

Health and Fitness - Fifth Grade

Students in fifth grade apply motor skills and movement concepts to enhance their movement performance, personal fitness, and game strategy and tactics. Students demonstrate specialized skills alone, with a partner, and/or in a small group. Fitness assessment is appropriate at this grade level, and students make interpretations of the results of their assessments and set personal goals based on the results. Students can match different types of physical activities to health-related fitness components and explain ways to improve fitness based on the principle of frequency, intensity, time, and type. Students continue to develop responsible personal and social behaviors as they work with others in safe and respectful ways. Students in grade five distinguish reliable from unreliable health information and resources. Students are taught how to maintain healthy body systems and prevent disease. Students also learn how technology and the media influence personal health and how to apply problem-solving skills to improve or protect their health. Emphasis is placed on demonstrating interpersonal skills, assuming responsibility for personal health habits, and practicing behaviors that promote active, healthy lifestyles.

EALR 1: The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition.

Component 1.1: Develops motor skills and movement concepts as developmentally appropriate.

GLE

- 1.1.1 Applies locomotor, non-locomotor, manipulative, balance, and rhythmic skills in traditional and non-traditional activities that contribute to movement proficiency.**
- **Demonstrates mature patterns and smooth transitions between movement skills in lead-up games.**
Example:
→ Fields a ground ball and throws to a base.
 - **Demonstrates movement skill combinations in lead-up games and group activities.**
Example:
→ Drops/tosses and strikes in a tennis serve.
 - **Demonstrates a variety of balance and control skills in lead-up games and group activities.**
Example:
→ Performs a handoff with control in a relay race.
 - **Designs and performs repeatable sequences of tumbling activities using smooth transitions.**
Example:
→ Performs a cartwheel into forward roll into an inverted balance.

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- **Demonstrates manipulative skills using a variety of objects in lead-up games and group activities.**
Example:
→ Passes/sets a volleyball (beach ball, trainer) in a three-with-three modified game.
- **Demonstrates manipulative skills with stationary and moving targets in lead-up games and group activities.**
Example:
→ Performs a basketball pass to a stationary/moving partner.
- **Demonstrates manipulative skills while moving in lead-up games and group activities.**
Example:
→ Dribbles and passes a ball with a partner toward a goal.
- **Applies increasingly complex movement sequences using various rhythms.**
Example:
→ Creates a partner routine synchronized to music while jumping rope.
- **Demonstrates the ability to document practice for improved movement proficiency.**
Example:
→ Records activities on a teacher-designed worksheet.

1.1.5 Evaluates movement concepts.

- **Tests movement concepts in complex movement activities and game situations.**
Example:
→ Evaluates a peer's application of movement concepts in a game setting using a rubric.
- **Critiques dances which include a variety of movement concepts.**

Component 1.2: Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.

GLE

1.2.1 Evaluates safety rules and procedures in a variety of physical activities.

CBA: Get Fit Summer

CBA: Concepts of Health and Fitness

- **Critiques etiquette and application of rules and procedures.**
Example:
→ Explains why the volleyball should be rolled under the net on change of service (as opposed to thrown over the net).
- **Applies safety principles when performing age-appropriate activities.**
Example:
→ Maintains appropriate following distance when riding bikes.

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- **Applies knowledge of safety precautions to take before, during, and after a workout.**

Example:

→ Warms up prior to stretching.

1.2.2 Analyzes social skills necessary for effective participation in physical activities.

- **Integrates cooperation during competitive and non-competitive activities.**

Example:

→ Honors group decisions.

- **Points out rule violations and resolution strategies.**

Example:

→ Calls own fouls (uses rock, paper, and scissors to resolve conflicts).

1.2.3 Applies strategies necessary for effective participation in physical activities.

- **Demonstrates basic strategies in games and activities.**

Example:

→ Passes the ball ahead of a receiver traveling towards the goal.

Component 1.3: Understands the components of health-related fitness, and interprets information from feedback, evaluation, and self-assessment in order to improve performance.

GLE

1.3.1 Analyzes components of health-related fitness.

CBA: Get Fit Summer

CBA: Concepts of Health and Fitness

CBA: Welcome to Our School

- **Analyzes progress in a fitness log.**

Example:

→ Compares current fitness score to healthy standards.

- **Distinguishes among lifetime activities which improve components of health-related fitness.**

Example:

→ Communicates that power walking improves cardiorespiratory endurance; canoeing/kayaking develops muscular endurance.

- **Integrates FITT principle with components of health-related fitness using the Activity Pyramid.**

Example:

→ Explains flexibility recommendations for Activity Pyramid Level 3 are:

Frequency = 3-7 days/week.

Intensity = stretch more than normal.

Time = how many times (or reps) each day.

Type = butterfly, quadriceps stretch.

