

## 5<sup>th</sup> Grade Physical Education Recommended Pacing

Content Code	MDE Expectation	Unit of Instruction	Associated Activities & Assessments (where possible)
<b>MOTOR SKILLS AND MOVEMENT PATTERNS</b>			
<b>Movement Concepts</b>			
<b>Space Awareness Students will...</b>			
M.MC.05.01	demonstrate all space awareness movement concepts for location (e.g., self-space and general space) with mature form of non loco-motor, loco-motor, and selected manipulative skills (i.e., roll, underhand throw, overhand throw) in controlled settings.	<b>Football-FB Softball-SB Bonkerball=Bon Kickball-KB Soccer-SC</b>	<b>Activities: All Throwing and catching drills, Goalie-throwing/catching, throw-ins</b>  <b>Assessment:</b>
M.MC.05.02	<b>M.MC.05.02</b> demonstrate all space awareness movement concepts for directions (i.e., up/down, forward/backward, right/left, and clockwise/counterclockwise) with mature form of fundamental motor skills in controlled settings.	<b>Volleyball-VB Parachute- P Dance-D</b>	<b>Activities: VB- Clock wise, P-Right/left, up/down, clockwise/counter clockwise, line dancing</b>  <b>Assessment:</b>
M.MC.05.03	<b>M.MC.05.03</b> demonstrate mature form and function of all space awareness movement concepts for levels (i.e., low, medium, and high) with mature form of fundamental motor skills in controlled settings.	<b>Body movements</b>	<b>Activities: Animal movements cooperative activities(team work games), stretching</b>  <b>Assessment:</b>
M.MC.05.04	<b>M.MC.05.04</b> demonstrate mature form and function of all space awareness movement concepts for pathways (i.e., straight, curved, and zigzag) with mature forms of selected fundamental motor skills in controlled settings.	<b>Games (loco-motor)</b>	<b>Activities: locomotors movements, pathways(tag)</b>  <b>Assessment:</b>
M.MC.05.05	<b>M.MC.05.05</b> demonstrate all space awareness movement concepts for extensions (i.e., large/small and far/near) with mature form of fundamental motor skills in controlled settings.	<b>Games</b>	<b>Activities: Fox and hound, Fishes and Whales</b>  <b>Assessment:</b>
<b>Effort Students will...</b>			
M.MC.05.06	<b>M.MC.05.06</b> demonstrate all effort movement concepts for time (i.e., fast/slow and sudden/sustained) with mature form of fundamental motor skills in controlled settings.	<b>Games</b>	<b>Activities: Loco-motor skills-fast, slow, medium</b>  <b>Assessment:</b>
M.MC.05.07	<b>M.MC.05.07</b> demonstrate all effort movement concepts for force (i.e., strong and light) with mature form of selected fundamental motor skills in controlled settings.	<b>Parachute</b>	<b>Activities: Controlling parachute by teacher command, Cat and mouse, mushroom</b>  <b>Assessment:</b>
M.MC.05.08	<b>M.MC.05.08</b> demonstrate all effort movement concepts for flow (i.e., bound and free) with mature form of selected fundamental motor skills in controlled settings.		<b>Activities:</b>  <b>Assessment:</b>
<b>Relationships Students will...</b>			
M.MC.05.09	<b>M.MC.05.09</b> demonstrate all relationship movement concepts of body parts (i.e., round, narrow, wide, twisted, symmetrical, and nonsymmetrical) with mature form of selected fundamental motor skills in controlled settings.		<b>Activities:</b>  <b>Assessment:</b>
M.MC.05.10	<b>M.MC.05.10</b> demonstrate all relationship movement concepts of objects and/or people (i.e., over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, and alongside) with mature form of fundamental	<b>Games</b>	<b>Activities: Follow the leader, obstacle courses, Cooperative games</b>  <b>Assessment:</b>



