

3-5 HPELW  
Quarter 1  
Remote Learning  
Practice and Enrichment Packet



Hello SCS Family,

This resource packet was designed to provide students with activities which can be completed at home independently or with the guidance and supervision of family members or other adults. The activities are aligned to the TN Academic Standards for Health, Physical Education and Lifetime Wellness (HPELW) and will provide additional practice opportunities for students to develop and demonstrate their knowledge and understanding.

A suggested pacing guide is included; however, students can complete the activities in any order over the course of several days. Below is a table of contents which lists each activity.

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<b>Orientation and Physical Fitness Activity</b>	<b>3</b>	<b>Weeks 1-3</b>
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## Week 1- Week 3

### 3-5 Standards-Aligned Learning: Orientation and Physical Fitness

<b>Grade Level Component (s)/Sub-Component (s)</b>	<p>COMPONENT 4: PERSONAL &amp; SOCIAL RESPONSIBILITY (PSR)            SUBCOMPONENT: PERSONAL RESPONSIBILITY            PSR.1 Personal Responsibility            SUBCOMPONENT: ACCEPTING FEEDBACK            PSR.2 Feedback            SUBCOMPONENT: COOPERATION            PSR.3 Working With Others            SUBCOMPONENT: PROCEDURES &amp; RULES            PSR.4 Procedures &amp; Rules            SUBCOMPONENT: SAFETY            PSR.5 Safety            COMPONENT 5: VALUES PHYSICAL ACTIVITY (VPA)            Subcomponent: Appreciation            VPA.1 APPRECIATION            Subcomponent: Challenge</p>
<b>Caregiver Support Option</b>	<p>Discuss the importance of safety while demonstrating skills, listening, working with others, practicing social distance, handling equipment and materials. Also, discuss the value of physical activity to promote lifetime physical fitness and activity. Allow the student to have voice when creating the rules so they'll have buy-in to your management system.</p>
<b>Materials Needed</b>	<p>Music/Video/ (See links/pdfs below), computer and speaker, See Activity Sheet for Uno Fitness or Deck of Fitness</p>
<b>Question to Explore</b>	<p>Why do I have to practice safety and follow the rules in physical education? What is the COVID-19 virus? Why is physical fitness important?</p>
<b>Student Directions</b>	<p>Review safety rules videos. Review Covid -19 facts and follow activities below.</p>

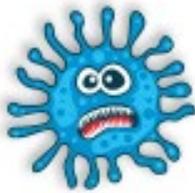
#### Student Instructional Task:

1. Student will discuss and review COVID facts and safety procedures for physical education activities.
2. Student/Family can select Fitness Uno or Deck of Fitness to participate in physical activity to increase physical fitness level.

#### Activity 1:

- Discuss COVID and the importance of washing your hands, sanitizing if no hand washing stations are available, wearing a mask, and social distancing with the student.  
<https://uthsc.edu/coronavirus/documents/coronavirus-kids-fact-sheet.pdf>

# UTHSC Coronavirus Facts for Kids



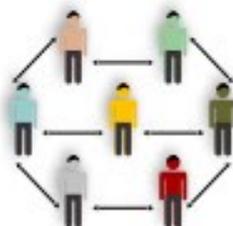
## WHAT IS A VIRUS?

A **virus** is a type of germ that uses the cells in our bodies to make more copies of itself. Viruses cause many diseases. You've probably had the common cold, which is caused by a virus. Some viruses can make people very sick, and we do not always have medicines to fight these viruses.



## WHAT ABOUT CORONAVIRUS?

The **new coronavirus** causes a disease called **COVID-19**. If someone breathes in the virus, it gets into their nose and then attacks their lungs. Some people who get COVID-19 (like older adults and people with other health problems) may have trouble breathing and need to go to the hospital. Luckily, most kids who catch the coronavirus only get a little bit sick. They may even feel well.



## WHAT IS SOCIAL DISTANCING? WHY ARE WE DOING IT?

**Social distancing** means staying away from other people to slow down the spread of the coronavirus. People catch COVID-19 from other people who already have it. By closing schools and businesses and **staying home**, we can make sure fewer people will catch it at one time. This makes it easier for hospitals to help the people who get very sick.



## HOW LONG WILL THIS LAST?

No one knows. Social distancing could last for **weeks or months**.

But here's the good news: **There are lots of people working to fight COVID-19.** Doctors and nurses are taking care of people with the virus. Scientists are looking for new medicines. Factory workers are making hospital supplies. Grocery store workers are making sure people can buy food.

You can help them by **staying home and wearing a mask** if you have to be in public.

- Review the YouTube video or the rules below to learn about physical education rules and procedures. Then, create a set of home rules (3 rules) for at home activities to encourage safety while performing at home activity.  
<https://www.youtube.com/watch?v=xW6hOvlv9T0>  
[PE Specialist Classroom Management System](#) (See written example below)

# The Baseline - Management

- Have clear expectations – Have them posted on your walls – communicate them to your students