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- **Analyzes how the FITT principle affects development of health-related fitness.**
Example:
→ Compares personal fitness scores with exercise habits (frequency) to determine areas for focus.
- **Draws conclusions based on criteria from fitness assessments for effective goal setting.**
Example:
→ Sets appropriate goal, based on sit-and-reach score.

Component 1.4: Understands the components of skill-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.

GLE

1.4.1 Analyzes components of skill-related fitness.

CBA: Concepts of Health and Fitness

- **Distinguishes among lifetime activities which improve components of skill-related fitness.**
Example:
→ Understands kayaking improves coordination, dynamic balance, and power.

Component 1.5: Understands relationship of nutrition and food nutrients to body composition and physical performance.

GLE

1.5.1 Analyzes how the body's function and composition are affected by food consumption.

CBA: Mrs. Trimble's Muffins

CBA: Concepts of Health and Fitness

CBA: Welcome to Our School

- **Analyzes how nutrients support a healthy body.**
Example:
→ Understands Vitamin A supports vision and bone growth.
- **Compares and contrasts food labels for nutrition information.**
Example:
→ Compares labels of two bars (granola bar vs. energy bar).
- **Analyzes the impact of healthy eating on both physical and academic performance.**
Example:
→ Understands sugar intake leads to low energy and decreased academic focus.

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1.5.2 Analyzes information from dietary evaluation and self-assessment in order to improve performance.

CBA: Mrs. Trimble's Muffins

CBA: Welcome to Our School

- Draws conclusions from a food journal for missing nutrients and selects foods to fill gaps.

EALR 2: The student acquires the knowledge and skills necessary to maintain a healthy life: Recognizes dimensions of health, recognizes stages of growth and development, reduces health risks, and lives safely.

Component 2.1: Understands foundations of health.

GLE

2.1.1 Understands dimensions and indicators of health.

CBA: A Cartoon Role Model

CBA: New Kid on the Block

CBA: Welcome to Our School

- Discusses how healthy habits contribute to overall health.

Example:

→ Understands that showing respect improves healthy friendships.

- Describes strategies for improving dimensions of health.

Example:

→ Builds healthy friendships, makes healthy food choices, and spends time reading instead of playing video games.

Component 2.2: Understands stages of growth and development.

GLE

2.2.1 Understands the structure and function of body systems.

CBA: Concepts of Health and Fitness

- Describes function of the endocrine system.

Example:

→ Understands the endocrine system regulates growth and development.

2.2.2 Understands how to maintain sexual health throughout life.

- The Healthy Youth Act ([RCW 28A.300.475](#)) provides a framework for schools that choose to offer sexual health education as a component of their broader health curriculum. School districts that provide sexual health education must be in compliance with this GLE and be consistent with the [2005 Guidelines for Sexual Health and Disease Prevention](#).

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- 2.2.3 Understands hereditary factors that affect growth, development, and health.
- Explains hereditary factors that affect growth.
Example:
→ Explains that parents' height influences child's height.

Component 2.3: Understands the concepts of prevention and control of disease.

GLE

- 2.3.1 Understands how to prevent or reduce the risk of contracting a communicable disease.

CBA: Welcome to Our School

- Discusses HIV/AIDS and Hepatitis.
Example:
→ Discusses HIV/AIDS and Hepatitis lowers immunity to other viruses.
- Discusses spread of HIV/AIDS and Hepatitis.
Example:
→ Understands HIV/AIDS can spread when certain body fluids of a person with HIV get into another person's body.
- Discusses prevention and vaccines for HIV/AIDS and Hepatitis.
Example:
→ Avoids contact of body fluids with someone who has Hepatitis.
Refer to the AIDS Omnibus ACT

- 2.3.2 Understands how to prevent or reduce the risks of non-communicable disease.

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- Describes how family history can affect personal health.
Example:
→ Understands ways to prevent high blood pressure or sickle cell anemia.

Component 2.4: Acquires skills to live safely and reduce health risks.

GLE

- 2.4.1 Analyzes abusive and risky situations and points out safe behaviors to prevent injury to self and others at home, school, and in the community.

CBA: New Kid on the Block

CBA: Welcome to Our School

- Analyzes scenarios to identify risky situations and appropriate responses.
Example:
→ Analyzes scenario: Friend offers a cigarette.
Risk = Unhealthy choice.
Response = Say "no" and tell an adult.

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- **Points out risks associated with providing personal information through technology.**

Example:

→ Points out risks of giving out name/number on the internet (might be exposed to unwanted strangers).

2.4.2 Understands emergency situations and demonstrates skills to respond appropriately and safely.

CBA: Concepts of Health and Fitness

- **Describes how to prepare for an emergency.**

Example:

→ Practices evacuation at home.

- **Describes what safety measures to take in case of a natural disaster.**

Example:

→ Describes the importance of having food, water, and medical supplies on hand.

