

**PHYSICAL EDUCATION/HEALTH CURRICULUM**  
**OLYMPIA COMMUNITY UNIT SCHOOL DISTRICT #16**  
***LATE ELEMENTARY 4-6***

**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.**

<b>Learning Standards</b>	<b>Fourth Grade</b>	<b>Fifth Grade</b>	<b>Sixth Grade</b>
<p><b>19.A.2</b> Demonstrate control when performing combinations and sequences in locomotor, non-locomotor and manipulative motor patterns.</p>	<ol style="list-style-type: none"> <li>1. Apply safe moving practices with some teacher prompts.</li> <li>2. Demonstrate a proper form while executing all locomotor and non-locomotor movements.</li> <li>3. Use correct form executing selected manipulative skills. Demonstrate control in general and self space.</li> </ol>	<ol style="list-style-type: none"> <li>1. Utilize locomotor and/or non-locomotor movements in physical activity.</li> <li>2. Refine control while performing a manipulative skill.</li> <li>3. Refine control while performing a locomotor and/or a non-locomotor sequence.</li> <li>4. Perform two or more locomotor and/or non-locomotor skills in combination/sequence with control.</li> <li>5. Combine basic locomotor and non-locomotor patterns with smooth transitions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Create combinations of locomotor/non-locomotor movement and manipulative skills in selected activities.</li> <li>2. Demonstrate locomotor/non-locomotor skills while manipulating objects.</li> <li>3. Practice combinations of sport related skills using correct form.</li> <li>4. List specific elements of proper form for various sport skills.</li> <li>5. Use vocabulary specific to activities, games, or sport.</li> </ol>

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

<p><b>19.B.2</b> Identify the principles of movement (e.g., absorption and application of force, equilibrium).</p>	<ol style="list-style-type: none"><li>1. Move accurately in various directions (behind, ahead of, next to, near to, over, under, on, through, beside).</li><li>2. Participate successfully in obstacle course activities.</li><li>3. Participate successfully in dodging/fleeing activities without running into others or objects.</li><li>4. Participate, with teacher prompts, in physical activities without interfering with others or objects.</li><li>5. Identify simple cues involved in weight transfer and balance movements.</li><li>6. Demonstrate the manipulation of objects to change direction and/or distance.</li></ol>	<ol style="list-style-type: none"><li>1. Demonstrate locomotor movements using a variety of changes in effort, flow, space, and time.</li><li>2. Demonstrate manipulative skills using a variety of changes in effort, flow, space, time, weight transfer, balance, absorption, and application of force.</li><li>3. Participates in a wide variety of physical activities without interfering with others or with objects.</li><li>4. Identify biomechanical principles of movement related to weight transfer, balance, absorption, and application of force.</li><li>5. Demonstrate movement where balance is established, lost, and gained.</li><li>6. Perform a sequence that combines weight transfer and balance movements.</li><li>7. Identify the components of a variety of locomotor, non-locomotor, and manipulative skills.</li><li>8. Manipulate object(s) with accuracy to change its direction and/or distance.</li></ol>	<ol style="list-style-type: none"><li>1. Develop movement skills that demonstrate mechanically correct form (moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and return to base).</li><li>2. Define additional biomechanical principles (e.g., spin, rebound).</li><li>3. Apply concepts of effort, flow, space, and time into establishment of mechanically correct form (moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and return to base).</li></ol>
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**Learning Standard 19.C: Demonstrate knowledge of rules, safety and strategies during physical activity.**

<p><b>19.C.2a</b> Identify and apply rules and safety procedures in physical activities.</p>	<ol style="list-style-type: none"> <li>1. Follow class rules, procedures, and safety practices.</li> <li>2. Demonstrate understanding of personal and group safety.</li> <li>3. Participate safely in group physical activity.</li> <li>4. Identify necessary precautions to avoid injury.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate safety procedures/rules when participating in group physical activity.</li> <li>2. Apply rules for activity necessary to maintain a safe environment.</li> </ol>	<ol style="list-style-type: none"> <li>1. Adhere to safety procedures during activity.</li> <li>2. Create safety rules for specific activities, games, or sports.</li> <li>3. Discuss the potential consequences of participating in a safe and unsafe environment during activity.</li> <li>4. Demonstrate cooperative strategies during activity.</li> <li>5. Follow rules when participating in a wide variety of activities, games, or sports.</li> <li>6. Define the components of good sportsmanship.</li> </ol>
<p><b>19.C.2b</b> Identify offensive, defensive and cooperative strategies in selected activities and games.</p>	<ol style="list-style-type: none"> <li>1. Define offense and defense in activities, games, or sports</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain offensive, defensive, and cooperative strategies</li> </ol>	<ol style="list-style-type: none"> <li>1. Apply offensive, defensive, and cooperative strategies in selected activities, games, or sports.</li> </ol>

