

Physical Education, Grade 5

(a) Introduction.

- (1) Physical education is the foundation of a well-balanced curriculum. "It is an academic subject with a planned and sequential K-12 curriculum based on the national standards for physical education. Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. Supporting schools to establish daily physical education can provide students with the ability and confidence to be physically active for a lifetime" (Centers for Disease Control and Prevention (CDC), CDC Healthy Schools, May 2019).
 - (A) Physical education is designed to develop motor skills, knowledge, and behaviors for active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. Physical education addresses the three domains of learning: cognitive skills related to the knowledge of movement, affective skills related to feelings and attitudes about movement, and psychomotor skills related to the manual or physical skills in movement literacy (SHAPE America, 2014, p. 4).
 - (B) Physically literate students have the ability to develop a lifetime of wellness. Physical literacy can be described as the ability to move with competence and confidence, to acquire knowledge and understanding, and to value and take responsibility for engagement in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person (Mandigo, Francis, Lodewyk & Lopez, 2012, and Whitehead, 2016).
 - (C) Research shows physical education is important to the development of the whole child and increases a lifetime of wellness. The Association for Supervision and Curriculum Development and the National Academy of Medicine support the belief that physical education, taught at a developmentally appropriate level, improves physical fitness and skill development, supports and improves academic achievement, reinforces self-discipline and teacher goal setting, reduces stress and increases blood flow to the brain, strengthens peer relationships, and improves self-confidence and self-esteem.
- (2) The physical education standards are categorized into five strands that are of equal importance and value. The movement patterns and movement skills strand guides the physically literate student in the development of fundamental movement patterns, spatial and body awareness, and rhythmic activities. The performance strategies strand guides the physically literate student in utilizing strategies in fundamental components of games, activities, and outdoor and recreational pursuits. The health, physical activity, and fitness strand encompasses health-related fitness, environmental awareness, and safety practices that guide students to a health-enhancing, physically active lifestyle. The physically literate student demonstrates skills and mechanics used during physical activity and analyzes data used during fitness performance. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The social and emotional health strand

incorporates working with others, responding to class expectations, and applying self-management skills. The lifetime wellness strand engages students in physical activity for the purposes of self-expression, enjoyment, and challenge.

- (3) Quality physical education programs include a comprehensive curriculum, physical activity, safety policies, safe environments, qualified physical education specialists instructing the class, and student assessment and do not use physical activity as a form of punishment. Texas state law outlines state requirements that support these essential components. In accordance with state law, physical education curriculum and instruction must be sequential, developmentally appropriate, and designed to meet the needs of all students, including students with disabilities and of all physical ability levels. At least 50% of the physical education class must be used for actual student physical activity at a moderate or vigorous intensity level, which aligns with additional state requirements for a minimum number of minutes for moderate or vigorous physical activity in Kindergarten-Grade 8. Required student-to-teacher ratios of 45-to-1 ensure the proper supervision and safety of students in physical education classes, and school districts must identify how student safety will be maintained if that ratio is exceeded. State law also requires that school districts and charter schools annually assess the physical fitness of students in Grade 3 or higher who are enrolled in a physical education course.
- (4) Access to age-appropriate physical education equipment is essential to quality instruction. Basic, age-appropriate equipment for all students is imperative for the development of motor skills, manipulative skills, and eventually becoming a physically literate lifelong learner. Without basic, age-appropriate equipment, students will not have the necessary experiences to become physically literate, lifelong learners. All equipment should be age appropriate for the grade levels to be taught. The term "age appropriate" means that the equipment must include a variety of sizes, weights, and textures to provide differentiated experiences for various ages and ability levels of students. Basic equipment for quality instruction includes, but is not limited to, the following list: sports balls, including fleece balls, foam balls, tennis balls, beach balls, volleyballs, basketballs, soccer balls, footballs, baseballs, softballs, and unity balls; striking implements, including golf clubs, hockey sticks, baseball bats, pool noodles, tennis rackets, racquetball rackets, pickleball paddles, lollipop paddles, and ping pong paddles; goals for various sports, including soccer goals and basketball goals; nets and standards for a variety of sports, including volleyball, pickleball, badminton, and tennis; fitness-related equipment; other basic equipment, including scarves, bean bags, hula hoops, jump ropes, and scooters; classroom management equipment, including cones, mats, pinnies, poly spots, and ball inflators; and technology, including microphones, projectors, speakers, heart rate monitors, timers, and other technology appropriate for instruction.
- (5) In Kindergarten-Grade 5, students learn fundamental movement skills and cues; begin to understand that the body functions in relation to physical activity; develop body control; become aware of the health-related fitness components; begin applying strategies, rules, etiquette, and conflict resolution techniques in dynamic situations; and identify safety practices and protocols while being physically active. Students engage in activities that develop basic levels of strength, endurance, and flexibility. Activities are presented to complement a student's natural inclination to view physical activity as challenging and enjoyable.