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	motor skills in controlled settings.		
<b>M.MC.05.11</b>	<b>M.MC.05.11</b> demonstrate all relationship movement concepts with people (i.e., leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups) with mature form of fundamental motor skills in controlled settings.	<b>Games</b>	<b>Activities: Shadow activities, follow the leader, partner activity</b>  <b>Assessment:</b>
	<b>Motor Skills</b>		
	<b>Non Loco-motor Students will...</b>		
<b>M.MS.05.01</b>	demonstrate all elements of the mature form of non loco-motor skills of balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, transferring weight, jumping, and landing in controlled settings.	<b>Yoga, gymnastics</b>	<b>Activities: Mat activities, yoga</b>  <b>Assessment: folder</b>
	<b>Loco-motor Students will...</b>		
<b>M.MS.05.02</b>	demonstrate mature form of loco-motor skills of walk, run, leap, slide, gallop, hop, skip, flee, and dodge using movement concepts in controlled settings.	<b>Warm-ups</b>	<b>Activities: Exercise lines</b>  <b>Assessment: Folder</b>
	<b>Manipulative Students will...</b>		
<b>M.MS.05.03</b>	demonstrate mature form of the manipulative skills of roll, underhand throw, and overhand throw using selected movement concepts in controlled settings.	<b>KB, FB, Bowling</b>	<b>Activities: Throwing/rolling, bean bag toss, target throwing, rolling at target</b>  <b>Assessment:</b>
<b>M.MS.05.04</b>	demonstrate mature form of the manipulative skills of catch, kick, foot dribble, and strike with hand and short and long handled implements in isolated settings.	<b>Floor hockey Soccer Kickball Baseball (Striking)</b>	<b>Activities: Sideline soccer, 3vs3 hockey/soccer, foam paddles, batting w/tees</b>  <b>Assessment:</b>
<b>M.MS.05.05</b>	demonstrate selected elements of the mature form of the manipulative skills of chest pass, bounce pass, hand dribble, volley (e.g., forearm pass, overhead set), and punt in isolated settings.	<b>Basketball Volleyball Football</b>	<b>Activities: FB-Punting football, VB-Forearm pass, overhead set BB-Chest pass, dribble, bounce pass</b>  <b>Assessment:</b>
<b>M.MS.05.06</b>	perform a three-element movement sequence (e.g., simple rhythmic, aerobic, or tumbling activities) with flow in controlled settings.	<b>Rhythmic</b>	<b>Activities: Tumbling, dancing, aerobics</b>  <b>Assessment:</b>
	<b>*Aquatics Students will...</b>		
<b>M.AQ.05.01</b>	demonstrate mature form for the basic aquatic skills of front float, back float, glide, and recovery in isolated settings.	<b>Swimming</b>	<b>Activities: perform skills</b>  <b>Assessment: Red cross</b>
<b>M.AQ.05.02</b>	demonstrate safe water entry and exit, independently, by jumping or stepping from the side safely in isolated settings.		<b>Activities: perform skills</b>  <b>Assessment: Red cross</b>
<b>M.AQ.05.03</b>	demonstrate above water arm recovery and continuous kick with face in the water, breathing consistently to the side to swim 15 yards in the water in isolated settings.		<b>Activities: Breast stroke</b>  <b>Assessment: Red cross</b>
<b>M.AQ.05.04</b>	demonstrate locomotion, in a supine position, using		<b>Activities: Back Crawl</b>