**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	Fourth Grade	Fifth Grade	Sixth Grade
<p><b>20.A.2a</b> Describe the benefits of maintaining a health-enhancing level of fitness.</p>	<ol style="list-style-type: none"> <li>1. Match a variety of physical activities to their fitness component.</li> <li>2. Identify what activities will improve health-related fitness.</li> <li>3. Discuss the benefits of physical activity.</li> <li>4. Differentiate between risks and benefits of health-related fitness activities.</li> <li>5. Discuss the importance of warm-up and cool down.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify activities appropriate for warm-up and cool down.</li> <li>2. Identify the benefits of health-related fitness.</li> <li>3. Identify diseases/disorders associated with poor levels of fitness.</li> <li>4. Define the effects of selected components of health-related fitness on current and future health.</li> <li>5. Use and understand age-appropriate vocabulary related to fitness.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe the effects of physical activity on current and future health.</li> <li>2. Identify activities appropriate for warm-up and cool down.</li> <li>3. Identify the benefits of health-related fitness.</li> </ol>
<p><b>20.A.2b</b> Regularly participate in physical activity for the purpose of sustaining or improving individual levels of health-related fitness.</p>	<ol style="list-style-type: none"> <li>1. Participate in health-related fitness activities</li> </ol>	<ol style="list-style-type: none"> <li>2. Participate in health-enhancing levels of physical activity on a daily basis.</li> <li>3. Participate in a progression of activities that will maintain or improve personal fitness levels.</li> </ol>	<ol style="list-style-type: none"> <li>1. Perform physical activity that will benefit cardiovascular fitness, flexibility, muscular strength, and muscular endurance.</li> <li>2. Participate in health-enhancing levels of physical activity on a daily basis.</li> <li>3. Participate in a progression of activities that will maintain or improve personal fitness levels</li> </ol>

**Learning Standard 20.B: Assess individual fitness levels.**

<p><b>20.B.2a</b> Monitor individual heart rate before, during and after physical activity, with and without the use of technology.</p>	<ol style="list-style-type: none"><li>1. Monitor the physiological changes occurring during moderate physical activity.</li><li>2. Engage in activities that help achieve the target heart rate zone for a specific amount of time.</li><li>3. Explain the immediate effects of exercise on the body.</li><li>4. Explain effects of physical activity on the body when changing the level of intensity.</li></ol>	<ol style="list-style-type: none"><li>1. Record heart rate after engaging in physical activity.</li><li>2. Identify target heart rate, maximum heart rate, resting heart rate.</li><li>3. Recognize the immediate effects of exercise on heart rate.</li><li>4. Monitor heart rate before, during, and after physical activity.</li><li>5. Identify the health-related fitness components in various activities.</li><li>6. Perform at the intensity level needed to improve cardiovascular fitness while exercising your heart (e.g., pulse rate, perceived exertion, heart monitor).</li></ol>	<ol style="list-style-type: none"><li>1. Explain how to figure out target heart rate zone.</li><li>2. Recognize the immediate effects of exercise on heart rate.</li><li>3. Monitor heart rate before, during, and after physical activity.</li></ol>
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**Learning Standard 20.C: Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan.**

