

4-5 GRADE PD/HEALTH ILLINOIS LEARNING STANDARDS	This Standard is Covered	This Standard is not part of the Curriculum	Updated April, 2019	
19.A.2 Demonstrate control when performing combinations and sequences in locomotor, non-locomotor and manipulative motor patterns.	X			
19.B.2 Identify the principles of movement (e.g., absorption and application of force, equilibrium).		X		
19.C.2b Identify offensive, defensive and cooperative strategies in selected activities and games.	X			
19.C.3a Apply rules and safety procedures in physical activities.	X			
20.A.2a Describe the benefits of maintaining a health-enhancing level of fitness.	X			
20.A.2b Regularly participate in physical activity for the purpose of sustaining or improving individual levels of health-related fitness.	X			
20.B.2a Monitor individual heart rate before, during and after physical activity, with and without the use of technology.	X			
20.B.2b Match recognized assessments of health-related fitness (e.g., Fitnessgram) to corresponding components of fitness.	X			
20.C.2a Set a personal health-related fitness goal.	X			
20.C.2b Demonstrate the relationship between movement and health-related fitness components (e.g., running/cardiorespiratory, tug-of-war/strength).	X			
21.A.2a Accept responsibility for their own actions in group physical activities.	X			
21.A.2b Use identified procedures and safe practices without reminders during group physical activities.	X			
21.A.2c Work independently on task until completed.	X			
21.B.2 Work cooperatively with a partner or small group to reach a shared goal during physical activity.	X			
22.A.2a Describe benefits of early detection and treatment of illness.		X		

22.A.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).		X		
22.A.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).		X		
22.B.2 Describe how individuals and groups influence the health of individuals (e.g., peer pressure, media and advertising).	X			
22.C.2 Explain interrelationships between the environment and individual health (e.g., pollution and respiratory problems, sun and skin cancer).		X		
23.A.2 Identify basic body systems and their functions (e.g., circulatory, respiratory, nervous).	X			
23.B.2 Differentiate between positive and negative effects of health-related actions on body systems (e.g., drug use, exercise, diet).	X			
23.C.2a Identify physical, mental, social and cultural factors affecting growth and development of children (e.g., nutrition, self-esteem, family and illness).	X			
23.C.2b Identify stages in growth and development (e.g., stages in the life cycle from infancy to old age).	X			
24.A.2a Identify causes and consequences of conflict among youth.	X			
24.A.2b Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language).	X			
24.B.2 Describe key elements of a decision-making process.	X			
24.C.2 Describe situations where refusal skills are necessary (e.g., pressure to smoke, use alcohol and other drugs, join gangs; physical abuse and exploitation).	X			