- (6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and Skills Statements

- (1) Movement patterns and movement skills--locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate locomotor skills. The student is expected to:

- (A) demonstrate and apply correct technique in a variety of locomotor skills and combinations during lead-up activities;

Breakouts

- (i) demonstrate correct technique in a variety of locomotor skills during lead-up activities
- (ii) demonstrate correct technique in a variety of combinations during lead-up activities
- (iii) apply correct technique in a variety of locomotor skills during lead-up activities
- (iv) apply correct technique in a variety of combinations during lead-up activities

- (B) demonstrate correct jumping and landing technique while performing a long jump and a full turn jump in both directions; and

Breakouts

- (i) demonstrate correct jumping technique while performing a long jump
- (ii) demonstrate correct jumping technique while performing a full turn jump in both directions
- (iii) demonstrate correct landing technique while performing a long jump
- (iv) demonstrate correct landing technique while performing a full turn jump in both directions

- (C) demonstrate advanced balancing to include equipment, cross lateralization during increasingly complex movements, and sequencing of four or more skills with repetition.

Breakouts

- (i) demonstrate advanced balancing to include equipment

- (ii) demonstrate advanced balancing to include cross lateralization during increasingly complex movements
- (iii) demonstrate advanced balancing to include sequencing of four or more skills with repetition

(2) Movement patterns and movement skills--non-locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate non-locomotor skills. The student is expected to:

- (A) maintain balance and transfer body weight with control during dynamic activities and lead-up games; and

Breakouts

- (i) maintain balance with control during dynamic activities
- (ii) maintain balance with control during lead-up games
- (iii) transfer body weight with control during dynamic activities
- (iv) transfer body weight with control during lead-up games
- (B) perform a combination of bending, stretching, twisting, curling, pushing, pulling, and swaying in a variety of activities.

Breakouts

- (i) perform a combination of bending, stretching, twisting, curling, pushing, pulling, and swaying in a variety of activities

(3) Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to:

- (A) demonstrate the key elements of manipulative skills, including eye on target, follow-through, body weight transfer, and body position, during games and activities;

Breakouts

- (i) demonstrate the key elements of manipulative skills, including eye on target, during games
- (ii) demonstrate the key elements of manipulative skills, including follow-through, during games
- (iii) demonstrate the key elements of manipulative skills, including body weight

transfer, during games

- (iv) demonstrate the key elements of manipulative skills, including body position, during games
 - (v) demonstrate the key elements of manipulative skills, including eye on target, during activities
 - (vi) demonstrate the key elements of manipulative skills, including follow-through, during activities
 - (vii) demonstrate the key elements of manipulative skills, including body weight transfer, during activities
 - (viii) demonstrate the key elements of manipulative skills, including body position, during activities
- (B) demonstrate the key elements of catching while moving during games and activities;

Breakouts

- (i) demonstrate the key elements of catching while moving during games
 - (ii) demonstrate the key elements of catching while moving during activities
- (C) demonstrate key elements of hand dribbling with either hand when stationary while protecting the ball from a defender during dynamic activities and lead-up games;

Breakouts

- (i) demonstrate key elements of hand dribbling with either hand when stationary while protecting the ball from a defender during dynamic activities
 - (ii) demonstrate key elements of hand dribbling with either hand when stationary while protecting the ball from a defender during lead-up games
- (D) combine foot dribbling with other skills during dynamic activities and lead-up games;

Breakouts

- (i) combine foot dribbling with other skills during dynamic activities
 - (ii) combine foot dribbling with other skills during lead-up games
- (E) demonstrate appropriate form when kicking and punting during dynamic activities and lead-up games;

