

# Unit 1: Scope and Sequence

## Safety, Injury Prevention, Personal Health, and Physical Activity

### PERSONAL HEALTH AND PHYSICAL ACTIVITY

	Performance Indicators Grades K-2 Students will:	Performance Indicators Grade 3 Students will:	Performance Indicators Grade 4 Students will:	Performance Indicators Grade 5 Students will:	
<p>National Health Education Standards (H)* Students will:</p> <ol style="list-style-type: none"> <li>1. Comprehend concepts related to health promotion and disease prevention.</li> <li>2. Demonstrate the ability to access valid health information and health-promoting products and services.</li> <li>3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</li> <li>4. Analyze the influence of culture, media, technology, and other factors on health.</li> <li>5. Demonstrate the ability to use interpersonal communication skills to enhance health.</li> <li>6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health.</li> <li>7. Demonstrate the ability to advocate for personal, family, and community health.</li> </ol>	<p>Describe and demonstrate proper oral health habits. H: 1, 3 List foods and drinks that can damage teeth. H: 1, 3 Describe and demonstrate proper hand-washing habits. H: 1, 3 Discuss at least one benefit of physical activity, rest, and sleep. H: 1, 3 Name and describe at least one physical activity in which to participate every day with one's family. H: 1, 7; PE: 3, 6 Describe and demonstrate at least two physical activities that are fun and heart healthy. H: 3; PE: 3, 6 Discuss and demonstrate at least one physical activity that improves muscular endurance and one physical activity that improves flexibility. H: 1, 3; PE: 1, 2, 3</p>	<p>Develop a personal dental health plan. H: 1, 3 List and describe at least two healthy and unhealthy foods and drinks that influence dental health. H: 1, 3 Discuss the importance of being well groomed, including clothes, hair, skin, teeth, and nails. H: 1, 3; PE: 3, 4 Explain at least two benefits of physical activity for overall health and stress reduction. H: 1, 3; PE: 3, 4, 6 List and discuss at least two different types of lifetime physical activities. H: 1, 3; PE: 3, 4 Discuss the importance of fair play and safety rules when playing sports. H: 1, 3; PE: 3, 4, 5 Describe at least two ways that physical activity can be incorporated into daily activities. H: 1, 3; PE: 3, 4, 6</p>	<p>Explain the importance of personal grooming and list its components. H: 1, 3 Discuss how to choose personal grooming products (deodorant, hair products, dental products, etc.). H: 1, 3 List and explain three benefits of physical activity for overall health, stress reduction, and anger management. H: 1, 3 List the four components of a safe physical activity session. H: 1, 3; PE: 3, 4 Explain the difference between aerobic and anaerobic exercises. H: 1, 3 Explain the concept of cross-training. H: 1, 3, 6; PE: 3, 4 Describe the connection between sports and overall fitness. H: 1, 3; PE: 3, 4, 6 Explain the importance of fair play and safety rules when playing sports. H: 1, 3; PE: 3, 4, 5 Identify at least two activities to participate in regularly. H: 1, 3; PE: 3, 4</p>	<p>Explain the importance of personal grooming and the connection to a maturing body. H: 1, 3 Discuss how to choose and access personal grooming products (deodorant, hair products, dental products, etc.). H: 1, 2, 3, 4 List at least five benefits of physical activity in relation to overall health, stress reduction, and anger management. H: 1, 3; PE: 3, 4, 6 Develop a personal physical activity program that includes cross-training. H: 1, 3, 6; PE: 3, 4 Explain the difference between health-related fitness and skill-related fitness and why both are important. H: 1, 3; PE: 3, 4 Describe at least two safety guidelines for physical activity. H: 1, 3; PE: 3, 4, 5 Describe the importance of safety equipment when engaging in individual or team sports. H: 1, 3; PE: 3, 4, 5</p>	<p>National Association for Sport and Physical Education Standards (PE)** Students will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.</li> <li>2. Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</li> <li>3. Participate regularly in physical activity.</li> <li>4. Achieve and maintain a health-enhancing level of physical fitness.</li> <li>5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.</li> <li>6. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</li> </ol>

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## Unit 1: Scope and Sequence Safety, Injury Prevention, Personal Health, and Physical Activity

