

Urbana School District #116
FIRST 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"> • Walk, run, jump, hop, skip and leap • Throw and catch • Move alone or within a group, understanding relationship to other students, equipment, and the environment
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"> • Demonstrate safe movement in general and personal space • Apply class rules, procedures, and safety practices.

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"> • Identify the relationship between physical activity and an increase in heart rate
20B: Students who meet the standard can assess individual fitness levels.	NA
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 teacher-directed activities that can develop health-related fitness goals

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"> • Demonstrate the ability to work and perform independently during the day's physical activity
21B: Students who meet the standard can demonstrate cooperative skills during structured group physical activity	<ul style="list-style-type: none"> • Complete parts or all of a task when working with a partner or a group with or without teacher intervention • Work cooperatively with a partner or small group in a structured 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"> • Tell why personal hygiene is important to good health and show good personal hygiene habits • Name the four healthful food groups • Recite the rules that are in effect on school buses. • Recognize the need for and use of seat belts. • Show knowledge of safety rules that are in effect on the playground

	<ul style="list-style-type: none"> • Discuss basic traffic rules that need to be followed on the way to school • Explain the meaning of the colors red, yellow, and green on traffic lights
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"> • Demonstrate how to avoid infecting others with germs • Demonstrate proper procedures and techniques used during tornado and fire drills
22C: Students who meet the standard can explain how the environment can affect health	See Science (pollution)

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"> • Explain the function of the eyes, ears, and nose as they relate to the five senses • Demonstrate how ankles, knees, hips, shoulders, elbows, and neck function • Define the terms “muscle” and “heart” • Recognize the relationship between exercise and muscle development • Explain how muscles help 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"> • Demonstrate knowledge of activities that help promote personal cleanliness, improve appearance, and reduce transmission of disease • Name healthy behaviors that relate to personal hygiene, nutrition, and exercise • Describe what it means to be healthy and list three kinds of health: physical, mental, social
23C: Students who meet the standard can describe factors that affect growth and development	<ul style="list-style-type: none"> • Define the term exercise and tell how exercise helps muscles stay healthy • Define height and weight. • Describe how body parts grow – inside and out. • Compare own growth to that of peers

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"> • Identify and practice using good communication skills • List behaviors at home, at school, and in the community that show respect toward others • Define the word ‘bullying’
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"> • Describe ‘uncomfortable situations’ as they pertain to strangers • Define “good touch” and “bad touch” • Recognize when to ask an adult for help
24C – Demonstrate skills essential to enhancing health and avoiding dangerous situations	<ul style="list-style-type: none"> • Recall and demonstrate the use of safety rules at home, at school, and in the community • Locate safety hazards at home or at school that affect health • Recite and be able to write name, address, and phone number. • Memorize emergency and medical phone numbers. • Discuss who strangers are and why to be cautious around them • Explain the role of fire fighters and police officers

Revised 7/06