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Dear Educator:

The Carolina First Center for Excellence is proud to bring you the attached list of Essential Facts for Physical Education (Grades 2 & 5). We thank you in advance for using this material.

Please understand that a great deal of time and effort has been put into the development of these materials. All material has been designed and written to correspond to the South Carolina State Standards. By accepting this, you are agreeing to not reproduce or use this material in any way other than as intended.

The Carolina First Center for Excellence has invested to bring you this *Essential Facts System*™ for grades K – 8. Consistent with our belief in continuous quality improvement, we invite you to share your experiences and results with us so that we may continue to provide you with services that meet your needs and enhance student achievement. Please consider the suggestions listed below:

- a. Classroom data and aggregated grade-level data. Please provide both classroom and grade-level data that records results from the start of the *Essential Facts System*™ to the end of the school year.
- b. Comments (plus/delta). Please provide information about the components of this packet that are “good” and/or “needs to be improved.” This information is essential to the successful expansion of the product.
- c. Anecdotes. Please share stories about what happened throughout the year while using the *Essential Facts System*™. Stories and photos are welcome.
- d. Questions and suggestions for improvement, including typographical or content errors. Please communicate with us.

The CFCE is willing and able to provide professional development services that support the effective use of the *Essential Facts System*™ of learning in your classroom and school. Components will include: Essential Facts; Capacity Matrices; Random Sampling System; Scatter Diagram; Data and Decision Making; and Student and Classroom Data. Please do not hesitate to contact CFCE staff with questions.

Sincerely,

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Essential Facts System TM

Physical Education

Grades 2 and 5

Created using the
South Carolina Academic Learning Content

Essential Facts may be used to review and preview student knowledge of the content area through a random sampling process. Class and individual data should be graphed throughout the year.

The Carolina First Center for Excellence, a program of the Greenville Chamber Foundation, brings Continuous Quality Improvement strategies to more than 30 schools in and out of Greenville County, affecting more than 15,000 students. For more information about CFCE, contact Michele Brinn at 864-239-3727 or Tami Miller at 864-239-3743, or visit www.greenvillechamber.org.

Second Grade Physical Education Essential Facts

BASIC MOVEMENT SKILLS: Understanding Fundamental Skills

1. **Locomotor skills** are used to move the body from one place to another or to project the body upward. They include walking, running, hopping, skipping, sliding, galloping, leaping, and jumping.
2. **Walking** is stepping with one foot always in contact with the floor. Arms move in opposition to the feet.
3. **Running** is moving rapidly so that, for a brief moment, both feet are off the ground. Arms move in opposition to the feet.
4. **Hopping** is propelling the body up and down from one foot to the same foot.
5. **Skipping** is a combination of a long step and a short hop with the lead foot alternating after each hop. Arms swing in opposition to the feet.
6. **Sliding** is done to the side. The lead foot steps to the side and the trail foot follows quickly with a minimal bounce. The feet should never cross.
7. **Galloping** is similar to sliding but movement is in a forward direction. The lead foot steps forward and the trail foot is brought rapidly forward to it but not in advance of the lead foot.
8. **Leaping** starts with a run and is an elongated step with the leaper taking off on one foot and landing on the opposite foot. Arm opposition is the same as the run.
9. **Jumping** requires taking off with both feet and landing on both feet, either forward for distance or upward for height.
10. **Nonlocomotor skills** are movements of the body performed from a relatively stable base or “in place.” Examples include bending, stretching, pushing and pulling, twisting and turning, and curling, among others.
11. **Manipulative skills** involve controlling the handling of objects with hands or feet. Examples include kicking, throwing, batting, and catching, among others.