<b>SAFETY AND INJURY PREVENTION</b>				
	<b>Performance Indicators Grades K-2 Students will:</b>	<b>Performance Indicators Grade 3 Students will:</b>	<b>Performance Indicators Grade 4 Students will:</b>	<b>Performance Indicators Grade 5 Students will:</b>
National Health Education Standards (H)* Students will: 1. Comprehend concepts related to health promotion and disease prevention. 2. Demonstrate the ability to access valid health information and health-promoting products and services. 3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks. 4. Analyze the influence of culture, media, technology, and other factors on health. 5. Demonstrate the ability to use interpersonal communication skills to enhance health. 6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health. 7. Demonstrate the ability to advocate for personal, family, and community health.	Describe and practice safety rules for home (phone, fire, etc.), school, playground, and school bus. H: 1, 2, 3 Describe and demonstrate how to call 911 and ask for help. H: 2, 3 Describe and practice pedestrian safety. H: 1, 3 Demonstrate the "stop, drop, and roll" technique for fire safety. H: 1, 3 Describe the importance of safety rules around water and list at least two rules. H: 1 List two ways to practice sun safety. H: 1 Describe the importance of the use of safety belts in motor vehicles. H: 1 List at least two ways to practice bicycle safety. H: 1 Identify the universal symbol for poison. H: 1 Explain the difference between safe and unsafe behaviors. H: 1 Identify two ways to be safe from strangers. H: 1, 3 Identify what bullying is and discuss potential bullying situations. H: 1, 3, 5 Understand and describe inappropriate touch and name at least one way to say no. H: 1, 3	Practice safe behaviors for injury prevention in various locations: home, school, playground, outdoors, and in the community. H: 1, 3 Practice the use of safety belts when riding in a motor vehicle. H: 1, 3 Discuss basic first aid for minor injuries. H: 1, 3 Demonstrate how to get emergency help when necessary. H: 1, 2, 3 Practice and demonstrate basic safety rules for bicycle and other wheeled recreational equipment (in-line skates, scooters, skateboards, etc.). H: 1, 3; PE: 3, 4, 5 Describe and demonstrate basic first aid for minor injuries. H: 1, 3 Discuss ways to recognize potentially violent situations (bullies, gangs, guns, etc.) and describe ways to protect oneself. H: 1, 3, 5 Discuss and demonstrate at least two ways (such as conflict resolution and refusal skills) to protect oneself from violence (such as bullying, gangs, strangers, and unsafe touch). H: 1, 3, 5	Practice and demonstrate safe behaviors for injury prevention in various locations: home, school, playground, outdoors, and in the community, and list at least one safety rule for each location. H: 1, 2, 3 List and explain two reasons that it is important to follow safety guidelines to prevent injury. H: 1, 3 Practice and demonstrate basic safety rules for bicycle and other wheeled recreational equipment (in-line skates, scooters, skateboards, etc.). H: 1, 3; PE: 3, 4, 5 Describe and demonstrate basic first aid for minor injuries. H: 1, 3 Discuss ways to recognize potentially violent situations (bullies, gangs, guns, etc.) and describe ways to protect oneself. H: 1, 3, 5 Discuss and demonstrate conflict resolution and refusal skills. H: 1, 3 List and discuss at least two safety rules related to severe weather and natural disasters. H: 1, 3	National Association for Sport and Physical Education Standards (PE)** Students will: 1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. 2. Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. 3. Participate regularly in physical activity. 4. Achieve and maintain a health-enhancing level of physical fitness. 5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings. 6. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

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## Unit 2: Scope and Sequence Nutrition Education