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	rudimentary body roll, above water arm recovery, arms enter at or above shoulder level with continuous kick 15 yards in the water in isolated settings.		<b>Assessment: Red cross</b>
<b>M.AQ.05.06</b>	demonstrate jumping or stepping from the side while wearing a life jacket, demonstrate HELP and Huddle positions for one minute, and loco-mote to a position of safety in controlled settings. <i>*The Michigan Department of Education acknowledges that some schools do not have the facilities or community resources to meet all of the aquatics grade level content expectations, however, all water safety grade level content expectations should be met within all physical education programs whether or not pool facilities are available.</i>		<b>Activities: Whales tales</b> <b>Assessment: Red cross</b>
<b>Outdoor Pursuits Students will...</b>			
<b>M.OP.05.01</b>	demonstrate use of movement concepts in outdoor pursuits with self and equipment in controlled settings with external feedback.	<b>Orienteering</b>	<b>Activities: Compasses</b> <b>Assessment:</b>
<b>M.OP.05.02</b>	demonstrate use of loco-motor skills in outdoor pursuits with self and equipment in controlled settings with external feedback.	<b>Orienteering</b>	<b>Activities: Compasses</b> <b>Assessment:</b>
<b>M.OP.05.03</b>	demonstrate use of non-loco-motor skills in outdoor pursuits with self and equipment in controlled settings with external feedback.	<b>Orienteering</b>	<b>Activities: Reading maps</b> <b>Assessment:</b>
<b>M.OP.05.04</b>	demonstrate ability to safely manipulate or use equipment in outdoor pursuits in isolated settings.		<b>Activities:</b> <b>Assessment:</b>
<b>Target Games Students will...</b>			
<b>M.TG.05.01</b>	demonstrate selected use of strategies for tactical problems (e.g., accuracy in distance and direction) during modified, unopposed target games.	<b>Target games</b>	<b>Activities: Bean bag toss, bowling</b> <b>Assessment:</b>
<b>Invasion Games Students will...</b>			
<b>M.IG.05.01</b>	demonstrate selected use of both on-the-ball and off-the-ball tactical movements for maintaining possession (e.g., passing, receiving), penetration/attack (e.g., shooting, moving with the object), and starting/restarting play (e.g., kick-off, throw-ins) during modified invasion games (e.g., small-sided games, such as 3 vs. 3).	<b>Soccer Football Basketball</b>	<b>Activities: Sideline soccer, 3 vs. 3 soccer/basketball, Air force FB</b> <b>Assessment:</b>
<b>Net/Wall Games Students will...</b>			
<b>M.NG.05.01</b>	demonstrate selected solutions to tactical problems, such as maintaining a rally, setting up an attack, (e.g., opening up to teammates), and defending space (e.g., returning to base) during modified, cooperative net/wall games.	<b>Volleyball Badminton</b>	<b>Activities: one bounce volleyball, Newcomb(VB), modified badminton</b> <b>Assessment:</b>
<b>Striking/Fielding Games Students will...</b>			
<b>M.SG.05.01</b>	demonstrate use of selected on-the-object tactical movements of infield base positions and off-the-object	<b>Softball kickball</b>	<b>Activities: Blooper ball, (sb) Sizzle ball, (kb)</b>