<p><b>20.C.2a</b> Set a personal health-related fitness goal.</p>		<p>1. Set a personal goal specific to a component of health-related fitness.</p>	
<p><b>20.C.2b</b> Demonstrate the relationship between movement and health-related fitness components (e.g., running/cardiorespiratory, tug-of-war/strength).</p>		<p>1. Monitor progress in reaching the goal.</p> <p>2. Write a planned list of activities used to accomplish the personal goal.</p> <p>3. Explain how movement can improve health-related fitness components.</p> <p>4. Explain the relationship between various movements and health-related fitness components (e.g., running/ cardiovascular).</p> <p>5. Interpret personal fitness results.</p> <p>6. Explain the relationship between behavioral choices and wellness levels</p>	<p>1. Monitor progress in reaching the goal.</p> <p>2. Write a planned list of activities used to accomplish the personal goal.</p> <p>3. Interpret personal fitness results</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	Fourth Grade	Fifth Grade	Sixth Grade
<p><b>21.A.2a</b> Accept responsibility for their own actions in group physical activities.</p>	<ol style="list-style-type: none"> <li>1. List the class procedures followed for participating in physical activity.</li> <li>2. Identify individual behaviors that need to be changed in order to work successfully in a group.</li> <li>3. Give examples of ways to settle disagreements.</li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss the class procedures to be followed during participation in a group physical activity.</li> <li>2. List the consequences for not following the class procedures/rules.</li> <li>3. Analyze the impact of individual behaviors on group physical activity.</li> <li>4. Examine how to settle disagreements concerning rule discrepancies without teacher intervention during physical activity</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain all the rules of safety and why each rule is important in group physical activity.</li> <li>2. Create rules for physical activities.</li> <li>3. List individual behaviors that can positively and/or negatively affect the success of a group.</li> <li>4. List what the different roles are that students have in group physical activity</li> </ol>
<p><b>21.A.2b</b> Use identified procedures and safe practices without reminders during group physical activities.</p>	<ol style="list-style-type: none"> <li>1. Identify the safety procedures followed when participating in physical activity in class.</li> <li>2. Participate safely in group physical activity.</li> <li>3. Follow rules and directions when participating in group physical activity.</li> <li>4. Complete a task in a given amount of time when participating in a group physical activity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain the safety procedures and rules to be followed during participation in a group physical activity.</li> <li>2. Respect the personal space of others as well as the relationship to objects when moving safely within individual self-space.</li> <li>3. Follow rules and directions when participating in group physical activity</li> <li>4. Follow specific instructions when participating in a</li> </ol>	<ol style="list-style-type: none"> <li>1. Engage in safe physical activity when a leader is officiating (e.g., apply safety procedures and rules).</li> </ol>

		physical activity 5. Discuss the need for officiating during physical activity.	
<b>21.A.2c</b> Work independently on task until completed.	1. Perform individual roles when participating in group physical activity.	2. Demonstrate the ability to remain on task when participating in physical activity	1. Demonstrate the ability to remain on task when participating in physical activity

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

<b>21.B.2</b> Work cooperatively with a partner or small group to reach a shared goal during physical activity.	<ol style="list-style-type: none"> <li>1. Identify safety procedures followed when participating in structured group physical activity.</li> <li>2. Perform cooperatively with a partner when participating in a structured group physical activity.</li> <li>3. Complete a task with a partner or group in a given amount of time during group physical activity.</li> <li>4. Recognize the need for individual and shared goals during group physical activity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain safety procedures that should be followed when working with a partner during structured group physical activity.</li> <li>2. Perform cooperatively in a small group when participating in structured group physical activity.</li> <li>3. Complete a task with a partner or small group in a given amount of time with no teacher intervention.</li> <li>4. Give examples of ways to achieve individual and/or shared goals during group physical activity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify and define characteristics of an effective leader.</li> <li>2. Identify a variety of supportive roles within a cooperative group setting.</li> <li>3. Identify responsible decision-making skills regarding use of time and rules application.</li> <li>4. Respect decisions made by others in activity concerning rules, procedures, and process.</li> <li>5. Work cooperatively with others.</li> <li>6. Recognize individual differences in performance within a group</li> </ol>
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**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.***

<b>Learning Standards</b>	<b>Fourth Grade</b>	<b>Fifth Grade</b>	<b>Sixth Grade</b>
<b>22.A.2a</b> Describe benefits of early detection and treatment of illness.	1. Describe the symptoms of common childhood illnesses	1. State signs and symptoms of illnesses	1. Describe signs and symptoms of a cold or flu.
<b>22.A.2b</b> 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).	1. Demonstrate practices attributed to the prevention of communicable diseases (e.g., washing hands regularly)	1. Demonstrate practices attributed to the prevention of communicable diseases (e.g., washing hands regularly) 2. Describe the uses and benefits of personal hygiene products	1. Demonstrate practices attributed to the prevention of communicable diseases (e.g., washing hands regularly) 2. Addressed on an individual basis by the teacher – “teachable moment”
<b>22.A.2c</b> Describe and compare health and safety methods that reduce the risks associated with dangerous situations (e.g., wearing seat belts and helmets, using sunscreen).	1. State the potential causes of accidents at school	1. Discuss procedures to be followed if fire is suspected.	1. Describe common emergency procedures

