

Grades 4, 5

Adopted 2014

Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity.

A. Demonstrate physical competency in a variety of motor skills and movement patterns.

- 2a. Demonstrate control when performing combinations and sequences in locomotor, non-locomotor, and manipulative motor patterns. [19.A.2A](#)
- 2b. Participate daily in moderate to vigorous physical activity while performing multiple basic movement patterns with additional combination movement patterns. [19.A.2B](#)

B. Analyze various movement concepts and applications.

- 2a. Identify the principles of movement (e.g., absorption and application of force, equilibrium). [19.B.2A](#)
- 2b. Develop a basic understanding of multiple basic movement patterns with additional combination movement patterns. [19.B.2B](#)

C. Demonstrate knowledge of rules, safety and strategies during physical activity.

- 2a. Identify and apply rules and safety procedures in physical activities. [19.C.2A](#)
- 2b. Identify offensive, defensive, and cooperative strategies in selected activities and games. [19.C.2B](#)

Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

A. Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities.

- 2a. Describe the benefits of maintaining a health-enhancing level of fitness. [20.A.2A](#)
- 2b. Regularly participate in physical activity for the purpose of sustaining or improving individual levels of health-related and skill-related fitness. [20.A.2B](#)

B. Assess individual fitness levels.

- 2a. Monitor individual heart rate before, during, and after physical activity, with and without the use of technology. [20.B.2A](#)
- 2b. Match recognized assessments of health-related fitness (e.g., FitnessGram) to corresponding components of fitness. [20.B.2B](#)

C. Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan.

- 2a. Set a personal health-related fitness goal. [20.C.2A](#)
 - 2b. Demonstrate the relationship between movement and health-related and skill-related fitness components (e.g., running/cardiorespiratory, tug-of-war/strength). [20.C.2B](#)
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Develop skills necessary to become a successful member of a team by working with others during physical activity.

A. Demonstrate personal responsibility during group physical activities.

- 2a. Accept responsibility for one's own actions in group physical activities. [21.A.2A](#)
 - 2b. Use identified procedures and safe practices without reminders during group physical activities. [21.A.2B](#)
 - 2c. Work independently on task until completed. [21.A.2C](#)
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B. Demonstrate cooperative skills during structured group physical activity.

- 2a. Work cooperatively with a partner or small group to reach a shared goal during physical activity. [21.B.2A](#)
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Understand principles of health promotion and the prevention and treatment of illness and injury.

A. Explain the basic principles of health promotion, illness prevention and safety including how to access valid information, products, and services.

- 2a. Describe benefits of early detection and treatment of illness. [22.A.2A](#)
 - 2b. Demonstrate strategies for the prevention and reduction of communicable and non-communicable disease (e.g., practicing cleanliness, making healthy food choices, understanding the importance of immunizations, and regular health screenings). [22.A.2B](#)
 - 2c. Describe and compare health and safety methods that reduce the risks associated with dangerous situations (e.g., wearing seat belts and helmets, using sunscreen). [22.A.2C](#)
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B. Describe and explain the factors that influence health among individuals, groups, and communities.

- 2a. Describe how individuals and groups influence the health of individuals (e.g., peer pressure, media and advertising). [22.B.2A](#)
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C. Explain how the environment can affect health.

- 2a. Explain interrelationships between the environment and individual health (e.g., pollution and respiratory problems, sun and skin cancer). [22.C.2A](#)
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D. Describe how to advocate for the health of individuals, families and communities.

- 2a. Express opinions about health issues and communicate individual health needs. [22.D.2A](#)
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Understand human body systems and factors that influence growth and development.

A. Describe and explain the structure and functions of the human body systems and how they interrelate.

2a. Identify basic body systems and their functions (e.g., circulatory, respiratory, nervous). 23.A.2A

B. Explain the effects of health-related actions on the body systems.

2a. Differentiate between positive and negative effects of health-related actions on body systems (e.g., drug use, exercise, diet). 23.B.2A

C. Describe factors that affect growth and development.

2a. Identify physical, mental, social and cultural factors affecting growth and development of children (e.g., nutrition, self-esteem, family, and illness). 23.C.2A

2b. Identify stages in growth and development (e.g., stages in the life cycle from infancy to old age). 23.C.2B

D. Describe and explain the structures and functions of the brain and how they are impacted by different types of physical activity and levels of fitness.

2a. Locate, identify and describe functions of the basic parts of the brain. 23.D.2A

Promote and enhance health and well-being through the use of effective communication and decision-making skills.

A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.

2a. Identify causes and consequences of conflict among youth. 24.A.2A

2b. Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language). 24.A.2B

B. Apply decision-making skills related to the protection and promotion of individual, family, and community health.

2a. Describe key elements of a decision-making process. 24.B.2A

C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.

2a. Describe situations where refusal skills are necessary (e.g., cyberbullying, pressure to smoke, use alcohol, and other drugs; join gangs; physical abuse; and exploitation). 24.C.2A