

The **OPEN** Academic Language Project

Based on the Virginia Physical Education Standards of Learning

Academic Language Card Set

GRADE FIVE

THIS PROJECT IS MADE POSSIBLE THROUGH A PARTNERSHIP BETWEEN

The Virginia Department of Education

SUNY Cortland

The SUNY Cortland Activity and Movement Pedagogy Lab (AMP Lab)

& OPEN (The Online Physical Education Network)

Please share. This is an open-source project.

Kindly reference OPENPhysEd.org, The SUNY Cortland AMP Lab, and the VA DOE.



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GRADE FIVE

Motor Skill Development



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ACCURACY

(Noun)

The quality of being correct, precise,
or on target.

Abby displayed excellent accuracy in
today's practice because all of her passes
were on target.
(VA SOL 5.1)

BALANCE

(Noun)

An even distribution of weight that allows someone or something to stay upright and steady.

Lauren jumped and then landed on two feet to keep her balance and not fall.

(VA SOL 5.1)

CATCH

(Verb)

To grab and hold something that has been thrown or dropped.

Aiden had to reach up to catch the ball after it bounced very high.

(VA SOL 5.1)

CONSECUTIVE

(Adjective)

One after another without stopping.

John could do 20 consecutive
jumps without stopping.
(VA SOL 5.1)

DANCE

(Verb)

To perform a series of movements that match the rhythm of music.

Zoe loved to dance and put movements together to go with her favorite songs.
(VA SOL 5.1)

DIRECTION

(Noun)

The course along which something moves.

Caleb decided to change direction by stopping, turning, and going back to where he started.

(VA SOL 5.1)

DRIBBLE

(Verb)

To control a ball by giving it a series of short kicks or pushes. Soccer requires foot dribbling. Basketball requires hand dribbling. Floor hockey requires stick dribbling.

Dribble the ball as quickly as you can to beat your partner down the court.

(VA SOL 5.1)

DYNAMIC

(Adjective)

Something that is always
changing or moving.

Dribbling a soccer ball is a dynamic
skill because both you and the ball
are always moving.

(VA SOL 5.1)

EXECUTE

(Verb)

To carry out or put into action.

The offense could execute their play perfectly to score a last-second basket.

(VA SOL 5.1)

FORCE

(Noun)

Strength or power.

Isaac couldn't catch the ball
because William used too much
force when he threw it.

(VA SOL 5.1)

GENERAL SPACE

(Noun)

The area within a boundary where many people must all move safely.

In physical education class, we share general space so that everyone can move safely within the boundaries.

(VA SOL 5.1)

LOCOMOTOR SKILLS

(Noun)

The basic ways to move your body through space.

Galloping and skipping are Evan's favorite locomotor skills.

(VA SOL 5.1)

MANIPULATIVE SKILL

(Noun)

A movement done to or with objects, such as throwing, striking, and catching.

Preston was performing the manipulative skills of dribbling and shooting when he was playing with the basketball.

(VA SOL 5.1)

MATURE

(Adjective)

Fully developed.

Luke performed a perfect serve
with mature form.

(VA SOL 5.1)

NON-LOCOMOTOR SKILLS

(Noun)

Movements that occur in body parts or the whole body, but do not cause the body to travel to another space.

To demonstrate a non-locomotor skill,
Caitlin clapped to the rhythm of the music.

(VA SOL 5.1)

PERSONAL SPACE

(Noun)

The space around students, free of objects and people, no matter which direction they move.

Sarah stayed in her personal space with her balloon to practice her striking skills safely.

(VA SOL 5.1)

RHYTHM

(Noun)

A regular pattern of sound or movement.

It is fun to march to the rhythm of the music.
(VA SOL 5.1)

ROLL

(Verb)

To move (or cause to move) across a surface by turning over and over.

Liz rolled across the mat with her arms tucked into her sides.

(VA SOL 5.1)

SPACE

(Noun)

The area within a boundary.

The students were trying to move to open space in the Frisbee game.