Breakouts

- (i) demonstrate appropriate form when kicking during dynamic activities
 - (ii) demonstrate appropriate form when kicking during lead-up games
 - (iii) demonstrate appropriate form when punting during dynamic activities
 - (iv) demonstrate appropriate form when punting during lead-up games
- (F) demonstrate correct technique in volleying in dynamic activities and lead-up games;

Breakouts

- (i) demonstrate correct technique in volleying in dynamic activities
 - (ii) demonstrate correct technique in volleying in lead-up games
- (G) demonstrate correct technique when striking an object with a hand or short- or long-handled implement in dynamic activities and lead-up games;

Breakouts

- (i) demonstrate correct technique when striking an object with a hand or short- or long-handled implement in dynamic activities
 - (ii) demonstrate correct technique when striking an object with a hand or short- or long-handled implement in lead-up games
- (H) jump a self-turned rope in a routine using a variety of advanced skills; and

Breakouts

- (i) jump a self-turned rope in a routine using a variety of advanced skills
- (I) demonstrate entering and exiting a turned long rope using advanced jumping skills.

Breakouts

- (i) demonstrate entering a turned long rope using advanced jumping skills
 - (ii) demonstrate exiting a turned long rope using advanced jumping skills
- (4) Movement patterns and movement skills--spatial and body awareness. The physically literate student demonstrates competency in spatial and body awareness, including pathways, shapes, levels, speed, direction, and force. The student is expected to:

- (A) demonstrate the appropriate use of open space and closing space in small groups during dynamic activities and lead-up games;

Breakouts

- (i) demonstrate the appropriate use of open space in small groups during dynamic activities
- (ii) demonstrate the appropriate use of open space in small groups during lead-up games
- (iii) demonstrate the appropriate use of closing space in small groups during dynamic activities
- (iv) demonstrate the appropriate use of closing space in small groups during lead-up games

- (B) apply appropriate use of pathways and levels in small groups during dynamic activities and lead-up games; and

Breakouts

- (i) apply appropriate use of pathways in small groups during dynamic activities
- (ii) apply appropriate use of pathways in small groups during lead-up games
- (iii) apply appropriate use of levels in small groups during dynamic activities
- (iv) apply appropriate use of levels in small groups during lead-up games

- (C) apply speed, direction, and force with a short-handled implement during dynamic activities and lead-up games.

Breakouts

- (i) apply speed with a short-handled implement during dynamic activities
- (ii) apply direction with a short-handled implement during dynamic activities
- (iii) apply force with a short-handled implement during dynamic activities
- (iv) apply speed with a short-handled implement during lead-up games
- (v) apply direction with a short-handled implement during lead-up games
- (vi) apply force with a short-handled implement during lead-up games

- (5) Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations. The student is expected to create rhythmic routines in counts of eight using basic steps and coordinated movement patterns individually or in a group.

- (A) create rhythmic routines in counts of eight using basic steps and coordinated movement patterns individually or in a group.

Breakouts

- (i) create rhythmic routines in counts of eight using basic steps individually or in a group
- (ii) create rhythmic routines in counts of eight using coordinated movement patterns individually or in a group

- (6) Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:

- (A) identify and demonstrate the relationships among a variety of game skills, including preparation, movement, follow-through, and recovery, used in net or wall, invasion, target, fielding, or striking games;

Breakouts

- (i) identify the relationships among a variety of game skills, including preparation, used in net or wall, invasion, target, fielding, or striking games
- (ii) identify the relationships among a variety of game skills, including movement, used in net or wall, invasion, target, fielding, or striking games
- (iii) identify and demonstrate the relationships among a variety of game skills, including follow-through, used in net or wall, invasion, target, fielding, or striking games
- (iv) identify and demonstrate the relationships among a variety of game skills, including recovery, used in net or wall, invasion, target, fielding, or striking games

- (B) demonstrate specific movement skills in designated dynamic activities and lead-up games with a partner or group; and

Breakouts

- (i) demonstrate specific movement skills in designated dynamic activities with a partner or group

- (ii) demonstrate specific movement skills in designated lead-up games with a partner or group
- (C) engage appropriately in physical activity, sporting behavior, and game etiquette without teacher cue.