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	problems of defending space and defending bases during modified striking/fielding games (e.g., strike a stationary object, stationary object, 5 vs. 5).		<b>Assessment:</b>
	<b>Rhythmic Activities</b> <i>Students will...</i>		
M.RA.05.01	demonstrate a sequence of rhythmic patterns traveling along pathways (i.e., circle, zigzag, straight line).	<b>Dance</b>	<b>Activities: Line dance, Aerobic dance, partner</b> <b>Assessment:</b>
	<b>CONTENT KNOWLEDGE</b>		
	<b>Feedback</b> <i>Students will...</i>		
K.FB.05.01	distinguish how internal (prior knowledge) and external feedback improves motor skills and movement patterns, fitness, and physical activities in isolated settings.	<b>All</b>	<b>Activities:</b> <b>Assessment: Demonstration</b>
	<b>Movement Concepts</b> <i>Students will...</i>		
K.MC.05.15	apply limited knowledge of movement concepts while performing non-loco-motor, loco-motor, and selected manipulative skills (e.g., roll, underhand throw, overhand throw) in controlled settings.	<b>All</b>	<b>Activities:</b> <b>Assessment: Demonstration</b>
	<b>Motor Skills</b>		
	<b>Non-Loco-motor</b> <i>Students will...</i>		
K.MS.05.01	apply knowledge of movement concepts while performing non loco-motor skills: balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing in controlled settings.	<b>All</b>	<b>Activities:</b> <b>Assessment: Demonstration</b>
	<b>Loco-motor</b> <i>Students will...</i>		
K.MS.05.02	apply knowledge of movement concepts while performing loco-motor skills: walk, run, leap, jump, skip, hop, gallop, slide, chase, flee, and dodge in controlled settings.	<b>All</b>	<b>Activities:</b> <b>Assessment: Demonstration</b>
	<b>Manipulative</b> <i>Students will...</i>		
K.MS.05.03	apply knowledge of the critical elements of movement concepts while performing the following manipulative skills: roll, underhand throw, and overhand throw in controlled settings.	<b>Bowling</b> <b>Kickball</b> <b>Baseball</b> <b>Football</b>	<b>Activities:</b> <b>Assessment: Demonstration</b>
K.MS.05.04	apply knowledge of the critical elements of movement concepts while performing selected manipulative skills: catch, kick, foot dribble, strike with an implement and with the hand, chest pass, bounce pass, hand dribble, volley, overhead pass, and punt in isolated settings.	<b>Volley ball</b> <b>Basketball</b> <b>Football</b> <b>soccer</b>	<b>Activities:</b> <b>Assessment: Demonstration</b>
K.MS.05.05	apply knowledge of movement concepts and skills to design a three-element movement sequence (e.g., simple rhythmic, aerobic, or tumbling activities) with flow in controlled settings.	<b>Rhythmic</b>	<b>Activities: Perform dances, tumbling, tae-bo</b> <b>Assessment:</b>



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<b>*Aquatics Students will...</b>			
K.AQ.05.01	distinguish between the critical elements of selected aquatic skills: front float, back float, glide, and recovery.	<b>Swimming</b>	<b>Activities:</b>  <b>Assessment: demonstration</b>
K.AQ.05.02	distinguish between all critical elements of safe water entry and exit (e.g., ladder, jump, ramp, climbing, diving).		<b>Activities:</b>  <b>Assessment: demonstration</b>
K.AQ.05.04	distinguish between all critical elements of basic selected aquatic safety rules (e.g., swim with a buddy, wear a life jacket, <i>Reach or Throw, Don't Go</i> , follow the rules, swim with supervision, boating safety, H.E.L.P., Huddle).		<b>Activities:</b>  <b>Assessment: demonstration</b>
K.AQ.05.05	distinguish between all critical elements of how to use a life jacket (e.g., proper fit, take on and off, secure clasps, when to use, how to put on when a boat is sinking).		<b>Activities:</b>  <b>Assessment: demonstration</b>
K.AQ.05.06	distinguish between all critical elements of how to get help in simulated emergency practice. <b><i>*The Michigan Department of Education acknowledges that some schools do not have the facilities or community resources to meet all of the aquatics grade level content expectations, however, all water safety grade level content expectations should be met within all physical education programs whether or not pool facilities are available.</i></b>		<b>Activities: Whales Tales</b>  <b>Assessment: Question and answer</b>
<b>Outdoor Pursuits Students will...</b>			
K.OP.05.01	apply knowledge of elements of the seven principles of Leave No Trace (PEAK version) in controlled settings.		<b>Activities:</b>  <b>Assessment:</b>
K.OP.05.03	describe the function of clothing and equipment associated with selected outdoor pursuits.		<b>Activities:</b>  <b>Assessment:</b>
K.OP.05.04	describe selected safety features of outdoor pursuits.		<b>Activities:</b>  <b>Assessment:</b>
K.OP.05.07	describe appropriate and inappropriate resource-related behaviors in selected outdoor pursuits in isolated settings.		<b>Activities:</b>  <b>Assessment:</b>
<b>Target Games Students will...</b>			
K.TG.05.01	identify tactical problems (e.g., accuracy in distance and direction) during modified, unopposed target games.	<b>Bowling Games</b>	<b>Activities: target drill, underhand toss/overhand</b>  <b>Assessment: demonstration</b>
<b>Invasion Games Students will...</b>			
K.IG.05.01	identify elements of tactical problems for both on-the-ball and off-the-ball movements for maintaining possession (e.g., passing, receiving), penetration/attack (e.g., shooting, moving with the object), and starting/restarting play (e.g., kick-off, throw-ins) during modified invasion games (e.g., small-sided games, such as 3 vs. 3).	<b>Football Basketball Soccer hockey</b>	<b>Activities:</b>  <b>Assessment: Question and answer</b>
<b>Net/Wall Games Students will...</b>			
K.NG.05.01	identify tactical problems, such as maintaining a rally, setting	<b>Volleyball</b>	<b>Activities:</b>