BASIC MOVEMENT SKILLS: Understanding Fundamental Skill Concepts

12. **Absorbing force** helps to absorb shock or impact, such as bending the knees when landing from a jump.
13. **Opposition** refers to using the opposite or different side foot/leg and hand/arm, such as stepping with right foot and swinging left arm.
14. **Follow-through** is the extension of a movement, such as extending the leg after kicking a ball.
15. **Tracking** is watching an object until it is caught or struck, such as watching a ball in flight until it gets to your hands for you to catch it.
16. **Giving** is reaching for the object in flight and bringing the object softly toward the body, such as reaching for a ball and bringing it in softly toward the chest.
17. **B.S.E.R (Body, Space, Effort, Relationship)** are movement concepts in body management, games, dance, and locomotion. **Body awareness**: what the body does; **Space**: where the body moves (general space vs. personal space); **Effort**: how the body performs the movement; **Relationship**: relationships that occur in movement. For example, Body awareness: narrow/wide, personal/general space, light/strong effort; Relationships: alone/partner.

BODY MANAGEMENT SKILLS: Understanding Educational Gymnastics

18. **Body management**: basic skills focusing on abilities to control the body/body parts in actions, such as those involving traveling, balancing, rolling, and supporting body weight.
19. **Traveling** involves moving across the mat or apparatus.
20. **Balancing** is the ability to maintain a still position for about three seconds. Examples include the stork stand, v-sit, and any other number of student-created balances.
21. **Rolling**: the backwards roll, forwards roll, and pencil roll are all types of rolls.
22. **Supporting body weight** means taking the weight of the body on specific body parts for a brief period of time. For example, the seal walk has body weight supported on hands, dragging the legs behind.

DANCE EDUCATION: Understanding Rhythm and Dance

23. **Rhythm** is the performing of a variety of body movements in time to the beat or music.
24. **Beat** is the constant, steady pulsation in a movement or musical accompaniment.
25. **Creative dance** is the expression of ideas and feelings through unstructured movement. Examples include Leaf Dance and Spaghetti Dance.
26. **Folk dance** is the dance patterns of past cultures. For example, square dancing, Native American dances, and dances from other countries are all examples of folk dances.
27. **Singing games (dances)** are performed to music, poetry, and other forms of creative work.

DANCE EDUCATION: Understanding Dance Positions, Formations, and Steps

28. **Dance positions** are the ways partners or groups hold onto each other while dancing, such as holding hands and star positions.
29. **Dance formations** include the three formations for folk, line, and square dancing: circle, line, and square.
30. **Dance steps** are combinations of locomotor skills used to perform dances, such as hop, walk, slide, grapevine, and others.
31. **Star Position** means dancers have either all right or left hands up and touching in the circle formation.
32. **Arching Position** means two dancers are facing one another joining both hands to form an arch under which other dancers pass.
33. **Honor Your Partner or Meeting Position** means that dancers either bow or curtsy, usually at the beginning or end of the dance.
34. **Two-Hand Facing Position or Closed Position** means that dancers stand facing each other with elbows bent, holding each others' hands.
35. **Open Position** means that dancers are facing forward with inside hands joined.
36. **Swinging** means dancers join right elbows or left elbows and go around in a circle. Dancers may also join either both hands or one hand and swing.
37. **Do-Si-Do** means dancers face each other, pass right shoulders and step to the right, and then pass left shoulders, going back to their original position.
38. **Forward and back** means both dancers are facing each other, move forward three or four steps, and then move back to original position.
39. **Creative dance movements** may include student identifications with animals, make-believe creatures, items in nature, machines, etc. or dramatizing actions in a poem or song, such as "The Wind and the Leaves."

EDUCATIONAL GAMES: Understanding Manipulative Skills

40. **Manipulative skills** involve controlling the handling of objects with hands or feet. They include striking, tossing, throwing, dribbling, kicking, catching, rolling, and trapping.
41. **Striking with body parts** means striking with hands and feet.
42. **Striking with implements or equipment** means using a bat, hockey stick, paddle, racket, etc.
43. **Tossing** means an underhand throw.
44. **Throwing** means overhand or sidearm.
45. **Dribbling** means pushing a ball with feet or hands.
46. **Kicking** means striking a ball with the foot.
47. **Catching** means using your hands or glove to receive a ball.
48. **Rolling** means using your hands to make a ball travel on the ground.
49. **Trapping** means stopping the ball using any part of the body except the hands.

