



# School District of Marshfield Physical Education Standards –

## GRADE 5 & 6

National SHAPE Standards for Physical Education Specific knowledge and skills that students will know and be able to do by the end of 5 <sup>th</sup> and 6 <sup>th</sup> Grade		Marshfield Student Learning Target (“I can ...”) These learning targets could be taught in the context of whole group, mini lessons, small groups and conferences. This is not an inclusive list of learning targets.	
Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.			
<b>Locomotor</b> <ul style="list-style-type: none"><li>• Uses appropriate pacing for a variety of running distances. <b>S1.E2.5</b></li><li>• Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher-and/or student-designed small-sided practice tasks. <b>S1.E6.4</b></li></ul>		<b>Locomotor</b> <ul style="list-style-type: none"><li>• I can set an appropriate pace while running for a distance.</li><li>• I can use traveling skills and manipulative skills in various small-sided activities.</li></ul>	
<b>Nonlocomotor (Stability)</b> <ul style="list-style-type: none"><li>• Combines locomotor skills and movement concepts (levels, shapes, extension, pathways, force, time, flow) to create and perform a dance with a group. <b>S1.E11.5</b></li></ul>		<b>Nonlocomotor (Stability)</b> <ul style="list-style-type: none"><li>• I can use various movement concepts and skills when creating and performing (e.g., in a dance/gymnastics routine).</li></ul>	
<b>Manipulative</b> <ul style="list-style-type: none"><li>• Strikes an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment. <b>S1.E24.5</b></li><li>• Combines striking with a long implement (e.g., bat, hockey stick) with receiving and traveling skills in a small-sided game. <b>S1.E25.5b</b></li><li>• Creates a jump-rope routine with a partner, using either a short or long rope. <b>S1.E27.5</b></li></ul>		<b>Manipulative</b> <ul style="list-style-type: none"><li>• I can strike an object consecutively within a specific game environment.</li><li>• I can use striking and traveling skills in a small-sided game.</li><li>• I can perform jump-rope skills using a short or long rope with a partner.</li></ul>	
<b>Outdoor Pursuits</b> <ul style="list-style-type: none"><li>• Demonstrates correct technique for basic skills in 1 self-selected outdoor activity. <b>S1.M22.6</b></li></ul>		<b>Outdoor Pursuits</b> <ul style="list-style-type: none"><li>• I can use correct technique for basic skills within an outdoor/adventure activity.</li></ul>	
Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.			
<b>Movement Concepts</b> <ul style="list-style-type: none"><li>• Combines spatial concepts with locomotor and nonlocomotory movements for small groups in gymnastics, dance and games environments. <b>S2.E1.5</b></li><li>• Applies basic offensive and defensive strategies and tactics in small-sided practice tasks. <b>S2.E5.5a</b></li></ul>		<b>Movement Concepts</b> <ul style="list-style-type: none"><li>• I can combine spatial concepts with various movement in small group environments.</li><li>• I can apply basic offensive and defensive strategies and tactics in small sided practice tasks.</li></ul>	
Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.			
<b>Physical Activity Knowledge</b> <ul style="list-style-type: none"><li>• Charts and analyzes physical activity outside physical education class for fitness benefits of activities. <b>S3.E1.5</b></li><li>• Describes how being physically active leads to a healthy body. <b>S3.M1.6</b></li></ul>		<b>Physical Activity Knowledge</b> <ul style="list-style-type: none"><li>• I can identify healthy choices (food and physical activity choices) outside of class and what benefits they provide.</li><li>• I can describe how being physically active leads to a healthy body.</li></ul>	



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<b><i>Fitness Knowledge</i></b> <ul style="list-style-type: none"> <li>Differentiates between skill-related and health-related fitness. <b>S3.E3.5</b></li> <li>Identifies the need for warm-up and cool-down relative to various physical activities. <b>S3.E4.5</b></li> </ul>	<b><i>Fitness Knowledge</i></b> <ul style="list-style-type: none"> <li>I can give an example activity for each component of fitness.</li> <li>I can understand the importance of warming up and cooling down when being physically active.</li> </ul>
<b><i>Assessment and Program Planning</i></b> <ul style="list-style-type: none"> <li>Designs and implements a program of remediation for an area of weakness based on the results of health-related fitness assessment. <b>S3.M15.6</b></li> </ul>	<b><i>Assessment and Program Planning</i></b> <ul style="list-style-type: none"> <li>I can show improvement by setting goals for fitness.</li> </ul>
<b>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</b>	
<b><i>Personal Responsibility</i></b> <ul style="list-style-type: none"> <li>Exhibits respect for self with appropriate behavior while engaging in physical activity. <b>S4.E2.5b</b></li> </ul>	<b><i>Personal Responsibility</i></b> <ul style="list-style-type: none"> <li>I can show respect for self and others with appropriate behavior while engaging in physical activity.</li> </ul>
<b><i>Accepting Feedback</i></b> <ul style="list-style-type: none"> <li>Gives corrective feedback respectfully to peers. <b>S4.E3.5</b></li> </ul>	<b><i>Accepting Feedback</i></b> <ul style="list-style-type: none"> <li>I can respectfully give and receive feedback from peers and my teacher.</li> </ul>
<b><i>Working with Others</i></b> <ul style="list-style-type: none"> <li>Cooperates with a small group of classmates during adventure activities, game play or team-building activities. <b>S4.M5.6</b></li> </ul>	<b><i>Working with Others</i></b> <ul style="list-style-type: none"> <li>I can accept differences among classmates and will work cooperatively with others in activities.</li> </ul>
<b><i>Safety</i></b> <ul style="list-style-type: none"> <li>Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance. <b>S4.M7.6</b></li> </ul>	<b><i>Safety</i></b> <ul style="list-style-type: none"> <li>I can use all equipment appropriately and safely.</li> </ul>
<b>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</b>	
<b><i>Health</i></b> <ul style="list-style-type: none"> <li>Describes how being physically active leads to a healthy body. <b>S5.M1.6</b></li> <li>Identifies components of physical activity that provide opportunities for reducing stress and for social interaction. <b>S5.M2.6</b></li> </ul>	<b><i>Health</i></b> <ul style="list-style-type: none"> <li>I can describe how being physically active is connected to a healthy body, social interaction, and stress reduction.</li> </ul>
<b><i>Challenge</i></b> <ul style="list-style-type: none"> <li>Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback, and /or modifying the tasks. <b>S5.M3.6</b></li> </ul>	<b><i>Challenge</i></b> <ul style="list-style-type: none"> <li>I know my individual challenges and cope in a positive way by extending effort, asking for help or feedback, and modifying tasks.</li> </ul>