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	up an attack (e.g., opening up to teammates), and defending space (e.g., returning to base) during modified, cooperative net/wall games.	<b>badminton</b>	<b>Assessment: Question and answer</b>
	<b>Striking/Fielding Games</b> <i>Students will...</i>		
<b>K.SG.05.01</b>	identify tactical problems, such as on-the-object problems of infield base positions and off-the-object problems of defending space and defending bases during modified striking/fielding games (e.g., strike a stationary object, 5 vs. 5).	<b>Baseball Kickball</b>	<b>Activities:</b>  <b>Assessment: Question and answer</b>
	<b>Rhythmic Activities</b> <i>Students will...</i>		
<b>K.RA.05.01</b>	integrate basic rhythmic formations, positions, and steps into a rhythmic activity.	<b>Rhythmic</b>	<b>Activities:</b>  <b>Assessment: Demonstration</b>
	<b>Participation Inside/Outside of Physical Education</b> <i>Students will...</i>		
<b>K.PA.05.01</b>	explain the effects and benefits of physical activity.	<b>All</b>	<b>Activities:</b>  <b>Assessment: Q&amp;A</b>
	<b>Health-Related Fitness</b> <i>Students will...</i>		
<b>K.HR.05.02</b>	predict results for the criterion-referenced cardio respiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Hand cycle Test).	<b>Fitness/Testing</b>	<b>Activities:</b>  <b>Assessment: Q&amp;A</b>
<b>K.HR.05.03</b>	predict results for the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).		<b>Activities:</b>  <b>Assessment:</b>
<b>K.HR.05.04</b>	predict results for the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Back saver Sit and Reach, Shoulder Stretch).		<b>Activities:</b>  <b>Assessment:</b>
<b>K.HR.05.05</b>	predict results for the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skin fold Measurement, Body Mass Index, Hydrostatic Weighing).		<b>Activities:</b>  <b>Assessment:</b>
	<b>Physical Activity and Nutrition</b> <i>Students will...</i>		
<b>K.AN.05.01</b>	describe effects that physical activity and nutrition have on the body (e.g., food as fuel; helps build and maintain bones, muscles, and joints; reduces feelings of depression and anxiety; reduces risk of some chronic diseases; provides nutrients vital for health and maintenance of body; reduces the risk of low bone mass).	<b>Health</b>	<b>Activities:</b>  <b>Assessment: Question and answer</b>
<b>K.AN.05.02</b>	measure the physiological indicators associated with moderate to vigorous physical activity (e.g., sweating, increased heart rate, increased respiration, palpating pulse) and adjust participation/effort in controlled settings.	<b>Fitness</b>	<b>Activities: Heart rate</b>  <b>Assessment:</b>



