

**PHYSICAL EDUCATION/HEALTH CURRICULUM
OLYMPIA COMMUNITY UNIT SCHOOL DISTRICT #16
EARLY ELEMENTARY K-3**

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

Learning Standard 19.A: Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.

Benchmarks	Kindergarten	First Grade	Second Grade	Third Grade
19.A.1 Demonstrate control when performing fundamental locomotor, non-locomotor and manipulative skills.	<ol style="list-style-type: none"> 1. No Physical Education courses currently offered in Kindergarten 	<ol style="list-style-type: none"> 1. Develop responsibility for safe movement practices. 2. Respond to cues that enhance the development of basic locomotor, non-locomotor, and manipulative skills. 3. Demonstrate locomotor, non-locomotor, and manipulative skills. 4. Understand the differences between personal space and general space. 	<ol style="list-style-type: none"> 1. Recognize the safety factors associated with participating in physical activities. 2. Discuss cues that enhance the development of selected manipulative skills. 3. Demonstrate basic locomotor, non-locomotor, and manipulative skills using developmentally appropriate form. 4. Demonstrate an awareness of others while moving in general and/or personal space. 	<ol style="list-style-type: none"> 1. Apply safe moving practices with some teacher prompts. 2. Demonstrate a proper form while executing all locomotor and non-locomotor movements. 3. Use correct form executing selected manipulative skills. Demonstrate control in general and self space

Learning Standard 19.B: Analyze various movement concepts and applications.

<p>19.B.1 Understand spatial awareness and relationships to objects and people.</p>	<p>1. No Physical Education courses currently offered in Kindergarten</p>	<p>1. Respond to teacher prompts that enhance the development of weight bearing and balance activities on a variety of body parts. 2. Demonstrate spatial awareness (behind, ahead of, next to, near to, over, under, on, through, beside).</p>	<p>1. Identify personal space. 2. Demonstrate a combination of two simple weight bearing and/or balance movements or activities. 3. Distinguish between moving behind, ahead of, next to, near to, over, under, on, through, beside. 4. Participate in dodging/ fleeing activities in slower speeds without running into others or objects.</p>	<p>1. Move accurately in various directions (behind, ahead of, next to, near to, over, under, on, through, beside). 2. Participate successfully in obstacle course activities. 3. Participate successfully in dodging/fleeing activities without running into others or objects. 4. Participate, with teacher prompts, in physical activities without interfering with others or objects. 5. Identify simple cues involved in weight transfer and balance movements. 6. Demonstrate the manipulation of objects to change direction and/or distance.</p>
--	---	---	---	--

Learning Standard 19.C: Demonstrate knowledge of rules, safety and strategies during physical activity.

<p>19.C.1 Demonstrate safe movement in physical activities.</p>	<p>1. No Physical Education courses currently offered in Kindergarten</p>	<ol style="list-style-type: none"> 1. Recite the safety rules for daily activities. 2. Participate safely in the day's physical activity. 3. Repeat safe practices and/or behaviors for the day's physical activity. 4. Demonstrate safe movement in general and personal space. 5. List possible injuries that can occur when not following safety rules. 	<ol style="list-style-type: none"> 1. Apply class rules, procedures, and safety practices. 2. Choose between safe and unsafe practices/behaviors. 3. Identify safety procedures when participating in a group physical activity. 4. Move with an awareness of others in general space. 	<ol style="list-style-type: none"> 1. Follow class rules, procedures, and safety practices. 2. Demonstrate understanding of personal and group safety. 3. Participate safely in group physical activity. 4. Identify necessary precautions to avoid injury. 5. Define offense and defense in activities, games, or sports.
--	---	---	--	---

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

Learning Standard 20.A: Know and apply the principles and components of health-related fitness.