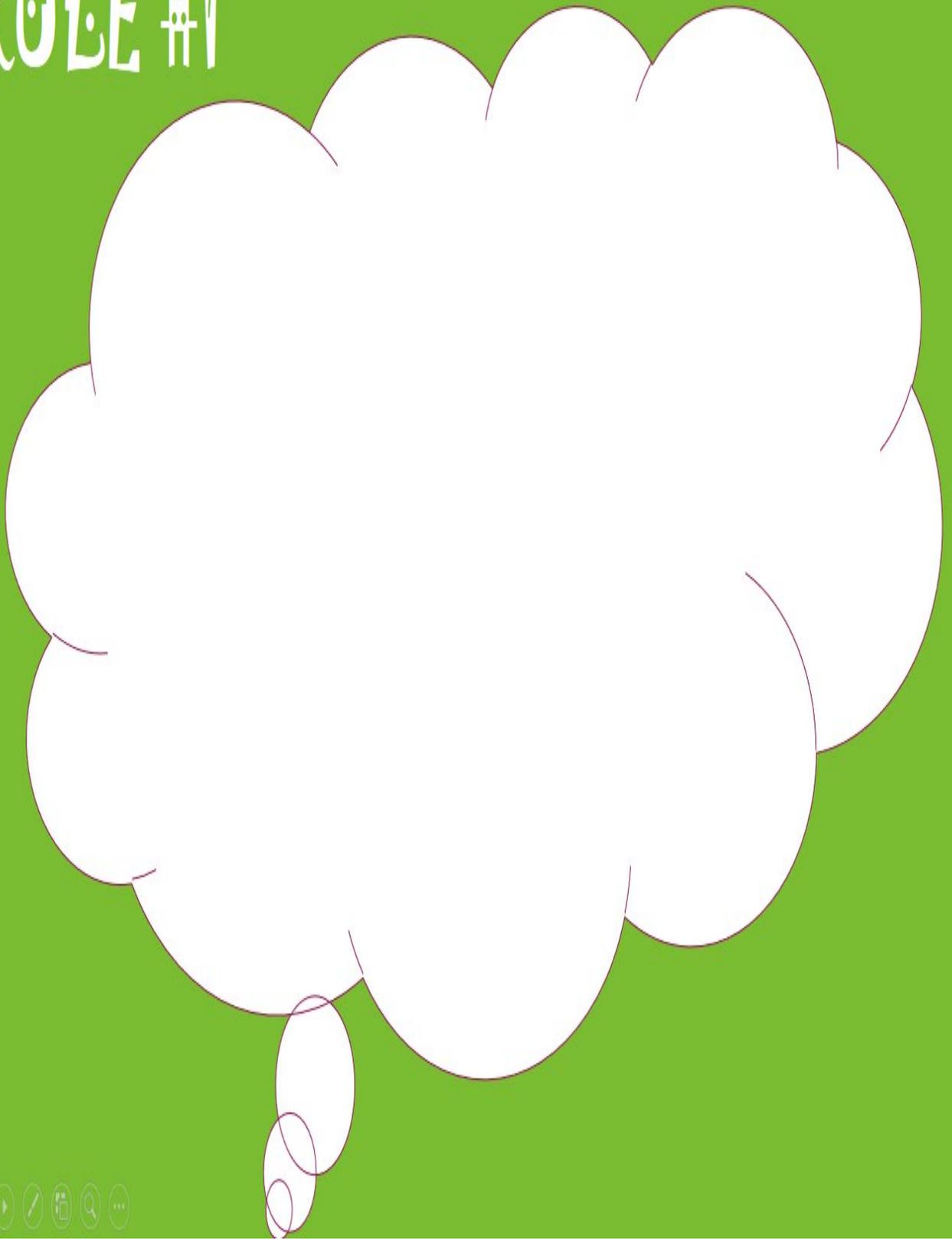
The image contains two posters. The left poster, titled 'P.E. Rules and Expectations', lists three categories of respect: 'Respect Yourself' (Stay on your feet, Have fun and do your best, Wear athletic shoes), 'Respect Others' (Don't interrupt others, Use Good Sportsmanship), and 'Respect This Place' (Don't touch equipment without permission, Take care of our gym). The right poster, titled 'Consequences', lists three strikes: 'Strike 1 = Warning', 'Strike 2 = Refocus', and 'Strike 3 = Time Out & Note Home'.

P.E. Rules and Expectations	
<b>Respect Yourself</b>	Stay on your feet Have fun and do your best Wear athletic shoes
<b>Respect Others</b>	Don't interrupt others Use Good Sportsmanship
<b>Respect This Place</b>	Don't touch equipment without permission Take care of our gym

Consequences	
<b>Strike 1 = Warning</b>	
<b>Strike 2 = Refocus</b>	
<b>Strike 3 = Time Out &amp; Note Home</b>	

Create 3 Home Rules for Physical Education using the rule charts below.