Breakouts

- (i) engage appropriately in physical activity without teacher cue
 - (ii) engage appropriately in sporting behavior without teacher cue
 - (iii) engage appropriately in game etiquette without teacher cue
- (7) Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to participate in outdoor recreational skills and activities such as rock climbing, orienteering, hiking, paddle sports, archery, cycling, or challenge courses.
- (A) participate in outdoor recreational skills and activities such as rock climbing, orienteering, hiking, paddle sports, archery, cycling, or challenge courses.

Breakouts

- (i) participate in outdoor recreational skills
 - (ii) participate in outdoor recreational activities
- (8) Health, physical activity, and fitness--fitness principles. The physically literate student demonstrates and recognizes a health-enhancing, physically active lifestyle. The student is expected to:

- (A) describe the benefits of moderate to vigorous physical activity on overall health and wellness;

Breakouts

- (i) describe the benefits of moderate to vigorous physical activity on overall health
 - (ii) describe the benefits of moderate to vigorous physical activity on overall wellness
- (B) describe the frequency, intensity, time, and type (FITT) principle and how it improves fitness; and

Breakouts

- (i) describe the frequency, intensity, time, and type (FITT) principle
 - (ii) describe how it [the FITT principle] improves fitness
- (C) differentiate between health-related and skill-related fitness components.

Breakouts

- (i) differentiate between health-related and skill-related fitness components

- (9) Health, physical activity, and fitness--analyze data. The physically literate student demonstrates competency in the ability to analyze data used during fitness performance. The student is expected to:

- (A) analyze personal fitness goals for self-improvement; and

Breakouts

- (i) analyze personal fitness goals for self-improvement
- (B) track progress and analyze data, with teacher guidance, to target areas needing improvement.

Breakouts

- (i) track progress, with teacher guidance, to target areas needing improvement
- (ii) analyze data, with teacher guidance, to target areas needing improvement

- (10) Health, physical activity, and fitness--nutrition and hydration. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The student is expected to:

- (A) identify healthy foods that enhance physical activity; and

Breakouts

- (i) identify healthy foods that enhance physical activity
- (B) explain the importance of proper hydration before, during, and after physical activity.

Breakouts

- (i) explain the importance of proper hydration before physical activity
- (ii) explain the importance of proper hydration during physical activity

(iii) explain the importance of proper hydration after physical activity

(11) Health, physical activity, and fitness--environmental awareness and safety practices. The physically literate student demonstrates competency in environmental awareness and understands safety practices. The student is expected to:

(A) describe and select proper attire and safety equipment that promote safe participation and prevent injury in dynamic activities and games; and

Breakouts

(i) describe proper attire that promote[s] safe participation in dynamic activities

(ii) describe proper attire that promote[s] safe participation in games

(iii) describe proper attire that prevent[s] injury in dynamic activities

(iv) describe proper attire that prevent[s] injury in games

(v) describe safety equipment that promote[s] safe participation in dynamic activities

(vi) describe safety equipment that promote[s] safe participation in games

(vii) describe safety equipment that prevent[s] injury in dynamic activities

(viii) describe safety equipment that prevent[s] injury in games

(ix) select proper attire that promote[s] safe participation in dynamic activities

(x) select proper attire that promote[s] safe participation in games

(xi) select proper attire that prevent[s] injury in dynamic activities

(xii) select proper attire that prevent[s] injury in games

(xiii) select safety equipment that promote[s] safe participation in dynamic activities

(xiv) select safety equipment that promote[s] safe participation in games

(xv) select safety equipment that prevent[s] injury in dynamic activities

(xvi) select safety equipment that prevent[s] injury in games

(B) demonstrate correct safety precautions, including water, sun, cycling, skating, and

scooter safety.