Learning Standards	Kindergarten	First Grade	Second Grade	Third Grade
<p>20.A.1a Identify characteristics of health-related fitness (e.g., flexibility, muscular strength).</p>	<p>1. No Physical Education courses currently offered in Kindergarten</p>	<p>1. Identify activities that will change your heart rate</p>	<p>1. Identify safe and unsafe exercise practices. . 2. Identify activities that help improve health-related fitness. 3. Identify activities that will change your heart rate. 4. Discuss changes that take place in the body after physical activity.</p>	<p>1. Match a variety of physical activities to their fitness component. 2. Identify what activities will improve health-related fitness. 3. Discuss the benefits of physical activity. 4. Discuss changes that take place in the body before, during, and after physical activity. 5. Differentiate between risks and benefits of health-related fitness activities. 6. Discuss the importance of warm-up and cool down.</p>
<p>20.A.1b Engage in sustained physical activity that causes increased heart rate, muscle strength and range of movement.</p>	<p>1. No Physical Education courses currently offered in Kindergarten</p>	<p>1. Participate in health-related fitness activities.</p>	<p>1. Participate in health-related fitness activities</p>	<p>1. Participate in health-related fitness activities</p>

Learning Standard 20.B: Assess individual fitness levels.

<p>20.B.1 Describe immediate effects of physical activity on the body (e.g., faster heartbeat, increased pulse rate, increased breathing rate).</p>	<p>1. No Physical Education courses currently offered in Kindergarten</p>	<p>1. Describe what happens to the body when one exercises</p> <p>2. Recognize that physical activity will increase the heart rate.</p> <p>3. Engage in physical activities that will cause increased heart rate.</p>	<p>1. Recall the immediate effects of exercise on the body</p> <p>2. Participate in health related fitness activity.</p> <p>3. Identify personal preferences related to physical activity.</p>	<p>1. Monitor the physiological changes occurring during moderate physical activity.</p> <p>2. Explain the immediate effects of exercise on the body.</p> <p>3. Explain effects of physical activity on the body when changing the level of intensity.</p>
--	---	---	--	--

Learning Standard 20.C: Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan.

<p>20.C.1 Identify a realistic health-related goal.</p>	<p>1. No Physical Education courses currently offered in Kindergarten</p>	<p>1. Discuss realistic health-related fitness goals.</p>	<p>1. Participate in teacher directed activities that can develop health-related fitness goals.</p> <p>2. Discuss behavioral choices that impact wellness levels</p>	<p>1. Identify positive and negative behavioral choices and their impact on wellness levels.</p>
--	---	---	--	--

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

Learning Standard 21.A: Demonstrate individual responsibility during group physical activities.

Learning Standards	Kindergarten	First Grade	Second Grade	Third Grade
21.A.1a Follow directions and class procedures while participating in physical activities.	1. No Physical Education courses currently offered in Kindergarten	2. Listen to class procedures for the day's physical activity. 3. Remember the safety procedures that should be followed for the day's physical activity. 4. Repeat safe practices and/or behaviors for the day's physical activity.	1. Recall the class procedures followed for participation in physical activity. 2. Repeat the safety procedures followed when participating in physical activity. 3. Follow directions when participating in physical activity.	1. List the class procedures followed for participating in physical activity. 2. Identify the safety procedures followed when participating in physical activity in class. 3. Follow rules and directions when participating in group physical activity.
21.A.1b Use identified procedures and safe practices with little or no reinforcement during group physical activities.	1. No Physical Education courses currently offered in Kindergarten	1. Participate safely in the day's physical activity.	1. Participate safely in physical activity. 2. Choose between safe and unsafe practices and/or behavior.	1. Complete a task in a given amount of time when participating in a group physical activity. 2. Identify individual behaviors that need to be changed in order to work successfully in a group. 3. Give examples of ways to settle disagreements.

<p>21.A.1c Work independently on tasks for short periods of time.</p>	<p>1. No Physical Education courses currently offered in Kindergarten</p>	<p>1. Demonstrate the ability to work independently during the day's physical activity.</p> <p>2. Complete part(s) of a task when participating in the day's physical activity.</p>	<p>1. Perform independently when participating in a physical activity.</p> <p>2. Complete a task when participating in physical activity</p>	<p>1. Participate safely in group physical activity.</p> <p>2. Perform individual roles when participating in group physical activity.</p>
--	---	---	--	--

Learning Standard 21.B: Demonstrate cooperative skills during structured group physical activity.