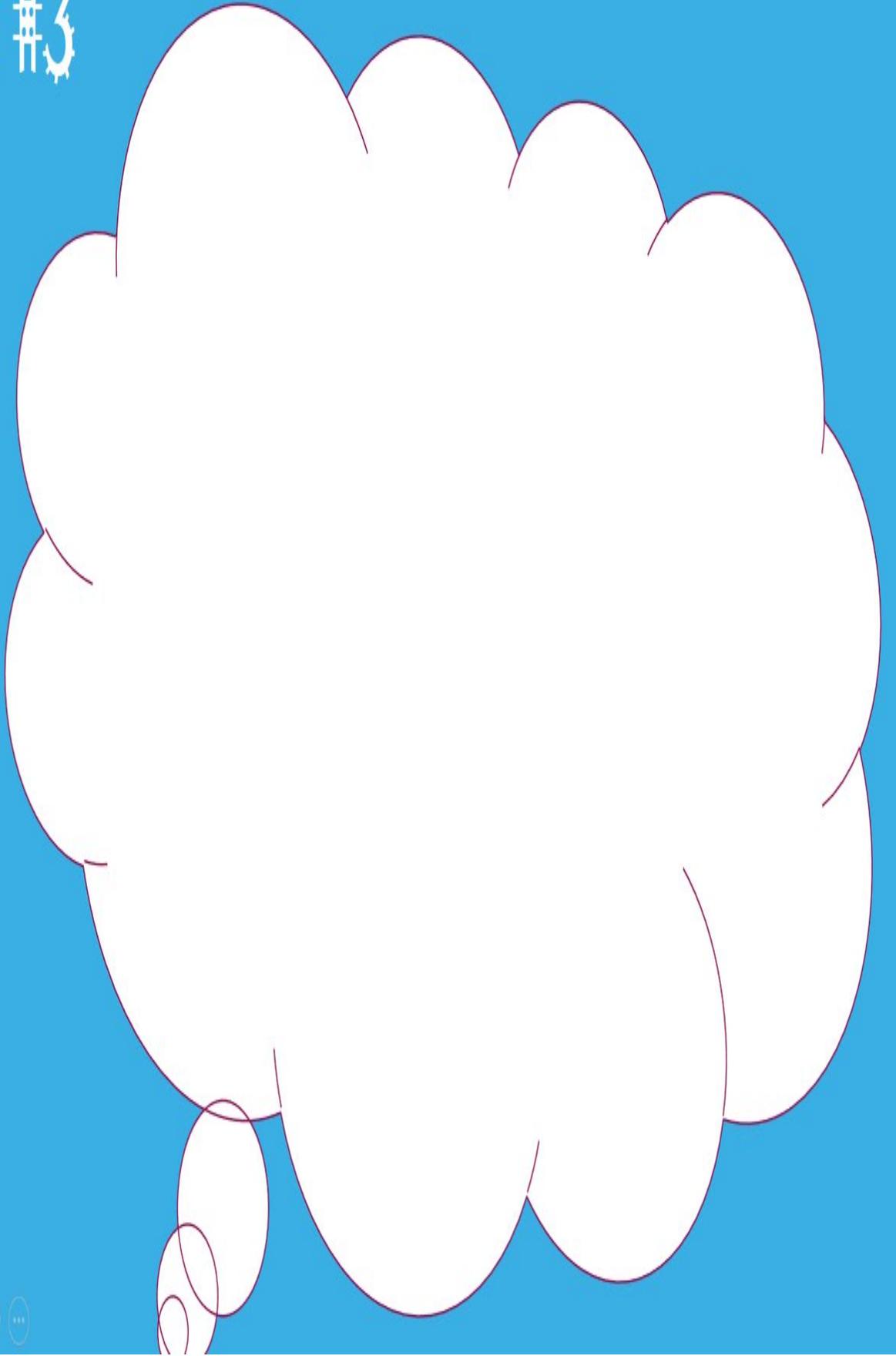
# RULE #1



# RULE #2



# RULE #3



Activity 2: Fitness Uno or Deck of Fitness (pages below)

- Fitness UNO (OPEN PhysED-Active at Home)
  - <https://openphysed.org/wp-content/uploads/2018/09/OPEN-At-Home-07-FitnessUno.pdf>
  - <https://openphysed.org/wp-content/uploads/2018/09/OPEN-At-Home-07-FitnessUno-Chart.pdf>
- Deck of Fitness
  - <https://openphysed.org/wp-content/uploads/2018/09/OPEN-At-Home-06-DeckOfFitness.pdf>

### ACTIVITY GOALS

- I will follow the rules and have fun with my friends and family.

### TEACHING TIPS

- Use Proper Form
- Increase Your Heart Rate
- Play Fairly
- Have Fun

### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- 1 deck of UNO Cards
- 1 hula hoop
- 1 cone or spot marker per team
- 1 UNO Fitness Chart per team of 2 players

#### Set-Up:

- Shuffle the UNO Cards and scatter them on the floor inside the hula hoop.
- Place 1 cone or spot marker per team 10–20 meters away from the hoop.
- Create teams of 2 players, each team behind a cone or spot marker with an UNO Fitness Chart.



#### Activity Procedures:

- Today's friendly competition is Fitness Uno. We will be developing our personal fitness with friends and family. This game is played in 2 phases.
- During Phase 1, your team will run in relay-race format (1 player at a time) to the hoop to grab 1 UNO card per visit. Do not look at the card when you pick it up. When you return, give your teammate a high-5, and then she/he will run to the hoop. Place the cards face-down in a pile.
- When your team has 10 cards, it's time for Phase 2. During this phase, your team will work to return all of your cards to the hoop. To do that, flip over 1 UNO card at a time and use the UNO Fitness Chart to determine which exercise to perform. The number on the card determines the number of exercise repetitions you'll complete. Everyone on your team must complete the exercises together.
- Once you've finished an exercise set, 1 player will return the card to the hoop. Repeat until all cards are back in the hoop.

#### UNO Chart Info:

- Red = invisible jump rope; blue = jumping jacks; green = mummy jacks; yellow = stationary sprints.
- Wild card = free (no repetitions); draw 2 cards = draw 2 new cards; reverse = count 10 reps backwards; skip = free (no repetitions); wild draw 4 = give to another team—they must draw 4.

## Fitness UNO Chart: Aerobic Capacity

RED	Invisible Speed Rope
BLUE	Jumping Jacks
GREEN	Mummy Jacks
YELLOW	Stationary Sprints

- Wild cards: free—discard with no repetitions.
- Draw 2 cards: draw 2 new cards.
- Reverse cards: count 10 repetitions backward.
- Skip cards: free—discard with no repetitions.
- Wild Draw 4 cards: give to another team—they must draw 4.

**OPENPhysEd.org**

## ACTIVITY GOALS

- I will perform exercises with perfect form and at a safe speed.

## TEACHING TIPS

- Use Proper Form
- Pace Your Movement
- Have Fun!

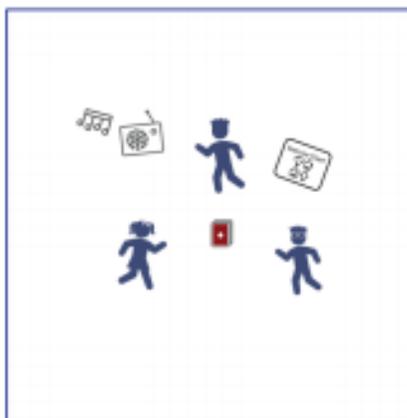
## ACTIVITY SET-UP & PROCEDURE

### Equipment:

- 1 deck of cards
- Fun music and music player

### Set-Up:

1. Shuffle and place the deck of cards face down where everyone can reach it.
2. Create an exercise chart using the list shown under the "Tips" section below. (It's okay to modify your chart using different exercises.)



### Activity Procedures:

1. Today's friendly competition is Deck of Fitness. The object of the game is to do as many repetitions as you can of each exercise.
2. When you draw a card, you'll use the exercise chart to determine which exercise to do. Complete the number of repetitions shown on your card. For example, if you draw the 4 of hearts, perform 4 jumping jacks.
3. Face cards (e.g., a king) are worth 10 repetitions. Aces are worth 11 repetitions.
4. In round 1, you and your friends will play together and select 1 card for everyone to perform. In round 2, you can compete: Everyone will choose their own card and complete their own repetitions/exercises.