EDUCATIONAL GAMES: Understanding Game Skill Cues

50. **Overhand throwing**: Side to target, laid back “L,” step with opposite foot, throw, and follow through.
51. **Tossing**: Face target, arm back, step with opposite foot, swing arm, and follow through.
52. **Kicking**: Stand behind and to one side of ball, step and plant non-kicking foot, swing kicking foot with toe pointed down, and extend with follow through.
53. **Trapping**: Get in path of ball, watch, give.
54. **Catching**: Watch the object, reach, grab and give, or pull it in toward you.
55. **Passing** means getting a ball or object to a partner by kicking, hitting, tossing, or throwing.

EDUCATIONAL GAMES: Understanding Sportsmanship

56. **Good sportsmanship** means interacting with others in a positive way in a practice or game setting.
57. **Fair play** means working or playing with others without cheating.
58. **Rules** are established to be followed so the game can be played fairly.
59. **Cheating** means breaking the rules to get an unfair advantage.
60. **Cooperation** is playing and working with others regardless of personal differences.
61. **Solving problems** means talking a problem out or using things such as “rock, paper, scissors” to resolve problems.
62. **Willingness** means that you are able to try new things or participate in activities that you are not great in yet.

PHYSICAL FITNESS: Understanding Physical Activity

63. **Physical activity** is activity that increases heart rate and breathing over an amount of time, such as biking, running, walking fast, and others.
64. **Changes in body due to physical activity** are increased sweating, heart rate, and breathing rate.
65. **Benefits for participating in physical activity** can include weight loss, stronger muscles and bones, healthier heart, and getting to play with friends.

Second Grade Capacity Matrix for Physical Education Essential Facts

BASIC MOVEMENT SKILLS: Understanding Fundamental Skills	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, demonstration, summary, test)
I know the difference between locomotor and nonlocomotor skills.					
I can give an example of a manipulative skill.					
I can show a smooth transition from a gallop to a slide.					
I can demonstrate jumping for height and jumping for distance.					
I can give feedback to a peer after watching him or her skip.					
I can explain the difference between a hop and a jump.					
BASIC MOVEMENT SKILLS: Understanding Fundamental Skill Concepts	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, demonstration, summary, test)
I can explain the advantage of following through in an overhand throw.					
I can explain why tracking is important when catching a ball.					
I can show a peer how to use opposition in tossing.					
I can explain what I am doing when I bend my knees when landing after jumping.					
I can demonstrate how to gallop in general space safely at a slow speed, medium speed, and fast speed.					

BODY MANAGEMENT SKILLS: Understanding Educational Gymnastics	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, demonstration, summary, test)
I can create and demonstrate an educational gymnastics sequence of balance, roll, and a different balance.					
I can analyze a peer's sequence and identify the different components.					
I know how to support my body weight in three different ways.					
DANCE EDUCATION: Understanding Rhythm and Dance	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, project, summary illustration, test)
In a creative dance, I can stay in time with a teacher-created beat.					
I can perform a folk dance to the rhythm of the music while performing cooperatively with a partner or group.					
While demonstrating coordination and the correct technique, I can show the spirit of the dance.					
DANCE EDUCATION: Understanding Dance Positions, Formations, and Steps	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, project, summary illustration, test)
I can work with a partner or group to form the line, circle, and square formations.					
I know the difference between an open and closed position.					
I can give at least three examples of different dance steps.					
I can teach my partner or group a dance position.					

EDUCATIONAL GAMES: Understanding Manipulative Skills	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, project, summary illustration, test)
I can name the kind of implements with which one can strike.					
I can tell the difference between a toss and an overhand throw.					
I can name the parts of the body with which one can trap.					
I can identify at least two sports that have dribbling in them.					
EDUCATIONAL GAMES: Understanding Game Skill Cues	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, demonstration, summary, test)
I can name the cues used for catching.					
I can kick a ball with good technique using the cues for kicking.					
I can teach a partner the cues for the overhand throw.					
EDUCATIONAL GAMES: Understanding Sportsmanship	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, project, summary illustration, test)
I can give examples of cheating.					
If I lost a game by 20 points, I can describe what I would say or do to the players on the other team. I can also describe what I would say or do if I were on the winning team.					
I can work out a problem in three different ways.					

