

Urbana School District #116
FOURTH GRADE CORE EXPECTATIONS

PHYSICAL DEVELOPMENT AND HEALTH

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

State Standard	District Core Expectations
19A: Demonstrate physical competency in individual and team sports, creative movement, leisure and work related activities	<ul style="list-style-type: none"> • Demonstrate proper form while executing all locomotor and non-locomotor movements • Demonstrate locomotor movements using a variety of changes in effort, flow, space, time, weight transfer, balance, absorption, and application of force • Perform a movement sequence that combines weight transfer and balance movements. • Manipulate an object to purposefully change direction and/or distance. • Identify the components of a variety of manipulative skills • Decide when to correctly use offensive and/or defensive strategies in lead-up games. • Use vocabulary specific to activities, games, or sport
19B: Analyze various movement concepts and applications	NA
19C: Demonstrate knowledge of the rules, safety, and strategies during physical activity	<ul style="list-style-type: none"> • Define and apply the elements of cooperative strategies to activities or games

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

State Standard	District Core Expectations
20A: Students who meet the standard know and can apply the principles and components of health related fitness.	<ul style="list-style-type: none"> • Participate in a progression of activities that will maintain or improve personal fitness levels • Identify diseases/disorders associated with poor levels of fitness
20B: Students who meet the standard can assess individual fitness levels.	<ul style="list-style-type: none"> • Participate in a progression of activities that will maintain or improve personal fitness levels
20C: Students who meet the standard can set goals based upon fitness data and develop, implement, and monitor an individual fitness improvement plan	<ul style="list-style-type: none"> • Participate in a progression of activities that will maintain or improve personal fitness levels

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

State Standard	District Core Expectations
21A: Students who meet the standard can demonstrate individual responsibility during group physical activities.	<ul style="list-style-type: none"> Identify components of the decision-making process. Analyze the impact of individual behaviors on group physical activity
21B: Students who meet the standard can demonstrate cooperative skills during structured group physical activity	<ul style="list-style-type: none"> Change individual behaviors to work successfully within a group. Settle disagreements concerning rule discrepancies without teacher intervention during physical activity Complete a task with a partner or group in a given amount of time during group physical activity

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

State Standard	District Core Expectations
22A: Students who meet the standard can explain the basic principles of health promotion, illness prevention, and safety	<ul style="list-style-type: none"> Explain the functions of major nutrients Recognize ingredients listed on food labels Identify basic first-aid procedures
22B: Students who meet the standard can describe and explain the factors that influence health among individuals, groups, and communities	<ul style="list-style-type: none"> Describe ways to help protect our bodies from disease Understand how good health habits may protect one against disease
22C: Students who meet the standard can explain how the environment can affect health	<ul style="list-style-type: none"> Explain the relationship between behaviors and environment (weather/ appropriate dress; pollen/ allergies; pollution/ respiration).

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

State Standard	District Core Expectations
23A: Students who have met the standard can describe and explain the structure and functions of the human body systems and how they interrelate.	<ul style="list-style-type: none"> Identify the components and functions of the musculo-skeletal, circulatory, respiratory, nervous, and digestive systems Locate and name some major bones and muscles in the body
23B: Students who meet the standard can explain the effects of health related actions on the body systems.	<ul style="list-style-type: none"> Explain how health choices affect the performance of the body's systems. Distinguish between drug use, drug misuse, and drug abuse Identify the role of peer pressure in making decisions about chemical substance abuse
23C: Students who meet the standard can describe factors that affect growth and development	<ul style="list-style-type: none"> Discuss how to make healthy choices with friends that respect individual family views and values

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

State Standard	District Core Expectations
24A: Students who meet the standard can demonstrate procedures for communicating in positive ways resolving differences and preventing conflict	<ul style="list-style-type: none"> • Practice how to tell a trusted adult when you feel uncomfortable or threatened • Tell how a person avoids conflict in a non-violent way.
24B: Students who meet the standard can apply decision-making skills related to the promotion and protection of individual health.	<ul style="list-style-type: none"> • List possible positive and negative consequences of health-related choices • Conclude that good choices make a difference to your health and the health of others • Compare and contrast healthy and non-healthy relationships • Describe the steps in making a decision • List characteristics that help maintain friendships.
24C – Demonstrate skills essential to enhancing health and avoiding dangerous situations	<ul style="list-style-type: none"> • Describe how basic cleanliness protects your health • Identify when you may need emergency medical assistance

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