(VA SOL 5.1)

SPEED

(Noun)

The ability to move the body rapidly from one point to another.

Ralph's running speed was amazing.
Sara was the only student in the entire school
that could keep up with him.

(VA SOL 5.1)

STATIONARY

(Adjective)

Not moving.

When learning how to kick a soccer ball, most people start by kicking a stationary ball.

(VA SOL 5.1)

STRIKE

(Verb)

To hit with force.

Ben held the bat in both hands
to strike the ball off the tee.

(VA SOL 5.1)

TARGET

(Noun)

An object or place you aim at.

Brianna looked at her target
before throwing the ball.

(VA SOL 5.1)

THROWING

(Verb)

To send an object through the air by moving the arm and hand.

Nicole often practiced throwing because she played softball.

(VA SOL 5.1)

VOLLEY

(Verb)

To hit a ball or object up into the air many times without stopping

Wendy volleyed the balloon up into the air three times.

(VA SOL 5.1)

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Anatomical Basis of Movement



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BODY SYSTEMS

(Noun)

A group of body organs that together perform vital functions.

Examples are cardiorespiratory, vascular, muscular, and skeletal.

Zack was learning about major body systems and became particularly fascinated by the skeletal system.

(VA SOL 5.2)

CARDIORESPIRATORY FITNESS

(Noun)

The ability of the circulatory and respiratory system to supply oxygen to the body in order to engage in high levels of physical activity.

Hope increased her cardiorespiratory fitness by incorporating running three times a week in her fitness plan.

(VA SOL 5.2)

FORCE

(Noun)

Strength or power.

Isaac couldn't catch the ball
because William used too much
force when he threw it.

(VA SOL 5.2)

MUSCLE

(Noun)

Body tissue that can change its size to move body parts.

Building muscle in our bodies helps us to do everyday things like lifting heavy objects.
(VA SOL 5.2)

MUSCULAR STRENGTH

(Noun)

To be physically strong.

The students did exercises and jumping activities to build up the muscular strength in their legs.

(VA SOL 5.2)

SKELETAL SYSTEM

(Adjective)

The framework of the body, consisting of bones and cartilage, which protects and supports the body's internal organs.

The sternum, vertebrae, patella, and phalanges are all parts of the skeletal system.

(VA SOL 5.2)

STRIKE

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Fitness Planning



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BASELINE DATA

(Noun)

Results from a pre-assessment that show the starting point of a person's physical activity and health.

The students collected baseline data so they could create realistic fitness goals and know when they improved.

(VA SOL 5.3)

BODY MASS INDEX (BMI)

(Noun)

Weight-to-height ratio; calculated by dividing body weight in kilograms by the square of body height in meters; used to determine healthy body mass.

Calculating body mass index (BMI) is a good way to evaluate personal fitness.

(VA SOL 5.3)

CARDIORESPIRATORY FITNESS

(Noun)

The ability of the circulatory and respiratory system to supply oxygen to the body in order to engage in high levels of physical activity.

Hope increased her cardiorespiratory fitness by incorporating running three times a week in her fitness plan.

(VA SOL 5.3)

FITNESS

(Noun)

The physical condition of one's muscles and heart.

Jumping rope is a good way to improve your fitness because it increases your heart rate and makes your muscles stronger.

(VA SOL 5.3)

FITT PRINCIPLE

(Noun)

Includes the four factors of frequency, intensity, time, and type of exercise that lead to a successful fitness plan.

The FITT principle is important to remember when setting fitness goals.

(VA SOL 5.3)

FREQUENCY (FITT)

(Noun)

Part of the FITT principle that determines how often someone participates in a fitness activity.

When Jimmie was creating his fitness plan, he had to plan for the frequency of his exercises.

(VA SOL 5.3)

HEALTH-RELATED CRITERION REFERENCED TEST

(Noun)

A test with predetermined criteria that must be met for students to pass according to expectations regarding their physical health.

Mr. Spoon conducted a health-related criterion-referenced test and compared his students' scores to the those in the rest of the state.

