

**Michigan Department of Education
PHYSICAL EDUCATION ALIGNMENT RECORD**

Fifth Grade			
Expectations	District Curriculum	Time Spent	Notes/Comments
Motor Skills and Movement Patterns: Movement Concepts			
<i>Space Awareness</i>			
M.MC.05.01 demonstrate all space awareness movement concepts for location (e.g., self-space and general space) with mature form of non-locomotor, locomotor, and selected manipulative skills (i.e., roll, underhand throw, overhand throw) in controlled settings.			
M.MC.05.02 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.			
M.MC.05.03 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.			
M.MC.05.04 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.			
M.MC.05.05 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.			
<i>Effort</i>			
M.MC.05.06 demonstrate all effort movement concepts for time (i.e., fast/slow and sudden/sustained) with mature form of fundamental motor skills in controlled settings.			
M.MC.05.07 demonstrate all effort movement concepts for force (i.e., strong and light) with mature form of selected fundamental motor skills in controlled settings.			

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Motor Skills and Movement Patterns: Movement Concepts, Continued			
<i>Effort, Continued</i>			
M.MC.05.08 demonstrate all effort movement concepts for flow (i.e., bound and free) with mature form of selected fundamental motor skills in controlled settings.			
<i>Relationships</i>			
M.MC.05.09 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.			
M.MC.05.10 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 motor skills in controlled settings.			
M.MC.05.11 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.			
Motor Skills and Movement Patterns: Motor Skills			
<i>Non-Locomotor</i>			
M.MS.05.01 demonstrate all elements of the mature form of non-locomotor skills of balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, transferring weight, jumping, and landing in controlled settings.			

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Motor Skills and Movement Patterns: Motor Skills, Continued			
<i>Locomotor</i>			
M.MS.05.02 demonstrate mature form of locomotor skills of walk, run, leap, slide, gallop, hop, skip, flee, and dodge using movement concepts in controlled settings.			
<i>Manipulative</i>			
M.MS.05.03 demonstrate mature form of the manipulative skills of roll, underhand throw, and overhand throw using selected movement concepts in controlled settings.			
M.MS.05.04 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.			
M.MS.05.05 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.			
M.MS.05.06 perform a three-element movement sequence (e.g., simple rhythmic, aerobic, or tumbling activities) with flow in controlled settings.			
Motor Skills and Movement Patterns: Aquatics			
M.AQ.05.01 demonstrate mature form for the basic aquatic skills of front float, back float, glide, and recovery in isolated settings.			
M.AQ.05.02 demonstrate safe water entry and exit, independently, by jumping or stepping from the side safely in isolated settings.			
M.AQ.05.03 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.			
M.AQ.05.04 demonstrate locomotion, in a supine position, using 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.			

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Expectations	District Curriculum	Time Spent	Notes/Comments
Motor Skills and Movement Patterns: Aquatics, Continued			
M.AQ.05.06 demonstrate jumping or stepping from the side while wearing a life jacket, demonstrate HELP and Huddle positions for one minute, and locomote to a position of safety in controlled settings.			
Motor Skills and Movement Patterns: Outdoor Pursuits			
M.OP.05.01 demonstrate use of movement concepts in outdoor pursuits with self and equipment in controlled settings with external feedback.			
M.OP.05.02 demonstrate use of locomotor skills in outdoor pursuits with self and equipment in controlled settings with external feedback.			
M.OP.05.03 demonstrate use of non-locomotor skills in outdoor pursuits with self and equipment in controlled settings with external feedback.			
M.OP.05.04 demonstrate ability to safely manipulate or use equipment in outdoor pursuits in isolated settings.			
Motor Skills and Movement Patterns: Target Games			
M.TG.05.01 demonstrate selected use of strategies for tactical problems (e.g., accuracy in distance and direction) during modified, unopposed target games.			
Motor Skills and Movement Patterns: Invasion Games			
M.IG.05.01 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).			

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Expectations	District Curriculum	Time Spent	Notes/Comments
Motor Skills and Movement Patterns: Net/Wall Games			
M.NG.05.01 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.			
Motor Skills and Movement Patterns: Striking/Fielding Games			
M.SG.05.01 demonstrate use of selected on-the-object tactical movements 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, stationary object, 5 vs. 5).			
Motor Skills and Movement Patterns: Rhythmic Activities			
M.RA.05.01 demonstrate a sequence of rhythmic patterns traveling along pathways (i.e., circle, zigzag, straight line).			
Content Knowledge: Feedback			
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.			
Content Knowledge: Movement Concepts			
K.MC.05.15 apply limited knowledge of movement concepts while performing non-locomotor, locomotor, and selected manipulative skills (e.g., roll, underhand throw, overhand throw) in controlled settings.			
Content Knowledge: Motor Skills			
Non-Locomotor			
K.MS.05.01 apply knowledge of movement concepts while performing non-locomotor skills: balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing in controlled settings.			

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Content Knowledge: Motor Skills, Continued			
<i>Locomotor</i>			
K.MS.05.02 apply knowledge of movement concepts while performing locomotor skills: walk, run, leap, jump, skip, hop, gallop, slide, chase, flee, and dodge in controlled settings.			
<i>Manipulative</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.			
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.			
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.			
Content Knowledge: Aquatics			
K.AQ.05.01 distinguish between the critical elements of selected aquatic skills: front float, back float, glide, and recovery.			
K.AQ.05.02 distinguish between all critical elements of safe water entry and exit (e.g., ladder, jump, ramp, climbing, diving).			
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).			
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).			
K.AQ.05.06 distinguish between all critical elements of how to get help in simulated emergency practice.			