<p>21.B.1 Work cooperatively with another to accomplish an assigned task.</p>	<p>1. No Physical Education courses currently offered in Kindergarten</p>	<p>1. Listen to safe practices and/or behaviors for the day's structured physical activity.</p> <p>2. Demonstrate the ability to work cooperatively with a partner for a structured physical activity.</p> <p>3. Complete part(s) of a task when working with a partner or group.</p>	<p>1. Repeat safety practices and/or behaviors when working with a partner during physical activity.</p> <p>2. Demonstrate the ability to work cooperatively with a partner or small group during physical activity.</p> <p>3. Complete a task when working with a partner or group with some teacher intervention during physical activity</p>	<p>1. Identify safety procedures followed when participating in structured group physical activity.</p> <p>2. Perform cooperatively with a partner when participating in a structured group physical activity.</p> <p>3. Complete a task with a partner or group in a given amount of time during group physical activity.</p> <p>4. Recognize the need for individual and shared goals during group physical activity</p>
--	---	---	---	--

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

Learning Standard 22.A: Explain the basic principles of health promotion, illness prevention and safety.

Learning Standards	Kindergarten	First Grade	Second Grade	Third Grade
22.A.1a Identify general signs and symptoms of illness (e.g., fever, rashes, coughs, congestion).	1. No Physical Education courses currently offered in Kindergarten	1. Recall the feelings one had when sick. 2. Recognize the importance of covering one's mouth and nose when sneezing or coughing.	1. Recognize the signs and symptoms of sickness (e.g., headache, stomachache, fever).	1. Describe ways that viruses are transmitted.
22.A.1b Identify methods of health promotion and illness prevention (e.g., obtaining immunizations, hand washing, brushing and flossing teeth, eating practices, sleep, cleanliness).	1. No Physical Education courses currently offered in Kindergarten	1. Demonstrate how to avoid infecting others with germs. 2. Recognize the necessity of washing hands to prevent the transmission of germs. 3. Talk about the importance of taking medicines in the presence of a responsible adult 4. Discuss the proper amount of sleep necessary to maintain good health. 5. Demonstrate how to dress properly in varying types of weather.	1. Simulate proper hand washing techniques. 2. Understand the need to brush teeth to remove bacteria. 3. Recognize the importance of proper facial tissue disposal as a way to control disease. 4. Demonstrate proper facial tissue disposal.	1. Explain how good hygiene can prevent illness

<p>22.A.1c Identify dangerous situations and safety methods to reduce risks (e.g., traffic, improper use of medicine and poisons, strangers).</p>	<p>1. No Physical Education courses currently offered in Kindergarten</p>	<p>1. Show knowledge of safety rules that are in effect on the playground. 2. Discuss the rules that are in effect on school buses 3. Practice procedures to follow during tornado and fire drills.</p>	<p>1. Demonstrate the use of proper equipment when bicycling, skateboarding, and rollerblading. 2. Demonstrate proper procedures and techniques used during tornado and fire drills</p>	<p>1. List ways that people can prevent accidents. 2. Show proper safety procedures on buses and on playgrounds. 3. Follow playground safety rules</p>
--	---	---	--	--

Learning Standard 22.B: Describe and explain the factors that influence health among individuals, groups and communities.

<p>22.B.1 Encourage and support others in making positive health choices (e.g., eating practices, cleanliness, safety practices).</p>	<p>1. No Physical Education courses currently offered in Kindergarten</p>	<ol style="list-style-type: none"> 1. Relate to others hygiene habits that improve or maintain health. 2. List personal hygiene behaviors/choices that will increase health and safety. 3. Recognize skills necessary to ensure safety and cleanliness. 4. Know the differences between behaviors that will and will not promote the spread of infectious diseases. 5. Identify people and services within the school responsible for health-related issues. 6. Demonstrate how to prevent the spread of infectious diseases. 	<ol style="list-style-type: none"> 1. List hygiene habits that are used daily to maintain or improve health. 2. Use personal hygiene behaviors/choices that will improve health and safety. 3. Demonstrate skills and behaviors used to prevent the spread of infectious diseases. 4. Encourage others to use skills and make choices that will help prevent the spread of infectious diseases. 	<ol style="list-style-type: none"> 1. Demonstrate knowledge of safety rules within the school. 2. Recognize when to use health-related services within the school. 3. Discuss ways that the media influences health-related behavior, as pertaining to body image and nutrition.
--	---	---	---	---

Learning Standard 22.C: Explain how the environment can affect health.