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K.AN.05.03	evaluate how supporting body weight, while participating in activities, improves physical fitness.	<b>Yoga</b>	<b>Activities: Yoga</b> <b>Assessment: Q&amp;A</b>
K.AN.05.04	evaluate how non-manipulative activities promote healthy joint flexibility.	<b>Yoga</b>	<b>Activities: balancing</b> <b>Assessment:</b>
<b>Personal/Social Behaviors Students will...</b>			
K.PS.05.01	distinguish between key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in controlled settings.	<b>Character Education</b>	<b>Activities: Poster talks, lessons</b> <b>Assessment:</b>
K.PS.05.02	distinguish between key behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in controlled settings.	<b>Character Education</b>	<b>Activities: Sportsmanship</b> <b>Assessment:</b>
<b>Regular Participation Students will...</b>			
K.RP.05.01	identify positive feelings associated with regular participation in physical activities in controlled settings.	<b>Everyday</b>	<b>Activities:</b> <b>Assessment: Q&amp;A</b>
K.RP.05.02	describe the need to practice skills for which improvement is needed in controlled settings.	<b>everyday</b>	<b>Activities:</b> <b>Assessment: Q&amp;A</b>
<b>Social Benefits Students will...</b>			
K.SB.05.01	identify benefits of social interaction as part of participation in physical activities in controlled settings.	<b>Game</b>	<b>Activities: cooperation games/teamwork</b> <b>Assessment: Q&amp;A</b>
<b>Individual Differences Students will...</b>			
K.ID.05.01	choose to participate with students of varying skill and fitness levels in dynamic settings.	<b>everyday</b>	<b>Activities:</b> <b>Assessment:</b>
K.ID.05.02	identify differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.		<b>Activities:</b> <b>Assessment:</b>
K.ID.05.03	choose to participate with students of varying skill and fitness levels in controlled settings.	<b>everyday</b>	<b>Activities:</b> <b>Assessment:</b>
<b>Feelings Students will...</b>			
K.FE.05.01	identify emotions related to how individuals feel while regularly participating in physical activity.	<b>everyday</b>	<b>Activities:</b> <b>Assessment: Q&amp;A</b>
<b>FITNESS AND PHYSICAL ACTIVITY</b>			
<b>Participation During Physical Education Students will...</b>			
A.PE.05.01	participate in physical activities that are vigorous in intensity level (i.e., a minimum of 60% of class time sustaining a minimum of 65% of target heart rate) in physical education, including: loco-motor activities, activities inclusive of manipulative skills, dodging, chasing, and fleeing activities, and modified games that include combinations of loco-motor and manipulative skills.	<b>Everyday</b>	<b>Activities:</b> <b>Assessment: participation</b>