### Tips:

- Make sure you pace your activity safely. Don't give up form for the sake of speed.
- Be sure you have enough activity space for safe movement.
- Follow this format, or create your own:
  - Hearts = Jumping Jacks
  - Clubs = Push-Ups
  - Diamonds = Invisible Jump Rope Jumps
  - Spades = Squats

EATING  
 HEALTHY  
 101

- **Hydration Station:** Be sure to stay hydrated before, during, and after exercising. Water has zero calories and is the best way to stay hydrated!

## Week 4 -Week 7

### 3-5 Standards-Aligned Learning: Locomotor and Non Locomotor

<b>Grade Level Component s/Subcomponent</b>	<p>Component: Motor Skills  Subcomponent: Locomotor  MS.1 Hop (One Foot), Gallop, Slide, Skip  MS.2 Jog, Run  MS.3 Jump &amp; Land For Distance (Horizontal)  MS.4 Jump &amp; Land For Height (Vertical)  SUBCOMPONENT: DANCE/RHYTHMIC ACTIVITIES  MS.5 Dance  SUBCOMPONENT: NONLOCOMOTOR OR EDUCATIONAL GYMNASTICS  MS6. Balance  MS.7 Weight Transfer &amp; Rolling (Optional)  MS. 8 Combinations (Optional)  MOVEMENT KNOWLEDGE &amp;APPLICATION (MKA)  SUBCOMPONENT: MOVEMENT CONCEPTS (a: verbal or written; b &amp; c: performance)  MKA.1 Space Awareness (Location)  MKA.2 Space Awareness (Pathways, Levels, Directions)  MKA.3 Effort: Speed And Force  MKA.4 Relationships (Body Shapes, With Objects, With People)  MKA.5 Movement Principles (Base Of Support, Muscle Tension, Ready Position)  SUBCOMPONENT: ANALYSIS &amp; STRATEGIES  MKA.6 Performance Cues  MKA.7 Simple Strategies  Fitness and Physical Activity  FPA.2 Physical Activity  COMPONENT: PERSONAL SOCIAL RESPONSIBILITY  PSR.1 Personal Responsibility  SUBCOMPONENT: ACCEPTING FEEDBACK  PSR.2 Feedback  SUBCOMPONENT: COOPERATION  PSR.3 Working With Others  SUBCOMPONENT: SAFETY  PSR.5 Safety</p>
<b>Caregiver Support Option</b>	<p>Students may need assistance with skills so use the appropriate cues to help them along the way. Be sure to stay in sequence when providing assistance to the student. Students must practice and demonstrate these skills to form mature patterns.</p>
<b>Materials Needed</b>	<p>Locomotor cues, YouTube, Radio or Music Stream, Space for movement, Mats</p>
<b>Question to Explore</b>	<p>How can locomotor and non-locomotor skills be applied to my routine? Why are locomotor skills important? What are non-locomotor skills important? Why are non-locomotor skills important to my daily activities or routines?</p>

**Student Directions**

Students will explore locomotor and non-locomotor moves. Then, demonstrate mature patterns in activities one and two.

**Student Instructional Task****Activity 1: Review locomotor and non-locomotor movements.**

**Listen to the explanation via the video link or review the information below of locomotor and non-locomotor movements?**

<https://youtu.be/GN1cjZwqS8Y>

- Locomotor/ Non-Locomotor Presentation



# MOTOR SKILLS

- **CONTENT- PHYSICAL EDUCATION**
- **GRADE K- 2<sup>ND</sup>**
- **THIS VISUAL WILL ASSIST STUDENTS TO GAIN AN UNDERSTANDING OF THE DIFFERENCES BETWEEN LOCOMOTOR AND NON-LOCOMOTOR MOVEMENTS.**
- **OBJECTIVE-AFTER COMPLETING THIS LESSON THE STUDENTS WILL BE ABLE TO ACTIVELY DEMONSTRATE THE DIFFERENCE BETWEEN LOCOMOTOR AND NON LOCOMOTOR MOVEMENTS.**
- **NATIONAL STANDARD-A PHYSICALLY EDUCATED PERSON DEMONSTRATES COMPETENCY IN MOTOR SKILLS AND**
- **MOVEMENT PATTERNS NEEDED TO PERFORM A VARIETY OF PHYSICAL ACTIVITIES.**
- **ACCOMPLISHMENT-STUDENTS WILL BE ABLE TO RECOGNIZE SPECIFIC MOTOR SKILLS THAT ARE USED IN EVERYDAY ACTIVITIES.**

## WHAT IS LOCOMOTOR???

**IS...MOVEMENT.**

**LOCOMOTOR MOVEMENT HELPS YOU  
MOVE FROM ONE PLACE TO THE NEXT  
PLACE.**



# 8 LOCOMOTOR MOVEMENTS

WALK

RUN

SKIP

JUMP

HOP

GALLOP

LEAP

SLIDE

# **EXAMPLES OF LOCOMOTOR**

- **WALKING TO THE CAR.**
- **PLAYING CHASE WITH FRIENDS.**
- **HOPSCOTCH**
- **JUMPING ROPE**
- **CAN YOU THINK OF SOME EXAMPLES?**

# WHAT IS NON-LOCOMOTOR???



**IS STATIONARY  
MOVEMENT SKILLS  
WHAT DOES THAT MEAN?...  
BODY MOVEMENT OCCURS  
BUT THE BODY DOESN'T  
MOVE FROM PLACE TO  
PLACE.**