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Expectations	District Curriculum	Time Spent	Notes/Comments
Content Knowledge: Outdoor Pursuits			
K.OP.05.01 apply knowledge of elements of the seven principles of Leave No Trace (PEAK version) in controlled settings.			
K.OP.05.03 describe the function of clothing and equipment associated with selected outdoor pursuits.			
K.OP.05.04 describe selected safety features of outdoor pursuits.			
K.OP.05.07 describe appropriate and inappropriate resource-related behaviors in selected outdoor pursuits in isolated settings.			
Content Knowledge: Target Games			
K.TG.05.01 identify tactical problems (e.g., accuracy in distance and direction) during modified, unopposed target games.			
Content Knowledge: Invasion Games			
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).			
Content Knowledge: Net/Wall Games			
K.NG.05.01 identify 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.			
Content Knowledge: Striking/Fielding Games			
K.SG.05.01 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).			
Content Knowledge: Rhythmic Activities			
K.RA.05.01 integrate basic rhythmic formations, positions, and steps into a rhythmic activity.			

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Expectations	District Curriculum	Time Spent	Notes/Comments
Content Knowledge: Participation Inside/Outside of Physical Education			
K.PA.05.01 explain the effects and benefits of physical activity.			
Content Knowledge: Health-Related Fitness			
K.HR.05.02 predict results for the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).			
K.HR.05.03 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).			
K.HR.05.04 predict results for the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).			
K.HR.05.05 predict results for the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).			
Content Knowledge: Physical Activity and Nutrition			
K.AN.05.01 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).			
K.AN.05.02 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.			

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Expectations	District Curriculum	Time Spent	Notes/Comments
Content Knowledge: Physical Activity and Nutrition, Continued			
K.AN.05.03 evaluate how supporting body weight, while participating in activities, improves physical fitness.			
K.AN.05.04 evaluate how non-manipulative activities promote healthy joint flexibility.			
Content Knowledge: Personal/Social Behaviors			
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.			
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.			
Content Knowledge: Regular Participation			
K.RP.05.01 identify positive feelings associated with regular participation in physical activities in controlled settings.			
K.RP.05.02 describe the need to practice skills for which improvement is needed in controlled settings.			
Content Knowledge: Social Benefits			
K.SB.05.01 identify benefits of social interaction as part of participation in physical activities in controlled settings.			
Content Knowledge: Individual Differences			
K.ID.05.01 choose to participate with students of varying skill and fitness levels in dynamic settings.			
K.ID.05.02 identify differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.			
K.ID.05.03 choose to participate with students of varying skill and fitness levels in controlled settings.			
Content Knowledge: Feelings			
K.FE.05.01 identify emotions related to how individuals feel while regularly participating in physical activity.			

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Expectations	District Curriculum	Time Spent	Notes/Comments
Fitness and Physical Activity: Participation During Physical Education			
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: locomotor activities, activities inclusive of manipulative skills, dodging, chasing, and fleeing activities, and modified games that include combinations of locomotor and manipulative skills.			
Fitness and Physical Activity: Participation Outside of Physical Education			
A.PA.05.01 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: locomotor activities, activities inclusive of manipulative skills, dodging, chasing, and fleeing activities, modified games that include combinations of locomotor and manipulative skills, and daily non-structured and minimally organized physical activities outside of physical education.			
Fitness and Physical Activity: Health-Related Fitness			
A.HR.05.02 meet the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).			
A.HR.05.03 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).			
A.HR.05.04 meet the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).			
A.HR.05.05 meet the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).			

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Expectations	District Curriculum	Time Spent	Notes/Comments
Fitness and Physical Activity: Physical Activity and Nutrition			
A.AN.05.01 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).			
A.AN.05.02 support body weight while participating in activities that improve physical fitness.			
A.AN.05.03 participate in non-locomotor activities that promote healthy joint flexibility.			
A.AN.05.04 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.			
Personal/Social Behaviors and Values: Feedback			
B.FB.05.01 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.			
Personal/Social Behaviors and Values: Personal/Social Behaviors			
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.PS.05.02 apply behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in controlled settings.			
Personal/Social Behaviors and Values: Regular Participation			
B.RP.05.01 identify positive feelings associated with regular participation in physical activities in controlled settings.			

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Expectations	District Curriculum	Time Spent	Notes/Comments
Personal/Social Behaviors and Values: Regular Participation, Continued			
B.RP.05.02 choose to regularly practice skills for which improvement is needed in controlled settings.			
Personal/Social Behaviors and Values: Social Benefits			
B.SB.05.01 identify benefits of social interaction as part of participation in physical activities in controlled settings.			
Personal/Social Behaviors and Values: Individual Differences			
B.ID.05.01 participate alone or with other students of varying skill and fitness levels in controlled settings.			
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.			
Personal/Social Behaviors and Values: Feelings			
B.FE.05.01 identify emotions related to how individuals feel while regularly participating in physical activity in controlled settings.			