Breakouts

- (i) demonstrate correct safety precautions, including water safety
- (ii) demonstrate correct safety precautions, including sun safety
- (iii) demonstrate correct safety precautions, including cycling safety
- (iv) demonstrate correct safety precautions, including skating safety
- (v) demonstrate correct safety precautions, including scooter safety

(12) Social and emotional health--personal responsibility and self-management. The physically literate student demonstrates competency in personal responsibility. The student is expected to:

- (A) accept and take responsibility for personal actions that affect self and others during dynamic activities and lead-up games;

Breakouts

- (i) accept responsibility for personal actions that affect self during dynamic activities
- (ii) accept responsibility for personal actions that affect self during lead-up games
- (iii) accept responsibility for personal actions that affect others during dynamic activities
- (iv) accept responsibility for personal actions that affect others during lead-up games
- (v) take responsibility for personal actions that affect self during dynamic activities
- (vi) take responsibility for personal actions that affect self during lead-up games
- (vii) take responsibility for personal actions that affect others during dynamic activities
- (viii) take responsibility for personal actions that affect others during lead-up games

- (B) accept responsibility and demonstrate respect for differences and similarities in abilities of self and others during dynamic activities and lead-up games; and

Breakouts

- (i) accept responsibility during dynamic activities
 - (ii) accept responsibility during lead-up games
 - (iii) demonstrate respect for differences in abilities of self and others during dynamic activities
 - (iv) demonstrate respect for differences in abilities of self and others during lead-up games
 - (v) demonstrate respect for similarities in abilities of self and others during dynamic activities
 - (vi) demonstrate respect for similarities in abilities of self and others during lead-up games
- (C) apply self-management skills to demonstrate self-control of impulses and emotions during dynamic activities and lead-up games.

Breakouts

- (i) apply self-management skills to demonstrate self-control of impulses during dynamic activities
 - (ii) apply self-management skills to demonstrate self-control of impulses during lead-up games
 - (iii) apply self-management skills to demonstrate self-control of emotions during dynamic activities
 - (iv) apply self-management skills to demonstrate self-control of emotions during lead-up games
- (13) Social and emotional health--resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to:
- (A) explain the importance of and demonstrate how to resolve conflict in socially acceptable ways and respond to winning and losing with dignity and understanding;

Breakouts

- (i) explain the importance of resolv[ing] conflict in socially acceptable ways
- (ii) demonstrate how to resolve conflict in socially acceptable ways

- (iii) respond to winning with dignity
 - (iv) respond to winning with understanding
 - (v) respond to losing with dignity
 - (vi) respond to losing with understanding
- (B) identify and describe effective communication to enhance healthy interactions while settling disagreements; and

Breakouts

- (i) identify effective communication to enhance healthy interactions while settling disagreements
 - (ii) describe effective communication to enhance healthy interactions while settling disagreements
- (C) identify and describe the concepts of empathy and mutual respect for the feelings of others.

Breakouts

- (i) identify the concept of empathy for the feelings of others
 - (ii) identify the concept of mutual respect for the feelings of others
 - (iii) describe the concept of empathy for the feelings of others
 - (iv) describe the concept of mutual respect for the feelings of others
- (14) Social and emotional health--perseverance. The physically literate student perseveres while addressing challenges. The student is expected to discuss the importance of accepting individual challenges and use self-management skills to persevere in a positive manner during dynamic activities and lead-up games.

- (A) discuss the importance of accepting individual challenges and use self-management skills to persevere in a positive manner during dynamic activities and lead-up games.

Breakouts

- (i) discuss the importance of accepting individual challenges to persevere in a positive manner during dynamic activities
- (ii) discuss the importance of accepting individual challenges to persevere in a

positive manner during lead-up games

- (iii) use self-management skills to persevere in a positive manner during dynamic activities
- (iv) use self-management skills to persevere in a positive manner during lead-up games

(15) Social and emotional health--accepting and providing constructive feedback. The physically literate student accepts and provides constructive feedback. The student is expected to apply appropriate changes to performance based on feedback from peers.

- (A) apply appropriate changes to performance based on feedback from peers.

Breakouts

- (i) apply appropriate changes to performance based on feedback from peers

(16) Lifetime wellness--application of lifetime wellness. The physically literate student identifies the value of lifetime wellness. The student is expected to:

- (A) differentiate among types of and participate in moderate to vigorous physical activity for a sustained period of time on a regular basis using technology when available; and

Breakouts

- (i) differentiate among types of moderate to vigorous physical activity for a sustained period of time on a regular basis using technology when available
- (ii) participate in moderate to vigorous physical activity for a sustained period of time on a regular basis using technology when available

- (B) analyze the level of personal enjoyment in a variety of activities in the school and community.

Breakouts

- (i) analyze the level of personal enjoyment in a variety of activities in the school
- (ii) analyze the level of personal enjoyment in a variety of activities in the community