PHYSICAL FITNESS: Understanding Physical Activity	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, project, summary illustration, test)
I can explain why one would want to participate in physical activities.					
I can name at least four activities that will make my heart healthier.					

Fifth Grade Physical Education Essential Facts

BASIC MOVEMENT SKILLS: Understanding Fundamental Skill Concepts

1. **Production of force** is the sum of all forces produced by the muscle groups when done in a certain order. For example, the force of the toss is produced when the tosser follows the sequence of arm back, step, toss, and follow through.
2. **Lever** means the longer the force arm, the greater the force production. For example, straightening or extending the arm when throwing produces the fastest throw.
3. **Fulcrum** means the fixed point around which something turns, such as the shoulder joint in the overhand throw (not the elbow) and the hip joint in the kick (not the knee).
4. **Absorbing force** helps to absorb shock or impact, such as bending the knees when landing from a jump.
5. **Friction** is a force that slows things down, such as grass on a rolling ball or wind on a ball in flight.
6. **Balance or center of gravity** is the point on the body where all body weight is equal. For example, keeping the center of gravity low will help a person stay balanced.
7. **Rotary motion** is a circular movement around a fixed point. For example, staying “round shaped” in the forward roll increases the speed of rotation.
8. The **radius** is the distance from the middle of a circle to the edge.
9. The **arc** is the curved part of a circle. For example, throwing a ball in an arc will keep the ball in the air longer due to less gravity and wind resistance.
10. **Opposition** refers to using the opposite or different side foot/leg and hand/arm, such as stepping with right foot and swinging left arm.
11. **Follow-through** is the extension of a movement, such as extending the leg after kicking a ball.
12. **Tracking** means watching an object until it is caught or struck, such as watching a ball in flight until it gets to your hands for you to catch it.
13. **Giving** means reaching for the object in flight and bringing the object softly toward the body, such as reaching for a ball and bringing it in softly toward the chest.
14. **B.S.E.R (Body, Space, Effort, Relationship)** are movement concepts in body management, games, dance, and locomotion. **Body awareness**: what the body does; **space**: where the body moves (general space vs. personal space); **Effort**: how the body performs the movement; **Relationship**: relationships that occur in movement. For example, Body awareness: narrow/wide, personal/general space, light/strong effort; Relationships: alone/partner.
15. The **offense** is the team that has the ball.
16. **Open space** is a strategy used to move where the defensive players are not, such as moving to “get open” for a pass in soccer or basketball.
17. The **defense** is the team that does not have the ball.
18. **Guarding** is a strategy used in sports to keep the other team from scoring.
19. **Stealing** is when a defender takes or “steals” the ball.
20. **Fouling** is an illegal act such as tripping or holding an opponent.

BODY MANAGEMENT SKILLS: Understanding Educational Gymnastics

21. **Body management** means basic skills focusing on abilities to control the body/body parts in actions such as those involving traveling, balancing, rolling, and supporting body weight.

22. **Traveling** involves moving across the mat or apparatus. Examples include traveling with feet down a balance beam or traveling with hands and feet doing a cartwheel.
 - a. **change in speed**
 - b. **change in direction or turn**
23. **Balancing** is the ability to maintain a still position for about three seconds. Examples include the v-sit, tripod, and any other number of student-created balances using a variety of body parts.
24. **Rolling**: the backwards roll, forwards roll, and egg roll are all types of rolls.
25. **Supporting body weight** means taking the weight of the body on specific body parts for a brief period of time. For example, the mule kick, cartwheel, and round-off all have body weight supported on hands only for a brief period of time.
26. An **aerial** is any stunt done up in the air. Examples include Scissor Kick, Straddle Jump, the 360 (complete circle jump), Tuck Jump, and others.
27. **Inverted balance** means the ability to maintain a still position with your head lower than your feet. Examples include the shoulder stand or tripod.