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	<b>Participation Outside of Physical Education</b> <i>Students will...</i>		
<b>A.PA.05.01</b>	participate in physical activities that are vigorous in intensity level (i.e., a minimum of 60 minutes per day for 7 days a week while maintaining 65% of target heart rate) outside of physical education, including: loco-motor activities, activities inclusive of manipulative skills, dodging, chasing, and fleeing activities, modified games that include combinations of loco-motor and manipulative skills, and daily non-structured and minimally organized physical activities outside of physical education.		<b>Activities:</b>  <b>Assessment:</b>
	<b>Health-Related Fitness</b> <i>Students will...</i>		
<b>A.HR.05.02</b>	meet the criterion-referenced cardio respiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Hand cycle Test).	<b>fitness</b>	<b>Activities:</b>  <b>Assessment:</b> <b>FITNESSGRAM/testing</b>
<b>A.HR.05.03</b>	meet the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).	<b>fitness</b>	<b>Activities:</b>  <b>Assessment:</b> <b>FITNESSGRAM/testing</b>
<b>A.HR.05.04</b>	meet the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Back saver Sit and Reach, Shoulder Stretch).	<b>fitness</b>	<b>Activities:</b>  <b>Assessment:</b>
<b>A.HR.05.05</b>	meet the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skin fold Measurement, Body Mass Index, Hydrostatic Weighing).		<b>Activities:</b>  <b>Assessment:</b>
	<b>Physical Activity and Nutrition</b> <i>Students will...</i>		
<b>A.AN.05.01</b>	describe effects that physical activity and nutrition have on the body (e.g., food as fuel; helps build and maintain bones, muscles, and joints; reduces feelings of depression and anxiety; reduces risk of some chronic diseases; provides nutrients vital for health and maintenance of body; reduces the risk of low bone mass).	<b>Fitness/Health</b>	<b>Activities:</b>  <b>Assessment: Q &amp; A</b>
<b>A.AN.05.02</b>	support body weight while participating in activities that improve physical fitness.	<b>All</b>	<b>Activities: Yoga</b>  <b>Assessment:</b>
<b>A.AN.05.03</b>	participate in non-loco motor activities that promote healthy joint flexibility.	<b>Yoga Gymnastics</b>	<b>Activities: tumbling, balancing</b>  <b>Assessment:</b>
<b>A.AN.05.04</b>	utilize physiological indicators associated with moderate to vigorous physical activity (e.g., sweating, increased heart rate, increased respiration, palpating pulse) to adjust participation/effort in controlled settings.	<b>Fitness</b>	<b>Activities: Target HR</b>  <b>Assessment:</b>
	<b>PERSONAL/SOCIAL BEHAVIORS AND VALUES</b>		
	<b>Feedback</b> <i>Students will...</i>		
<b>B.FB.05.01</b>	distinguish how internal (prior knowledge) and external feedback can be used to improve motor skills and movement patterns, fitness, and physical activities in controlled settings.	<b>All</b>	<b>Activities:</b>  <b>Assessment: Q&amp;A</b>



*The activities listed are recommendations. The P.E. Curriculum team left this document general enough to allow for schools to add their activities & resources/assessments. NOTE: AQUATICS & OUTDOOR PURSUITS were not an area of expertise for the team. If your district offers these options, add your own activities; many ASSESSMENTS were left blank intentionally for districts to include their own.*

## 5<sup>th</sup> Grade Physical Education Recommended Pacing

Content Code	MDE Expectation	Unit of Instruction	Associated Activities & Assessments (where possible)
<b>Personal/Social Behaviors</b> <i>Students will...</i>			
B.PS.05.01	exhibit selected behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in controlled settings.	<b>All</b>	<b>Activities:</b> <b>Assessment: Demonstrate</b>
B.PS.05.02	apply behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in controlled settings.	<b>All</b>	<b>Activities:</b> <b>Assessment: Demonstrate</b>
<b>Regular Participation</b> <i>Students will...</i>			
B.RP.05.01	identify positive feelings associated with regular participation in physical activities in controlled settings.	<b>All</b>	<b>Activities:</b> <b>Assessment: Demonstrate by body language</b>
B.RP.05.02	choose to regularly practice skills for which improvement is needed in controlled settings.	<b>Everyday</b>	<b>Activities:</b> <b>Assessment: Q&amp;A</b>
<b>Social Benefits</b> <i>Students will...</i>			
B.SB.05.01	identify benefits of social interaction as part of participation in physical activities in controlled settings.	<b>Everyday</b>	<b>Activities:</b> <b>Assessment: Q&amp;A</b>
<b>Individual Differences</b> <i>Students will...</i>			
B.ID.05.01	participate alone or with other students of varying skill and fitness levels in controlled settings.	<b>Everyday</b>	<b>Activities:</b> <b>Assessment: Demonstrate</b>
B.ID.05.02	identify differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills in controlled settings.	<b>Health</b>	<b>Activities:</b> <b>Assessment:</b>
<b>Feelings</b> <i>Students will...</i>			
B.FE.05.01	identify emotions related to how individuals feel while regularly participating in physical activity in controlled settings.	<b>Everyday</b>	<b>Activities:</b> <b>Assessment: Body language and listening to student reaction</b>



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