# 8 NON-LOCOMOTOR MOVEMENTS

**TWISTING**

**BENDING**

**SWAYING**

**EXTENDING**

**STRETCHING**

**TURNING**

**SWINGING**

**LIFTING**

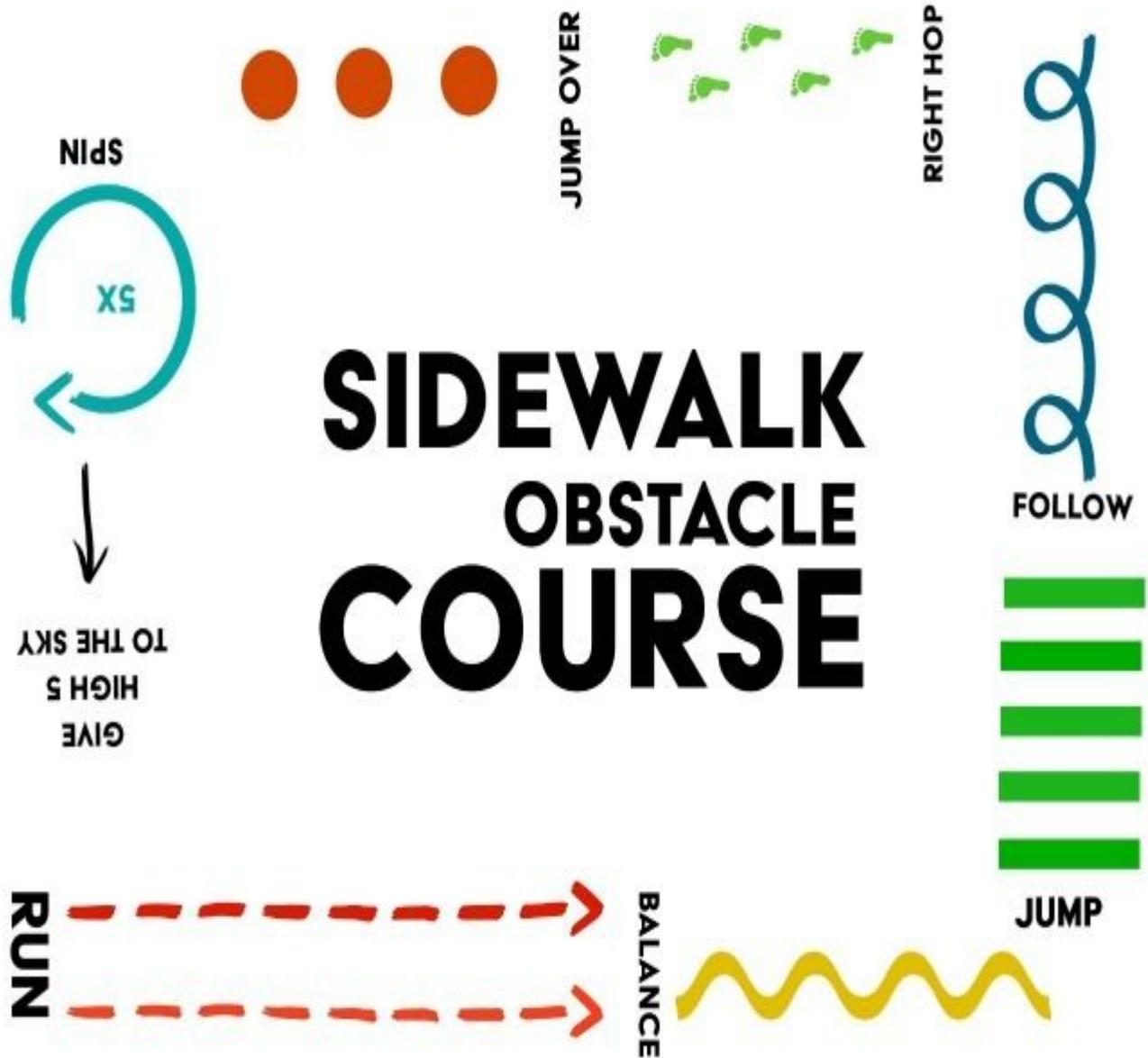
**NON-LOCOMOTOR EXAMPLES..**

**THINK OF 3 THINGS YOU DO EVERYDAY THAT  
NON LOCOMOTOR...**

Activity 2: After reviewing examples of locomotor and non-locomotor movements. Demonstrate which locomotor and non-locomotor movements you can do creating an obstacle course or dance routine.

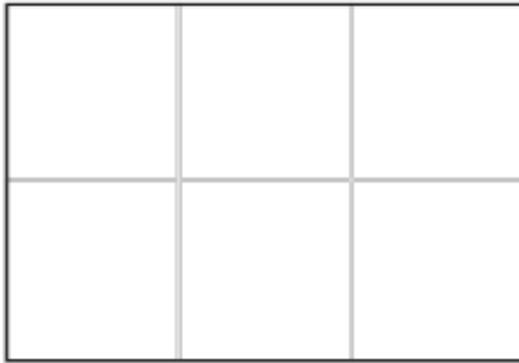
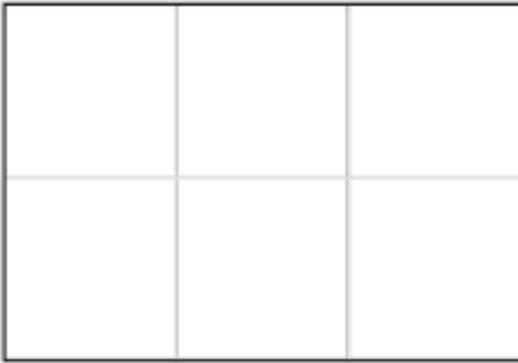
- a. Develop an obstacle course requiring jumping, various locomotor skills, and combinations of locomotor and manipulative skills. Chart which locomotor (4) and non-locomotor (4) movements and you will use in your obstacle course. Then, recreate your obstacle on the outline.

See the example below ([Side Walk Obstacle Course Design](#)) and then the student can create and demonstrate their own obstacle course and only using locomotor and non-locomotor movements.