<p>22.C.1 Identify sources and causes of environmental health risks (e.g., air, soil, sun, water, noise, food, chemicals).</p>	<p>1. No Physical Education courses currently offered in Kindergarten</p>	<p>1. Name something in the air that can affect personal health</p>	<p>1. Describe how the sun can burn the skin.</p>	<p>1. Explain how prolonged exposure to the sun can pose a health risk.</p> <p>2. Describe how elements of the environment affect personal health.</p>
---	---	---	---	--

STATE GOAL 23. Understand human body systems and factors that influence growth and development.

Learning Standard 23.A: Describe and explain the structure and functions of the human body systems and how they interrelate.

Learning Standards	Kindergarten	First Grade	Second Grade	Third Grade
<p>23.A.1 Identify basic parts of body systems and their functions (e.g., heart, lungs, eyes).</p>	<p>1. No Physical Education courses currently offered in Kindergarten</p>	<p>1. Identify basic body parts (head, legs, arms, chest, feet, hands, eyes, ears, nose).</p> <p>2. Position the eyes, ears, and nose correctly on a human being.</p>	<p>1. Identify the ankles, knees, hips, fingers, elbows, shoulders, neck, and toes.</p> <p>2. Arrange body parts to form the outline of a human being (head, arms, chest, legs, hands, feet).</p> <p>3. Explain the function of the eyes, ears, and nose.</p> <p>4. Demonstrate how ankles, knees, hips, shoulders, elbows, and neck function.</p>	<p>1. Build/construct a human body, consisting of the following parts: head, neck, shoulders, elbows, arms hands, fingers, chest, legs, hips, ankles, feet, and toes.</p> <p>2. Explain the function of the ankles, knees, hips, shoulders, elbows, and neck.</p> <p>3. Understand the basic function of a muscle.</p>

Learning Standard 23.B: Explain the effects of health-related actions on the body systems.

<p>23.B.1 Identify healthy actions that influence the functions of the body (e.g., cleanliness, proper diet, exercise).</p>	<p>1. No Physical Education courses currently offered in Kindergarten</p>	<ol style="list-style-type: none"> 1. Recognize why it is important to brush your teeth. 2. Recognize the importance of eating breakfast. 3. Identify healthy snacks. 4. Name healthy behaviors that relate to personal hygiene, nutrition, and exercise. 5. Discuss choices that have a positive influence on health, as pertains to nutrition and fitness. 6. Discuss choices that have a negative influence on health, as pertains to nutrition and fitness. 	<ol style="list-style-type: none"> 1. Observe and discuss the consequences of behavior choices. 2. Explain the importance of eating a variety of foods. 3. Recognize the relationship between exercise and muscular development. 4. Recognize the importance of calcium to bones. 5. Discuss choices that have a positive influence on health, as pertains to nutrition and fitness. 6. List choices that have a negative influence on health, as pertains to nutrition and fitness. 	<ol style="list-style-type: none"> 1. Distinguish between 'good' food and 'junk' food. 2. Discuss ways to build physical activity into daily routines. 3. Discuss choices that have a positive influence on health, as pertains to nutrition and fitness. 4. Discuss choices that have a negative influence on health, as pertains to nutrition and fitness.
--	---	---	--	--

Learning Standard 23.C: Describe factors that affect growth and development.