(VA SOL 5.3)

HEART RATE

(Noun)

The speed at which the heart is beating, measured in beats per minute.

Nancy checks her heart rate before and after exercise and knows that when she moves faster, her heart rate increases.

(VA SOL 5.3)

INTENSITY (FITT)

(Noun)

Part of the FITT principle that determines how hard one is working the heart and muscles during exercise.

Billy had to think about the intensity of the exercises he was going to perform to reach his fitness goals.

(VA SOL 5.3)

PEDOMETER

(Noun)

A device that counts the number of steps that one has taken.

Eric wore his pedometer all day and accumulated over 15,000 steps.

(VA SOL 5.3)

RESTING HEART RATE

(Noun)

The number of times your heart beats per minute while your body is at complete rest.

Mark calculated his resting heart rate while sitting down at his desk.

(VA SOL 5.3)

SMART GOALS

(Noun)

SMART goals are specific, measurable, attainable, realistic and timely.

Connor made a SMART goal to improve his muscular strength.

(VA SOL 5.3)

TIME (FITT)

(Noun)

Part of the FITT principle that specifies how long the exercise will last.

Alexis calculated out the time she wanted to perform each exercise on her goal sheet.

(VA SOL 5.3)

TYPE (FITT)

(Noun)

Part of the FITT principle that specifies what kind of exercise one is doing.

Gil had to choose the type of exercise he was going to do for his fitness plan.

(VA SOL 5.3)

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Social Development



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DEMONSTRATE

(Verb)

To show or perform an action
for others to see.

Phillip demonstrated an accurate throw and
catch while the class watched.

(VA SOL 5.4)

ETIQUETTE

(Noun)

Rules for good behavior and manners.

John followed class etiquette in physical education by taking turns with equipment and listening respectfully to the ideas of others.

(VA SOL 5.4)

IMPLEMENT

(Verb)

To put a decision or plan into effect.

Mrs. Jackson wanted to see the students
implement all of the class rules.

(VA SOL 5.4)

INCLUSION

(Noun)

Including or being included within a group.

Callie's physical education teacher advocated for inclusion in all her classes by encouraging students to make sure no one was ever left out.

(VA SOL 5.4)

PHYSICAL ACTIVITY

(Noun)

Any physical movement that
uses the body's energy.

Taking a walk with my family is a great
physical activity and helps us stay healthy.
(VA SOL 5.4)

RESPECTFUL

(Adjective)

To be polite and thoughtful.

I show respectful behavior to my teacher by listening and following directions.

(VA SOL 5.4)

SAFETY

(Noun)

The condition of being protected from danger.

During physical education class, Rahim follows all safety rules to protect himself and his classmates from injury.

(VA SOL 5.4)

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Energy Balance



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MACRONUTRIENTS

(Noun)

Nutrients required in large amounts for proper body functioning, including protein, fat, and carbohydrates.

Lucas identified fats, proteins, and carbohydrates as the macronutrients used in the human body.

(VA SOL 5.5)

MINERALS

(Noun)

A substance in the earth that is not plants or animals.

Mr. Rossi taught his class the importance of getting an appropriate amount of the mineral salt in your diet.

(VA SOL 5.5)

PORTION SIZE

(Noun)

The amount of food a person decides to eat at one time.

Kim wanted to gain weight, so she ate larger portion sizes of healthy foods.
(VA SOL 5.5)

RECOMMENDATIONS

(Noun)

A suggestion or proposal.

Nick asked his PE teacher for food recommendations so that she could eat more healthily.

(VA SOL 5.5)

RECOMMENDED DIETARY ALLOWANCE (RDA)

(Noun)

The suggested daily levels of
essential nutrient intake.

Maurice uses the Recommended
Dietary Allowance of various
nutrients to plan out his meals.

(VA SOL 5.5)

VITAMINS

(Noun)

Substances that are essential for normal growth and nutrition.

Orange juice contains vitamin C.
(VA SOL 5.5)