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

<p><b>22.B.2</b> Describe how individuals and groups influence the health of individuals (e.g., peer pressure, media and advertising).</p>	<ol style="list-style-type: none"><li>1. Recognize potential dangers within the school</li><li>2. Give examples of how the media influences health-related behavior.</li></ol>	<ol style="list-style-type: none"><li>1. Discuss examples of how the media portrays situations showing body image.</li><li>2. Recall positive health behaviors, choices, and skills, as pertains to nutrition and fitness.</li><li>3. Give examples of health-related advertisements.</li><li>4. Describe how the media influences health-related behaviors, choices, and skills.</li><li>5. Discuss ways to make school a safer place.</li></ol>	<ol style="list-style-type: none"><li>1. Discuss how peers influence health-related choices/behaviors.</li><li>2. Discuss how to evaluate health-related information, pertains to nutrition and fitness.</li></ol>
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**Learning Standard 22.C: Explain how the environment can affect health.**

<p><b>22.C.2</b> Explain interrelationships between the environment and individual health (e.g., pollution and respiratory problems, sun and skin cancer).</p>	<ol style="list-style-type: none"><li>1. Describe the benefits of using sunscreens.</li></ol>	<ol style="list-style-type: none"><li>1. Discuss how temperatures affect health.</li><li>2. Recognize possible sources of pollution at school.</li></ol>	<ol style="list-style-type: none"><li>1. Know the hazards associated with the prolonged exposure to the sun.</li><li>2. Identify sources of pollution in the community</li></ol>
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**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.**

<b>Learning Standards</b>	<b>Fourth Grade</b>	<b>Fifth Grade</b>	<b>Sixth Grade</b>
<b>23.A.2</b> Identify basic body systems and their functions (e.g., circulatory, respiratory, nervous).	<ol style="list-style-type: none"> <li>1. Locate the brain, heart, lungs, and stomach.</li> <li>2. Recognize muscles of the body.</li> <li>3. Locate bones in the body.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain what muscles do for the body.</li> <li>2. Identify what gives the body its size and shape</li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss how blood travels throughout the body.</li> <li>2. Discuss how oxygen gets to the lungs.</li> </ol>

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

<b>23.B.2</b> Differentiate between positive and negative effects of health-related actions on body systems (e.g., drug use, exercise, diet).	<ol style="list-style-type: none"> <li>1. Describe positive health behaviors and choices that may prevent common injuries, diseases, and illnesses.</li> <li>2. Choose healthy foods.</li> <li>3. Explain how health choices affect the performance of the body's systems.</li> <li>4. Explain the functions of major nutrients.</li> <li>5. List choices that have a positive influence on health, as pertains to nutrition and fitness.</li> <li>6. List choices that have a negative influence on health, as pertains to nutrition and fitness.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain the relationship between diet and exercise to the body.</li> <li>2. Recognize the positive effects of physical activity on the body's systems.</li> <li>3. Recognize the negative effects of physical activity on the body's systems.</li> <li>4. Define the word 'calorie'.</li> <li>5. Classify foods into groups based on their major nutrient contribution.</li> <li>6. List choices that have a positive influence on health, as pertains to nutrition and fitness.</li> <li>7. List choices that have a negative influence on health as pertains to nutrition/fitness.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify the benefits of both aerobic and anaerobic activities on the body's systems.</li> <li>2. Predict what will happen if someone eats too many high calorie foods.</li> <li>3. List choices that have a positive influence on health as pertains to nutrition and fitness.</li> <li>4. List choices that have a negative influence on health as pertains to nutrition and fitness.</li> <li>5. List foods that have high caloric content.</li> </ol>
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**Learning Standard 23.C: Describe factors that affect growth and development.**