DANCE EDUCATION: Understanding Rhythm and Dance

28. **Rhythm** means performing a variety of body movements in time to the beat or music.
29. **Beat** is the constant, steady pulsation in a movement or musical accompaniment.
30. **Spirit of the dance** includes demonstrating feeling that is characteristic of the culture/history of the dance as well as using facial expressions, gestures, vocalizations, and body movements appropriate to the dance.
31. **Creative dance** is the expression of ideas and feelings through unstructured movement, such as Leaf Dance and Spaghetti Dance.
32. **Folk dance** is the dance patterns of past cultures. For example, square dancing, Native American dances, and dances from other countries are all examples of folk dances.
33. **Line dances** are of American origin and use a line or scatter formation, such as the Electric Slide, the Boot Scoot, and others.
34. **Tinikling** is a Philippine dance with poles. (Jump bands may be used instead of poles for a different rhythmic activity.)

DANCE EDUCATION: Understanding Dance Formations, Positions, and Steps

35. **Dance formations** include the formations for folk, line, and square dancing: circle, line, scattered, and square.
36. **Square Dance Formation Terms**
 - a. **Partner**: the person with whom you are paired.
 - b. **Corner**: the person you face when you are back-to-back with your partner.
 - c. **Head Couple**: the couple with their back to the music (Couple 1 and the couple opposite them, Couple 3).
 - d. **Side Couples**: the couples to the right and left of the Head Couple (Couples 2 and 4).
 - e. **Home**: the couple's original or starting position.
37. **Dance positions** describe the ways partners or groups hold onto each other while dancing, such as promenade in square dancing.
38. **Dance steps** are combinations of locomotor skills used to perform dances. Examples include hop, walk, slide, grapevine, two-step, polka, and others.

39. **Star Position** means dancers have either all right or left hands up and touching in the circle formation.
40. **Arching Position** means two dancers facing one another join both hands to form an arch under which other dancers pass.
41. **Honor Your Partner or Meeting Position** means that dancers either bow or curtsy, usually at the beginning or end of the dance.
42. **Two-Hand Facing Position or Closed Position** means that dancers stand facing each other with elbows bent, holding each others' hands.
43. **Open Position** means that dancers are facing forward with inside hands joined.
44. **Promenade or Skaters Position** means the girl is on the boy's right; both are facing forward and are holding right hands and left hands together.
45. **Swinging** means dancers join right elbows or left elbows and go around in a circle. Dancers may also join either both hands or one hand and swing.
46. **Do-Si-Do** means dancers face each other, pass right shoulders, step to the right, and then pass left shoulders, going back to their original position.
47. **Forward and back** means both dancers, facing each other, move forward three or four steps and then move back to original position.
48. **Allemande Left** means the left-hand dancer faces the corner, grasps the corner with a left-forearm grip, walks around the corner, and returns to partner.
49. **Two-Step** is used in folk and square dances. It is an alternating left, right close, left and then right, left close, right.
50. **Polka** is similar to the Two-Step but includes a hop.
51. **Schottische or Conversation Position**: side by side with girl on boy's right side, boy's right hand is behind girl's back on her waist, and girl's left hand is behind boy's back resting on boy's left shoulder.
52. **Creative dance movements** may include student identifications with animals, make-believe creatures, items in nature, machines, etc. or dramatizing actions in a poem or song, such as "The Wind and the Leaves."