<p>23.C.1 Identify individual differences in growth and development among people.</p>	<ol style="list-style-type: none"> 1. No Physical Education courses currently offered in Kindergarten 	<ol style="list-style-type: none"> 1. Discuss the value of practicing good health habits (sleep, nutrition, relationships). 2. Describe/discuss healthy activities. 3. Describe how families share time together. 4. Give examples of what makes a friend a friend. 5. Explain the importance of being physically active. 6. Recognize that food (nutrients) is needed for growth and development. 7. Recognize basic emotions/ feelings such as mad, sad, happy, frustrated, afraid. 	<ol style="list-style-type: none"> 1. Identify ways to help others feel good about themselves. 2. Discuss how one's behavior has consequences. 3. Discuss the importance of belonging to a group and what it feels like to be included or excluded. 4. Identify sources of sugar in one's diet. 5. Identify ways that people express feelings. 	<ol style="list-style-type: none"> 1. Recognize and accept individual differences. 2. Explain how eating and activity affect growth and development. 3. Describe how emotions affect choices, behaviors, and functions of the body. 4. Realize that learning to get along with others is a process unique to every person. 5. Describe the effects healthy and unhealthy lifestyle choices have on growth and development.
--	--	--	---	---

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

Learning Standard 24.A: Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.

Learning Standards	Kindergarten	First Grade	Second Grade	Third Grade
24.A.1a Differentiate between positive and negative behaviors (e.g., waiting your turn vs. pushing in line, honesty vs. lying).	1. No Physical Education courses currently offered in Kindergarten	<ol style="list-style-type: none"> 1. Recall safety rules at school. 2. Recognize basic emotions. 3. Name the components of good listening skills. 4. Identify good manners. 5. Discuss good and bad behaviors. 	<ol style="list-style-type: none"> 1. Identify situations or behaviors that illicit different types of emotional responses. 2. Explain how using good listening skills can help avoid conflict. 3. Practice good communication techniques. 4. Demonstrate good manners. 5. Explain how choices affect personal behavior. 6. Tell how to make good choices. 	<ol style="list-style-type: none"> 1. Describe how emotions affect choices and behavior. 2. Demonstrate the ability to make good choices. 3. Identify causes of conflict. 4. Discuss rules for communicating in a group situation. 5. Apply good communication skills to avoid conflict. 6. Predict the consequences of behavior choices.
24.A.1b Identify positive verbal and nonverbal communication skills (e.g., body language, manners, listening).	1. No Physical Education courses currently offered in Kindergarten	1. Informally assessed by teacher – addressed as “teachable moment.”	1. Informally assessed by teacher – addressed as “teachable moment.”	1. Informally assessed by teacher – addressed as “teachable moment.”

Learning Standard 24.B: Apply decision-making skills related to the protection and promotion of individual health.

<p>24.B.1 Recognize how choices can affect health (e.g., not brushing/tooth decay, smoking/risk of cancer and heart disease).</p>	<p>1. No Physical Education courses currently offered in Kindergarten</p>	<p>1. Remember to wash hands at appropriate times. 2. List good personal hygiene practices. 3. Locate safety hazards at school that affect health. 4. Give examples of good and poor health choices, as pertains to nutrition and fitness. 5. Discuss consequences for poor health choices, as pertains to nutrition and fitness.</p>	<p>1. Explain how basic cleanliness protects your health. 2. Explain how unsafe choices negatively affect health.</p>	<p>1. Explain how basic cleanliness protects your health. 2. Explain how unsafe choices negatively affect health. 3. Discuss ways to make appropriate choices. 4. Explain consequences for poor health choices, as pertains to nutrition and fitness.</p>
--	---	---	--	--

Learning Standard 24.C: Demonstrate skills essential to enhancing health and avoiding dangerous situations.

<p>24.C.1 Demonstrate basic refusal skills (e.g., “Just Say No”, “Stranger Danger”).</p>	<p>1. No Physical Education courses currently offered in Kindergarten</p>	<p>1. “Just Say No” – as instructed by classroom teacher</p>	<p>1. “Just Say No” – as instructed by classroom teacher</p>	<p>1. “Just Say No” – as instructed by classroom teacher</p>
---	---	--	--	--