- **Explains how to assess an emergency situation.**

Example:

→ Understands if there is a live wire on the ground, do not touch it.

- **Demonstrates how to administer basic first aid for minor injuries.**

Example:

→ Applies direct pressure for bleeding.

2.4.3 Understands positive and negative effects of stress and stress management techniques.

CBA: A Cartoon Role Model

CBA: New Kid on the Block

- **Understands eustress and distress.**

Example:

→ Recognizes eustress is positive, earning a good grade. Distress is negative, parents get a divorce.

- **Explains appropriate steps of stress management.**

Example:

→ Plans time wisely, compromises with siblings, or being physically active.

2.4.5 Understands issues and risks related to drug use and abuse.

CBA: Stomp Out Second-Hand Smoke

- **Describes differences between legal and illegal drugs.**

Example:

→ Differences include aspirin vs. cocaine.

- **Explains the harmful effects of illegal drugs.**

Example:

→ Effects of marijuana may include poisonous toxins.

- **Describes ways to resist pressure to use drugs.**

Example:

→ Practices refusal skills.

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EALR 3: The student analyzes and evaluates the impact of real-life influences on health.

Component 3.1: Understands how family, culture, and environmental factors affect personal health.

GLE

3.1.1 Understands how family and cultural factors affect health.

- Describes appropriate strategies to support healthy family/cultural habits on a personal level.

Example:

→ Opens a window for second-hand smoke.

- Describes activities in which families could cooperate.

Example:

→ Recognizes cooperative activities might include chores or social events.

3.1.2 Understands how environmental factors affect health.

- Understands dose and exposure.

Example:

→ Understands air may be dry and trigger asthma episodes.

Component 3.2: Evaluates health and fitness information.

GLE

3.2.1 Analyzes reliable sources of health and fitness information.

CBA: Stomp Out Second-Hand Smoke

- Analyzes how health and fitness products affect health.

Example:

→ Analyzes reliable health information on government websites.

3.2.2 Analyzes health and fitness messages in the media.

- Analyzes influences of marketing strategies on health and fitness choices.

Example:

→ Understands that healthy foods are on the top shelf and sugary foods are at eye level in a grocery store.

Component 3.3: Evaluates the impact of social skills on health.

GLE

3.3.1 Applies necessary social skills to promote health and safety.

CBA: A Cartoon Role Model

CBA: New Kid on the Block

CBA: Welcome to Our School

- Predicts negative and positive effects of peer pressure.

Example:

→ Predicts negative - chooses to smoke when offered a cigarette.

Predicts positive - discourages a friend from smoking.

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- **Applies actions to take when feeling left out, and initiates and maintains friendships.**
Example:
→ Asks to sit with others at lunch.
- **Points out respect for others.**
Example:
→ Identifies examples of people of different cultures and groups who have contributed to arts, science, peace, and other important human endeavors.

Component 3.4: Understands the impact of emotions on health.

GLE

3.4.1 Applies a variety of emotional-response strategies.

CBA: A Cartoon Role Model

CBA: New Kid on the Block

CBA: Welcome to Our School

- **Implements appropriate emotional-response strategies.**

Example:

→ Uses “I” statements, considers others’ point of view, and agrees to disagree.

Component 3.5: Applies decision-making skills related to the promotion of health.

GLE

3.5.1 Applies decision-making skills.

CBA: A Cartoon Role Model

CBA: New Kid on the Block

CBA: Welcome to Our School

- **Demonstrates ways to express anger and resolve conflict without violence.**

Example:

→ Explains feelings calmly.

- **Demonstrates who to enlist for help with mediation of a conflict.**

Example:

→ Identifies adults to go to when there is conflict.

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EALR 4: The student effectively analyzes personal information to develop individualized health and fitness plans.

Component 4.1: Analyzes personal health and fitness information.

GLE

4.1.1 Analyzes daily health and fitness habits.

CBA: Get Fit Summer

CBA: Welcome to Our School

- **Draws conclusions about personal fitness in relation to a fitness performance assessment.**

Example:

→ Understands if PACER score is 8 and the Healthy Fit Zone (HFZ) is 23, I need to improve my cardiorespiratory endurance.

- **Points out the impact of daily health and fitness habits.**

Example:

→ Understands lack of exercise leads to obesity.

Component 4.2: Develops and monitors a health and fitness plan.

GLE

4.2.1 Creates goals for improving health and fitness practices.

CBA: Get Fit Summer

CBA: Welcome to Our School

- **Develops a plan to improve previous health-related fitness scores.**

Example:

→ Needs to improve muscular endurance by practicing push-ups, if push-up score is two.

- **Creates a personal health and fitness plan for improvement.**
- **Generates resources to assist in achieving a personal health goal.**

Example:

→ Increases activity time.