EDUCATIONAL GAMES: Understanding Manipulative Skills

53. **Manipulative skills** involve controlling the handling of objects with hands or feet. They include striking, tossing, throwing, dribbling, kicking, catching, rolling, and trapping.
54. **Striking with body parts** means striking with hands and feet.
55. A **bump or forearm pass** is a pass in volleyball often used to set up an overhead pass or set.
56. A **set or overhead pass** is a pass in volleyball often used to set up a spike.
57. A **spike** is a forceful overhand hit in volleyball to the opponent's court.
58. An **overhand serve with hand** is an overhand hit in volleyball from the server across the net to the other team.
59. An **underhand serve with hand** is an underhand hit in volleyball from the server across the net to the other team.
60. **Kicking** means striking a ball with the foot.
61. **Dribbling** means pushing a ball with feet in soccer or hands in basketball.
62. **Striking with implements or equipment** means using a bat, hockey stick, paddle, or racket.
63. A **forehand hit** is a hit used in racket/paddle sports to return balls hit to the right of a right-handed player and to the left of a left-handed player.
64. A **backhand hit** is a hit used in racket/paddle sports to return balls hit to the left of a right-handed player and to the right of a left-handed player.

65. A **drop serve with racket or paddle** is an underhand hit with a racket/paddle from the server across the net to the other team/opponent.
66. An **overhand serve with racket or paddle** is an overhand hit with a racket/paddle from the server across the net to the other team/opponent.
67. **Tossing** means an underhand throw.
68. **Throwing** means overhand or sidearm.
69. **Throw-ins** are two-handed overhead throws used in soccer and basketball.
70. **Passing** means getting an object (ball, puck, Frisbee, etc.) from one player to another.
71. **Catching** means using your hands or glove to receive a ball.
72. **Rolling** means using your hands to make a ball travel on the ground.
73. **Trapping** means stopping the ball using any part of the body except the hands.
74. A **chest pass** in basketball is a two-handed push from the center of the chest to another player.
75. A **bounce pass** in basketball is a two-handed push from the center of the chest to the floor so that the ball bounces once to another player.
76. A **lay-up** in basketball is a one-handed shot taken close to the backboard.
77. A **set shot or foul shot** in basketball is a shot taken from a stationary position.
78. A **jump shot** in basketball is a shot taken while the player has both feet off the floor.

EDUCATIONAL GAMES: Understanding Game Skill Cues

79. **Overhand throwing**: Side to target, laid back “L,” step with opposite foot, throw, and follow through.
80. **Bump**: Move to ball, bend knees, hands together with forearms parallel, extend knees, shrug shoulders as you contact ball with forearms.
81. **Set**: Make window overhead, bend knees, contact ball with fingertips, extend knees, and follow through.
82. **Underhand serve**: Ball in non-dominant hand at waist height, opposite foot steps, swing, and follow through. Don’t punch at ball.
83. **Overhand serve**: Ball in non-dominant hand above the head, opposite foot steps, reach arm up to full extension at contact point, and follow through.
84. **Kicking**: Stand behind and to one side of ball, step and plant non-kicking foot, swing kicking foot with toe pointed down, and extend with follow through.
85. **Trapping**: Get in path of ball, watch, give.
86. **Catching**: Watch the object, reach, grab and give, or pull it in toward you.
87. **Passing** means getting a ball or object to a partner by kicking, hitting, tossing, or throwing.
88. **Chest pass**: Hands at chest, elbows out, dominate foot step, extend arms toward receiver.
89. **Bounce pass**: Hands at chest, elbows out, dominate foot step, extend arms toward floor a little more than half-way toward receiver.
90. **Lay-up**: Focus eyes on backboard, take-off on foot opposite of shooting hand, lay ball against backboard, and land on both feet with knees bent.

EDUCATIONAL GAMES: Understanding Sportsmanship

91. **Good sportsmanship** is interacting with others in a positive way in a practice or game setting.
92. **Fair play** is working or playing with others without cheating.
93. **Rules** are established to be followed so the game can be played fairly.
94. **Cheating** is breaking the rules to get an unfair advantage.
95. **Cooperation** is playing and working with others regardless of personal differences.

96. **Solving problems** means talking a problem out or using things such as “rock, paper, scissors” to resolve problems.
97. **Willingness** means that you are able to try new things or participate in activities that you are not great in yet.