<p><b>23.C.2a</b> Identify physical, mental, social and cultural factors affecting growth and development of children (e.g., nutrition, self-esteem, family and illness).</p>	<ol style="list-style-type: none"> <li>1. Explain the relationship between behaviors and environment (weather/ appropriate dress; pollen/ allergies; pollution/ respiration).</li> <li>2. Classify health choices that are learned from peers, or the media as being healthy or unhealthy</li> <li>3. Examine factors and behaviors that affect growth</li> <li>4. Recognize ingredients listed on food labels.</li> <li>5. Describe how family, friends, and peers affect food choices.</li> <li>6. Identify how emotions/feelings affect eating behaviors</li> <li>7. Demonstrate respect for other's feelings, rights, and property.</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognize personal health behaviors and/or choices that reduce risks of health problems as pertains to nutrition and fitness.</li> <li>2. Understand how proper amounts of rest, work, sleep, exercise/activity/play, and nutrition promote physical, mental, and social well-being.</li> <li>3. Discuss factors that contribute to positive self-esteem.</li> <li>4. Identify ways of knowing how much sugar, fats, sodium, and fiber one consumes.</li> <li>5. Recognize reliable sources of food and dietary information.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain the effects of diet and exercise on body weight and composition.</li> <li>2. Identify portion size and number of servings suggested to fulfill basic nutritional needs.</li> <li>3. Describe the process of group decision-making.</li> <li>4. Recognize the effects of personal health practices/choices on physical, mental well-being.</li> </ol>
<p><b>23.C.2b</b> Identify stages in growth and development (e.g., stages in the life cycle from infancy to old age).</p>	<p>1. Addressed in Science Standard #12.A.2a [Describe simple life cycles of plants and animals and the similarities and differences in their offspring]</p>	<p>1. Addressed in Science Standard #12.A.2b [...examine the nature of ...responses in all organisms]</p>	<p align="center">X</p>

**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	Fourth Grade	Fifth Grade	Sixth Grade
<p><b>24.A.2a</b> Identify causes and consequences of conflict among youth.</p>	<ol style="list-style-type: none"> <li>1. Identify consequences of conflict</li> <li>2. Identify behaviors that reflect cooperation.</li> <li>3. Describe the effects of negative or unsafe behaviors on others.</li> <li>4. Tell how a person avoids conflict in a non-violent way.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain how to build and maintain healthy relationships.</li> <li>2. Identify common causes of conflict among peers.</li> <li>3. Predict your emotional responses in different situations.</li> <li>4. Relate how positive and negative communication affects others.</li> <li>5. Identify acceptable methods of asserting yourself in peer group situations</li> <li>6. Describe and give examples of how media influences choices and behavior</li> </ol>	<ol style="list-style-type: none"> <li>1. Model good relationship skills</li> <li>2. Examine how negative/unsafe behavior affects others in the school environment.</li> </ol>
<p><b>24.A.2b</b> Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language).</p>	<ol style="list-style-type: none"> <li>1. Demonstrate the ability to communicate in a group situation</li> </ol>	<ol style="list-style-type: none"> <li>1. Apply positive communication skills to avoid conflict</li> </ol>	<ol style="list-style-type: none"> <li>1. Give examples of positive communication.</li> </ol>

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

<p><b>24.B.2</b> Describe key elements of a decision-making process</p>	<ol style="list-style-type: none"> <li>1. Describe how basic cleanliness protects your health.</li> <li>2. Recommend safe choices to positively affect health.</li> <li>3. Know possible positive and negative consequences of health-related choices. (as it pertains to nutrition and fitness)</li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss ways cleanliness affects personal hygiene/health.</li> <li>2. Identify options available to solve a problem or make a decision.</li> <li>3. Analyze consequences for poor health choices</li> </ol>	<ol style="list-style-type: none"> <li>1. Compare and contrast consequences for good and bad health choices, as it pertains to nutrition and fitness.</li> </ol>
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**Learning Standard 24.C: Demonstrate skills essential to enhancing health and avoiding dangerous situations.**

<p><b>24.C.2</b> Describe situations where refusal skills are necessary (e.g., pressure to smoke, use alcohol and other drugs, join gangs; physical abuse and exploitation).</p>	<ol style="list-style-type: none"> <li>1. Identify characteristics of peer pressure.</li> </ol>	<ol style="list-style-type: none"> <li>1. D.A.R.E. – 5<sup>th</sup> Grade Mini-Course</li> </ol>	<ol style="list-style-type: none"> <li>1. D.A.R.E. – 6<sup>th</sup> Grade Mini-Course</li> </ol>
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