, ball, etc.
- See activity in Rhythmic Section called “Dancing with Props”

2.5 – *Design a routine to music, changing speed and direction while manipulating an object*

- After completing Standard 1.19, have students work in small groups to create and perform a routine that includes changes in speed and direction while manipulating an object

### **Fitness Concepts**

3.2 – *Plan a day of healthful balanced meals and snacks designed to enhance the performance of physical activities*

- **The Edible Pyramid: Good Eating Every Day** by Loreen Leedy (book)
- See handouts in the Fitness Concepts Section titled “Student Handout-You are What You Eat”, “Daily Food Choices”, “The Food Guide Pyramid”, “A Closer Look at My Pyramid”, “My Pyramid Worksheet” and a blank “My Pyramid”
- Review with students the first four handouts
- For homework, have students fill in the “My Pyramid Worksheet” and color the blank “My Pyramid” to match their daily food intake
- Review daily food intake and chart ways to improve healthful eating of meals and snacks
- In small groups, have student write out a healthful menu to enhance performance based on all of the above

4.1 – *Record and analyze food consumption for one day and make a plan to replace foods with healthier choices and adjust quantities to enhance performance in physical activities*

- See Standard 3.2 and “My Pyramid Worksheet” in the Fitness Concepts Section

4.2 – *Explain why dehydration impairs temperature regulation and physical and mental performance*

- Dehydration impairs the body’s ability to sweat and thus regulate temperature by the release of heat through sweat
- See article in Fitness Concepts Section called “Dehydration in Sport”

*4.3 – Develop and describe three-short and three long-term fitness goals*

- See Assessment Section for lesson plans on Goal Setting

*4.4 – Examine personal results of a scientifically based health-related physical fitness assessment and identify one or more ways to improve performance in areas that do not meet minimum standards*

- See Assessment Section for lesson plans on Goal Setting

*4.5 – Explain the elements of warm-up and cool-down activities*

- Warm Up: Bring blood to muscles and connective tissues, move joints through range of motion (NOT static stretching!), gradually raise heart rate, warm the body for more vigorous activity, movements should be similar to the movements in the vigorous physical activity
- Cool Down: Slowly bring heart rate back to resting, static stretching can be done now when muscles are slightly fatigued, head should remain above the heart until heart rate returns to resting state

*4.6 – Record water intake before, during and after physical activity*

- Have students bring a 16oz water bottle to school one day or supply them with an 8oz or 16 oz cup
- Have students record the number of ounces of water drank before, during and after physical activity or P.E. class

*4.7 – Describe the principles of training and the application to each of the components of health-related physical fitness*

- See article on “Training Principles” in Fitness Concepts Section

**Aerobic Capacity**

*4.8 – Identify the heart rate intensity (target heart rate zone) that is necessary to increase aerobic capacity*

- 60-90% of maximum heart rate – here is a calculator based on age  
<http://www.webmd.com/fitness-exercise/healthtool-target-heart-rate-calculator>

*4.9 – Determine the intensity of personal physical activity, using the concept of perceived physical exertion*

- See article in Aerobic Capacity Section called “How to Use the Perceived Exertion Scale”

*4.10 – Compare target heart rate and perceived exertion during physical activity*

- Use the article in Standard 4.9 along with article titled “Target Heart Rate Zone versus Perceived Exertion Level”
- Have students log their heart rate and perceived exertion levels after a period of physical activity (see Standard 4.11)

*4.11 – Measure and record the heart rate before, during and after vigorous physical activity*

- Create a chart or log for students to record their heart rate and perceived exertion levels
- Locate pulse in the same location each time
- Count pulse for the same duration (6 seconds x 10, 10 seconds x 6 or 15 seconds x 4) to compute BPM (beats per minute)

4.12 – *Explain how technology can assist in the pursuit of physical fitness*

- Using a heart rate monitor can help determine heart rate for a particular activity, duration and intensity
- Using a GPS Heart Rate Monitor can determine heart rate, speed, distance, pace and calories burned – which would help in maintaining exercise within the Target Heart Rate Zone
- Pedometers count the number of steps taken in a specific time period – this could help someone increase their physical activity output
- Video games like Wii Fit record minutes exercised and BMI – might encourage some to exercise more because it is a game

**Muscle Strength & Endurance**

4.13 – *Explain the benefits of having strong arm, chest and back muscles*

- Strong arm muscles help us perform many daily tasks like carrying our books, moving our hand/fingers to write, and drinking our milk
- Strong chest muscles help us with daily tasks like using the computer; pushing an object like a shopping cart; or playing sports like tennis and swimming
- Strong back muscles are important for proper posture and for preventing back injuries

**Flexibility**

4.14 – *Explain the benefits of stretching after warm-up activities*

- See “Warm-Up Principles” in Fitness Concepts Section
  - ★ “A warm muscle is much more flexible than a cold one. Increasing muscle temperature can increase range of motion by up to 20% “

**Body Composition**

4.15 – *Explain why body weight is maintained when calorie intake is equal to the calories expended*

- When calories consumed equals caloric intake, then there are no extra calories that the body needs to store – basically the body is using everything that is put in to maintain body functions – thus, weight is maintained

4.16 – *Describe short and long-term benefits of maintaining body composition within the healthy fitness zone*

- See article in Body Composition Section called “Healthy Weight”
  - ★ Lowering the risk of heart disease, stroke, high blood pressure and Type 2 diabetes
  - ★ Boosts well being and helps to manage stress

**Assessment**

3.8 – *Assess health-related physical fitness by using scientifically based health-related fitness assessment (California Physical Fitnessgram Test – PFT)*

- See handouts in Assessment Section called “Fitnessgram Tests” (note that the district uses the \* tests) and “Healthy Fitness Zones for Females & Males”
- Give students the opportunity to practice PFT test throughout the school year; record at least fall and spring scores to note improvements

*3.9 – Meet age- and gender-specific fitness standards for aerobic capacity, muscular strength, flexibility, and body composition, using scientifically based health-related fitness assessment*

- Use the benchmarks referred to in Standard 3.8 to work with students who are not meeting the minimum requirements

**Self-Responsibility**

*5.1 – Improve the level of performance on one component of health-related physical fitness and one identified motor skill by participating in fitness and skill development activities outside of school*

- See Assessment Section for lesson plans on Goal Setting

*5.2 – Work toward a long-term physical activity goal and record data on one's own progress*

- See Assessment Section for lesson plans on Goal Setting