

# 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](#)

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**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](#)

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**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](#)

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**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](#)

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**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](#)

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**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

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**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

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**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

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**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

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**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

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**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

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**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