

EARLY/LATE ELEMENTARY**PHYSICAL DEVELOPMENT AND HEALTH**

Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.

Learning Standard A	Learning Standard C
Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.	Demonstrate knowledge of rules, safety and strategies during physical activity.
A.1. Demonstrate control when performing fundamental locomotor, non-locomotor and manipulative skills	C.1. Demonstrate safe movement in physical activities.
<ul style="list-style-type: none"> • Movement Skills Test (performance based) <ul style="list-style-type: none"> *51 pts = E 34 pts = M 0-33pts = D 	<ul style="list-style-type: none"> • Tumbling Test (written) <ul style="list-style-type: none"> 4 = E 3 = M 0-2 = D
A.2. Demonstrate control when performing combinations and sequences in locomotor, non-locomotor and manipulative motor patterns.	C.2a. Identify and apply rules and safety procedure in physical activities.
<ul style="list-style-type: none"> • Movement Skills Test (performance based) <ul style="list-style-type: none"> 55 = E 35 = M 0-34 = D 	<ul style="list-style-type: none"> • Tumbling Test (written) <ul style="list-style-type: none"> 5 = E 4 = M 0-3 = D
	C.2b. Identify offensive, defensive and cooperative strategies in selected activities and games. <ul style="list-style-type: none"> • Soccer Test (written) <ul style="list-style-type: none"> 4 = E 3 = M 0-2 = D

(*E=Exceeding Requirements, M=Meeting Requirements, D=Developing Skills toward the Requirements)

Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

Learning Standard A	Learning Standard B	Learning Standard C
Know and apply the principles and components of health-related fitness.	Assess individual fitness levels.	Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan.
A.1a. Identify characteristics of health-related fitness.	B.1. Describe immediate effects of physical activity on the body.	<ul style="list-style-type: none"> Set a personal health-related fitness goal. (written) 9 = E 6-8 = M 0-5 = D
<ul style="list-style-type: none"> Physical Fitness Test (performance based) 5pts. = E 3pts. = M 0-2pts. = D Physical Fitness Test (written) 7pts. = E 4-6pts. = M 0-4pts. = D 	<ul style="list-style-type: none"> Exercising the Heart Test (written) 16 = E 11-15 = M 1=10 = D 	
A.2. Describe the benefits of maintaining a health-enhancing level of fitness.	B.2a. Monitor individual heart rate before, during, and after physical activity.	
<ul style="list-style-type: none"> Life-Time Activities (written) 17 = E 11-16 = M 0 - 10 = D 	<ul style="list-style-type: none"> Target Heart Rate Activity (written) This is an ongoing activity that will continue throughout the school year. No test will be given. 	
	B.2b. Match recognized assessments of health-related fitness to corresponding components of fitness. <ul style="list-style-type: none"> Physical Fitness Skill Test (performance) 6 = E 3-5 = M 0-2 = D Physical Fitness Written Test (written) 7 = E 5-6 = M 0-4 = D 	

Goal 21: Develop team-building skills by working with others through physical activity.

Learning Standard A
Demonstrate individual responsibility during group physical activities.
A.1. Follow directions and class procedures while participating in physical activities.
<ul style="list-style-type: none"> • Dance Test <li style="padding-left: 20px;">4pts. = E <li style="padding-left: 20px;">3pts. = M <li style="padding-left: 20px;">2pts. = D
A.2. Accept responsibility for their own actions in group physical activities.
<ul style="list-style-type: none"> • Dance Skills Test (performance based) <li style="padding-left: 20px;">3 = E <li style="padding-left: 20px;">2 = M <li style="padding-left: 20px;">1 = D

Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury.

Learning Standard A	Learning Standard B	Learning Standard C
Explain the basic principles of health promotion, illness prevention and safety.	Describe and explain the factors that influence health among individuals, groups, and communities.	Explain how the environment can affect health.
A.1. Identify general signs and symptoms of illness (fever, rash, coughs)	B.1. Encourage and support others in making health choices (eating practices, cleanliness, etc.)	C.1. Identify sources and causes of environmental health risks (air, soil, sun, water, noise, food, chemicals)
A.1b. Identify methods of health promotion and illness prevention (immunizations, handwashing, toothbrushing, cleanliness)	B.2. Describe how individuals and groups influence the health of individuals (peer pressure, media, and advertising)	C.2. Explain interrelationships between the environment and individual health (pollution and respiratory problems, sun and skin cancer)
A.1c. Identify dangerous situations and safety methods to reduce risks (traffic, improper use of medicines and poisons, strangers)		
A.2a. Describe benefits of early detection and treatment of illness.		
A.2b. Demonstrate strategies for the prevention and reduction of communicable and non-communicable diseases		
A.2c. Describe and compare health and safety measures that reduce risks associated with dangerous situations (seat belts, using sunscreen, etc.)		

Goal 23: Understand human body systems and factors that influence growth and development.

Learning Standard A
A.1. Identify basic part of body systems and their functions.
<ul style="list-style-type: none"> Muscle Tests (written) 2nd Grade: 5 = E 3-4 = M 0-2 = D
A.2. Identify basic body systems and their functions.
<ul style="list-style-type: none"> Muscle Test (written) 5th Grade: 17 = E 11-16 = M 0-10 = D

Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

Learning Standard A	Learning Standard B	Learning Standard C
Demonstrate procedures for communication in positive ways, resolving differences, and preventing conflict.	Apply decision-making skills related to the protection and promotion of individual health.	Demonstrate skills essential to enhancing health and avoiding dangerous situations.
A.1. Differentiate between positive and negative behaviors (e.g. waiting your turn, honesty, pushing in line, etc.)	B.1. Recognize how choices can affect health (e.g. not brushing, smoking, etc.)	C.1. Demonstrate basic refusal skills (e.g. "Just Say No")
A.1b. Identify positive verbal and nonverbal communication skills.	B.2. Describe key elements of a decision-making process.	C.2. Describe situations where refusal skills are necessary (e.g. pressure to smoke, use alcohol or drugs, join gangs, physical abuse, etc.)
A.2a. Identify causes and consequences of conflict among youth.		
A.2b. Demonstrate positive verbal and nonverbal communication skills.		
<ul style="list-style-type: none"> Skills are worked on a daily basis throughout the school year. This is assessed in the Effort Grades that are given on each quarterly report card. This is graded on a SATISFACTORY/NOT-SATISFACTORY rating. 		