PHYSICAL FITNESS: Understanding Physical Activity

98. **Physical activity** is activity that increases heart rate and breathing over an amount of time, such as biking, running, walking fast, and others.
99. **Changes in body due to physical activity** are increased sweating, heart rate, and breathing rate.
100. **Benefits for participating in physical activity** can include weight loss, stronger muscles and bones, healthier heart, and getting to play with friends.
101. **Fitness components**: cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition.
102. **Cardiovascular endurance** is the ability of the heart and lungs to sustain activity.
103. **Muscular strength** is the ability of the muscles to overcome resistance.
104. **Muscular endurance** is the ability of the muscular system to sustain performance.
105. **Flexibility** is the range of movement of a joint.
106. **Body composition** is the ratio of fat to muscle and other tissue.
107. **F.I.T.T. Principle** means Frequency (How Long), Intensity (How Hard), Time (How Long), and Type (What Kind) of exercise increases your fitness.

Fifth Grade Capacity Matrix for Physical Education Essential Facts

BASIC MOVEMENT SKILLS: Understanding Fundamental Skill Concepts	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, demonstration, summary, test)
In an overhand throw, I can identify the lever and the fulcrum.					
I can explain why a ball thrown in an arc will go further.					
I can give an example of rotary motion.					
I know the advantage of following through in an overhand throw.					
I can explain why tracking is important when catching a ball.					
I can describe two strategies for good offense.					
BODY MANAGEMENT SKILLS: Understanding Educational Gymnastics	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, demonstration, summary, test)
I can create and demonstrate an educational gymnastics sequence of balance, roll, aerial, inverted balance, hand support, and a different balance.					
I can identify at least two changes in traveling.					
I can analyze a peer's sequence and identify the different components.					
I can teach my partner at least four aerials.					

DANCE EDUCATION: Understanding Rhythm and Dance	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, demonstration, summary, test)
I can name the dance from the Philippines that uses bamboo poles.					
While demonstrating coordination and the correct technique, I can show the spirit of the dance.					
I can stay on the beat while performing a dance.					
DANCE EDUCATION: Understanding Dance Positions, Formations, and Steps	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, demonstration, summary, test)
I know how to promenade in square dancing.					
I can perform a square dance to the rhythm of the music while performing cooperatively with a partner or group.					
I can explain the difference between head couples and side couples in square dancing.					
I know the difference between an open and closed position.					
I can explain the difference between a polka and a two-step.					
I can make up a dance that shows smooth transitions either alone or with a partner.					
EDUCATIONAL GAMES: Understanding Manipulative Skills	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, demonstration, summary, test)
I can name several sports that use serves.					
I can describe the situations in which I would use a bump in volleyball.					

EDUCATIONAL GAMES: Understanding Manipulative Skills (continued)	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, demonstration, summary, test)
I can explain the difference between a forehand and backhand hit.					
I can demonstrate at least two passes used in basketball.					
I know what throw-ins are and can name the sports in which they are used.					
EDUCATIONAL GAMES: Understanding Game Skill Cues	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, demonstration, summary, test)
I can name the cues used for a chest pass.					
I can perform an underhand serve with good technique using the cues.					
I can demonstrate with a partner a bump and set in volleyball using the cues.					
I can teach a partner the cues for a lay-up.					
EDUCATIONAL GAMES: Understanding Sportsmanship	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, demonstration, summary, test)
I can give examples of cooperating with a partner or group.					
In demonstrating good sportsmanship, I can describe how I would react to a player fouling me.					
I can work out a problem in three different ways.					

PHYSICAL FITNESS: Understanding Physical Activity	I have not heard of this.	I can do or explain this with help.	I can do or explain this on my own.	I can teach this to someone else.	Documentation (Quiz, presentation, demonstration, summary, test)
I can identify the fitness component that helps build a strong heart.					
I can name at least four activities that will make my muscles healthier.					
I know what F.I.T.T. means.					
I can name the things one does to increase flexibility.					
I know what the ratio of fat to muscle and other tissue is called.					