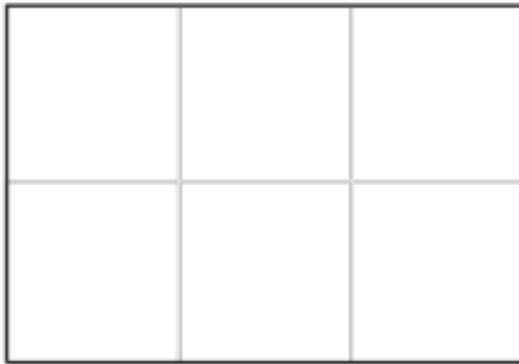
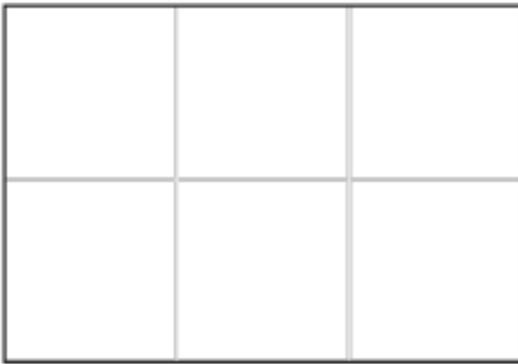




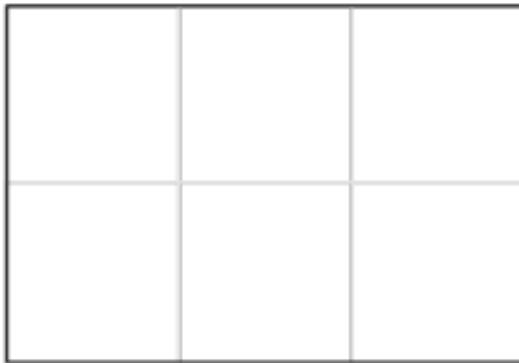
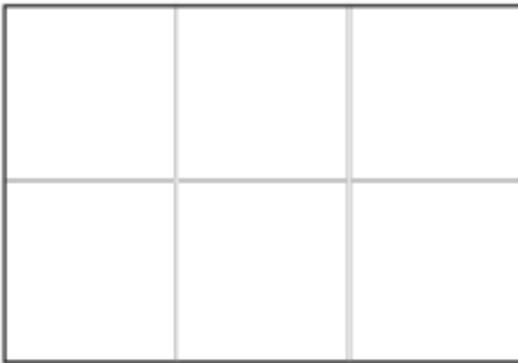
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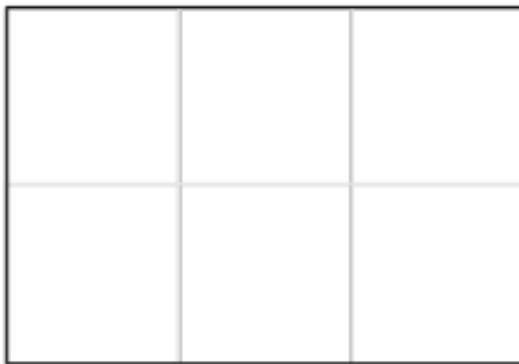
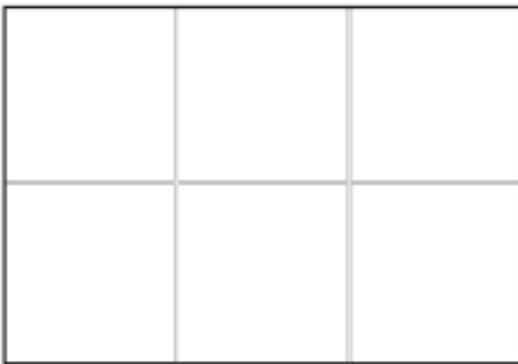
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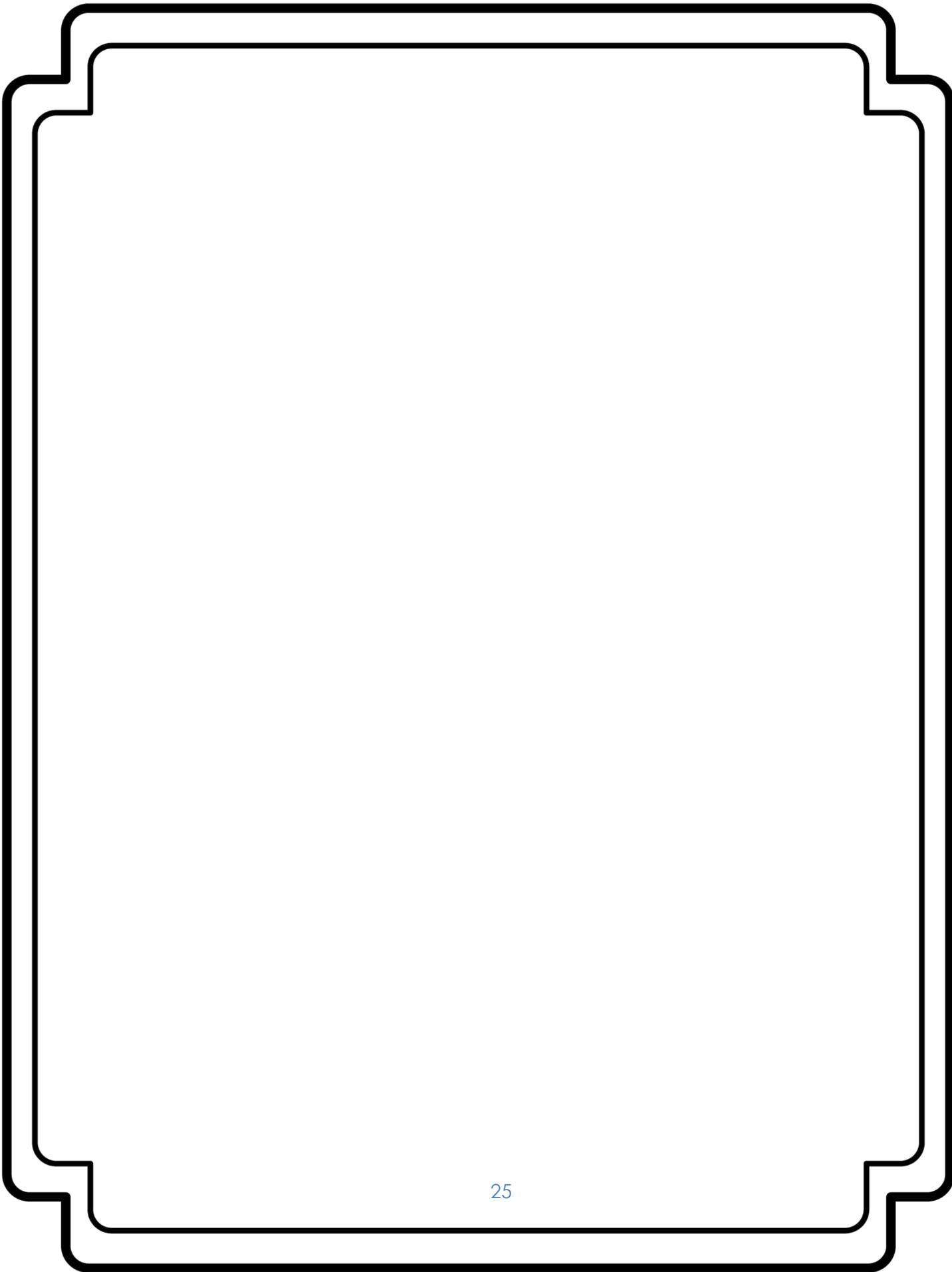
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4



How to Draw a



- b. Create combination routines (i.e.-creating simple routines using music and popular dances). Give the student two locomotor movement (i.e. slide and gallop) and two non-locomotor (i.e. swing and turn) movements. Refer to the locomotor and non-locomotor skills sheet. Allow student to come up with a movement to a song of choice.

## Week 8 -Week 9

### 3-5 Standards-Aligned Learning: Locomotor and Non Locomotor

<b>Grade Level Component s/Subcomponents</b>	<p>Component: Motor Skills</p> <p>Subcomponent: Locomotor</p> <p>MS.1 Hop (One Foot), Gallop, Slide, Skip</p> <p>MS.2 Jog, Run</p> <p>MS.3 Jump &amp; Land For Distance (Horizontal)</p> <p>MS.4 Jump &amp; Land For Height (Vertical)</p> <p>SUBCOMPONENT: DANCE/RHYTHMIC ACTIVITIES</p> <p>MS.5 Dance</p> <p>SUBCOMPONENT: NONLOCOMOTOR OR EDUCATIONAL GYMNASTICS</p> <p>MS6. Balance</p> <p>MS.7 Weight Transfer &amp; Rolling (Optional)</p> <p>MS. 8 Combinations (Optional)</p> <p>MOVEMENT KNOWLEDGE &amp;APPLICATION (MKA)</p> <p>SUBCOMPONENT: MOVEMENT CONCEPTS (a: verbal or written; b &amp; c: performance)</p> <p>MKA.1 Space Awareness (Location)</p> <p>MKA.2 Space Awareness (Pathways, Levels, Directions)</p> <p>MKA.3 Effort: Speed And Force</p> <p>MKA.4 Relationships (Body Shapes, With Objects, With People)</p> <p>MKA.5 Movement Principles (Base Of Support, Muscle Tension, Ready Position)</p> <p>SUBCOMPONENT: ANALYSIS &amp; STRATEGIES</p> <p>MKA.6 Performance Cues</p> <p>MKA.7 Simple Strategies</p> <p>Fitness and Physical Activity</p> <p>FPA.2 Physical Activity</p> <p>COMPONENT: PERSONAL SOCIAL RESPONSIBILITY</p> <p>PSR.1 Personal Responsibility</p> <p>SUBCOMPONENT: ACCEPTING FEEDBACK</p> <p>PSR.2 Feedback</p> <p>SUBCOMPONENT: COOPERATION</p> <p>PSR.3 Working With Others</p> <p>SUBCOMPONENT: SAFETY</p> <p>PSR.5 Safety</p>
<b>Caregiver Support Option</b>	Students may need assistance with skills so use the appropriate cues to help them along the way. Be sure to stay in sequence when providing assistance to the student. Students must practice and demonstrate these skills to form mature patterns.
<b>Materials Needed</b>	Locomotor cues, YouTube, Radio or Music Stream, Space for movement, Mats
<b>Question to Explore</b>	How can locomotor and non-locomotor skills be applied to my routine? What locomotor skills help me in my daily activities? Why are locomotor and non-locomotor skills important?

**Student Directions**

Students will explore locomotor and non-locomotor moves. Then, demonstrate mature patterns in different activities that combine locomotor and non-locomotor skills through physical fitness.

**Student Instructional Task**

Activity 1: Review locomotor and non-locomotor movements by participating in a physical fitness workout.

- Participate in physical activities using locomotor and non-locomotor skills with caregivers or family members. Select at least one of the listed activities.
  - Perform a 15-minute dance challenge (i.e. [https://youtu.be/sHd2s\\_saYsQ](https://youtu.be/sHd2s_saYsQ)).
  - Walk, jog, and/or run for 15-minutes two times a day.
  - Participate in a Yoga activity (i.e. <https://youtu.be/02E1468SdHg> ).
  - Create your own activity using the locomotor and non-locomotor skills using the skill cards listed.

Activity 2: PE Fitness Circuit.

- See the instructions on the bottom of Roll a Circuit card.

# ROLL A CIRCUIT

	ROLL 1 - CARDIO	ROLL 2 - CORE	ROLL 3 - LEGS	ROLL 4 - ARMS
●	Line Jumps 	Airplane Twists 	Squat Toss 	Side Lifts 
● ●	Skip Rope 	Crunch Toss 	Leg Lifts 	Tricep Rows 
● ● ●	Criss Cross Crunch 	Plank 	Lunges 	Arm Lifts 
● ● ● ●	Mountain Climbers 	Leg Kick-ups 	Side Leg Raises 	Knee Push-ups 
● ● ● ● ●	Run on the Spot 	Side Bends 	Burpees 	Arm Circles 
● ● ● ● ● ●	Jump Squat 	Plank Push-ups 	Hip Press 	Boxing 

**Game:** Roll the die. Complete the connected cardio activity for 30 seconds. Roll again and complete core, legs and arms.

**Optional:** Use equipment (i.e. water bottle, beanbag, balloon or pillow) Roll the die to determine how many seconds to do the activity (times 10) Challenge yourself to complete a second and third set.

## GRADE LEVEL OUTCOMES (STANDARDS) ADDRESSED

### Grade 3 Outcomes (Standards)

- MS 1.3 Combines at least two locomotor skills with smooth transition.
- MS.2.3 Travels showing differentiation of speeds (e.g.. Increase/decrease speed as moving).
- MS.3.3a Leaps using a mature pattern.\*
- MS.3.3b Jumps and lands using a mature pattern\* of one and two foot takeoffs and landings (e.g., 2-2, 1-2, 2-1; hopscotch, dance, gymnastics).
- MS.4.3 Jumps using a mature pattern.\*
- MS.5.3 Performs a simple teacher and/or student designed rhythmic activity.
- MS.6.3a Maintains stillness on various bases of support demonstrating muscular tension and extensions of free body parts.
- MS.6.3b Balances in an inverted position with stillness and supportive base.
- MS.7.3a Transfers weight from feet to hands for momentary weight support.
- MS.7.3b Rolls forward and sideways using tight muscles and proper body alignment.
- MS.8.3 Performs a 3-part sequence of balance-weight transfer/roll balance.
- MKA.2.3a Recognizes clockwise and counterclockwise directions.
- MKA.2.3b Combines levels, directions, and pathways into simple travel, dance, and gymnastic sequences.
- MKA.3.3a Recognizes the need for varied speeds
- and forces within movement.
- MKA.6.3 Identifies errors of a skill.
- MKA.7.3 Recognizes a variety of simple strategies in game-like activities.
- FPA.2.3 Recognizes the benefits of physical activity that contribute to a healthy lifestyle.
- PSR.1.3 Works independently and stays on-task.
- PSR.2.3 Implements specific teacher feedback.
- PSR.5.3 Recognizes potential safety issues for self and others.
- VPA.1.3 Reflects on reasons for participation in specific physical activities outside of physical education class.

### Grade 4 Outcomes (Standards)

- MS.1.4 Uses various locomotor skills in a variety of small-sided games/practice tasks, dance, and/or educational gymnastics experiences.
- MS.2.4 Uses appropriate speed in chase, flee, and dodge activities.
- MS.3.4 Combines jumping and landing with traveling (e.g., running and leaping).
- MS. 4.4 Combines traveling with jumping and landing.
- MS.5.4 Performs a cultural dance on beat with correct pattern.

- **MS.6.4** Balances with a partner demonstrating counterbalance, muscular tension, and extension of free body parts.
- **MS.7.4a** Uses transfers of weight or rolling as a transitional movement in a sequence.
- **MS.7.4b** Performs a forward roll or shoulder roll using momentum to come to a standing position.
- **MS.8.4** Combines traveling, balance and weight transfers/rolls to create and perform an educational gymnastics sequence.
- **MKA.2.4a** Compares and contrasts use of pathways, levels, and directions.
- **MKA.2.4b** Uses pathways, levels, and directions in a variety of small-sided games/practice tasks, dance, and/or educational gymnastics experiences.
- **MKA.3.4a** Compares and contrasts use of speeds and forces within movement.
- **MKA.3.4b** Uses speeds and forces in a variety of small-sided games/practice tasks, dance, and/or educational gymnastics experiences.
- **MKA.6.4** Explains how to correctly perform a skill.
- **MKA.7.4** Designs and implements simple strategies in game-like activities.
- **FPA.2.4** Analyzes opportunities in the community for physical activity.
- **PSR.1.4a** Exhibits responsible behavior in group settings. **PSR.1.4b** Reflects on personal behavior in group settings.
- **PSR.2.4** Listens respectfully to corrective feedback from teachers and peers.
- **PSR.4.4** Adheres to specific rules to promote fair play in small-sided games.
- **PSR.5.4** Applies safety principles in all physical activities.
- **VPA.1.4** Ranks different physical activities based on personal preference.

#### Grade 5 Outcomes

- **MS.1.5** Combines traveling with manipulative skills.
- **MS.2.5** Uses appropriate pacing to run a variety of distances.
- **MS.3.5** Applies jumping and landing to a variety of activities (e.g., small-sided games/practice tasks, dance, and/or educational gymnastics experiences).
- **MS.4.5** Applies jumping and landing to a variety of activities (e.g., small-sided games/practice tasks, dance, and educational gymnastics experiences).
- **MS.5.5** Creates and performs dances on beat with correct pattern.
- **MS.6.5** Designs and performs a balance sequence with varying bases of support, body shapes, and levels.
- **MS.7.5** Transfers weight from feet to hands using body extensions (e.g. scissor kick, handstand, cartwheel.)
- **MS.8.5** Combines traveling, balance, weight transfers/rolls, and movement concepts to create and perform an individual or partner educational gymnastics sequence.
- **MKA.2.5a** Analyzes the use of pathways, levels, and directions in movement activity.
- **MKA.2.5b** Combines pathways, levels, and directions in a variety of small-sided games/practice

tasks, dance, and/or educational gymnastics experiences.

- **MKA.3.5a Analyzes the use of speeds and forces in movement.**
- **MKA.3.5b Combines speeds and forces in a variety of small-sided games/practice tasks, dance, and/or educational gymnastics experiences.**
- **MKA.6.5 Analyzes and self-corrects skill performance.**
- **PSR.1.5 Exhibits respect for self and others with appropriate behavior while engaging in physical activity.**
- **PSR.2.5 Provides corrective feedback respectfully to peers.**
- **PSR.4.5 Critiques the rules of various activities.**
- **PSR.5.5 Applies safety principles in all physical activities.**
- **VPA.1.5 Evaluates other opportunities for physical activity based on personal preferences.**