<b>NUTRITION</b>					
	<b>Performance Indicators Grades K-2 Students will:</b>	<b>Performance Indicators Grade 3 Students will:</b>	<b>Performance Indicators Grade 4 Students will:</b>	<b>Performance Indicators Grade 5 Students will:</b>	
<p>National Health Education Standards (H)* Students will:</p> <ol style="list-style-type: none"> <li>1. Comprehend concepts related to health promotion and disease prevention.</li> <li>2. Demonstrate the ability to access valid health information and health-promoting products and services.</li> <li>3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</li> <li>4. Analyze the influence of culture, media, technology, and other factors on health.</li> <li>5. Demonstrate the ability to use interpersonal communication skills to enhance health.</li> <li>6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health.</li> <li>7. Demonstrate the ability to advocate for personal, family, and community health.</li> </ol>	<p>Discuss healthy food choices and list at least two healthy food groups. H: 1, 3</p> <p>Discuss the importance of breakfast and how it relates to being ready to learn. H: 1, 3</p> <p>Discuss the importance of consuming water, fruit, vegetables, whole grains, lean proteins, and calcium-rich foods. H: 1, 3</p> <p>Discuss why all living things need food. H: 1, 3</p> <p>Discuss how one's cultural, familial, and individual preferences influence food choices. H: 1, 2, 3</p> <p>Discuss healthy fast foods (low in fat and sugar). H: 1, 3</p> <p>Discuss the importance of water and how it relates to good health. H: 1</p> <p>Discuss the connection between making healthy food choices and physical activity. H: 1, 3; PE: 3, 4</p> <p>Discuss how germs get into food and list two ways to keep food safe. H: 1, 3</p>	<p>Identify the six food groups in the Food Guide Pyramid. H: 1, 3</p> <p>Discuss the six basic classes of nutrients: proteins, carbohydrates, fats, vitamins, minerals, and water. H: 1, 3</p> <p>Discuss the importance of serving size. H: 1, 2, 3</p> <p>Discuss the importance of following the USDA Dietary Guidelines. H: 1, 2, 3</p> <p>Discuss how to make healthy fast-food choices. H: 1, 3</p> <p>Discuss the importance of water and how it relates to good health. H: 1, 3</p> <p>Recognize how media and advertising influence food choices. H: 1, 2, 3, 4</p> <p>Explain at least two benefits of physical activity for overall health and stress reduction. H: 1, 3, 5</p>	<p>List the six basic classes of nutrients and describe the food sources of each. H: 1, 2, 3</p> <p>Identify and give examples of the six food groups displayed in the Food Guide Pyramid and list the serving recommendations for each group. H: 1, 3</p> <p>Discuss how the serving size of food affects the ability to maintain a healthy weight. H: 1, 2, 3</p> <p>Discuss the connection between healthy eating and physical activity. H: 1, 3; PE: 3, 4</p> <p>Discuss and practice reading food labels. H: 1, 3</p> <p>Explain and interpret the information on a food label. H: 1, 3</p> <p>List and discuss two examples of how the media influences food choices. H: 1, 2, 3, 4</p> <p>Explain the importance of water and how it relates to good health and physical activity. H: 1, 2, 3; PE: 3, 4</p>	<p>List and describe the six basic classes of nutrients and the role each plays in maintaining health. H: 1, 2, 3, 4</p> <p>Explain the relationship between healthy eating and athletic performance. H: 1, 2, 3, 4; PE: 3, 4</p> <p>Discuss the importance of energy balance in maintaining a healthy weight (calorie intake vs. calorie output). H: 1, 3; PE: 3, 4</p> <p>Evaluate the effects of diet and physical activity on immediate and long-term health. H: 1, 2, 3; PE: 3, 4</p> <p>Record and analyze personal food intake for one day. H: 1, 2, 3, 6</p> <p>Develop a healthy one-day menu that applies the principles of the Food Guide Pyramid. H: 1, 2, 3, 6</p> <p>Recognize and explain how media and advertising influence food choices and describe two ways to counter media messages that promote unhealthy choices. H: 1, 2, 3, 4, 7</p> <p>Design a healthy food label. H: 1, 2, 3</p>	<p>National Association for Sport and Physical Education Standards (PE)** Students will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate competencies in motor skills and movement patterns needed to perform a variety of physical activities.</li> <li>2. Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</li> <li>3. Participate regularly in physical activity.</li> <li>4. Achieve and maintain a health-enhancing level of physical fitness.</li> <li>5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.</li> <li>6. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</li> </ol>

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## Unit 3: Scope and Sequence

### Growth and Development, Body Systems, Health Promotion, and Disease Prevention

<b>GROWTH AND DEVELOPMENT, BODY SYSTEMS</b>				
	<b>Performance Indicators Grades K-2 Students will:</b>	<b>Performance Indicators Grade 3 Students will:</b>	<b>Performance Indicators Grade 4 Students will:</b>	<b>Performance Indicators Grade 5 Students will:</b>
<p>National Health Education Standards (H)* Students will:</p> <ol style="list-style-type: none"> <li>1. Comprehend concepts related to health promotion and disease prevention.</li> <li>2. Demonstrate the ability to access valid health information and health-promoting products and services.</li> <li>3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</li> <li>4. Analyze the influence of culture, media, technology, and other factors on health.</li> <li>5. Demonstrate the ability to use interpersonal communication skills to enhance health.</li> <li>6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health.</li> <li>7. Demonstrate the ability to advocate for personal, family, and community health.</li> </ol>	<p>List and describe each of the five senses and match the appropriate body part with each sense. H: 1, 3</p> <p>Describe how a person grows (taller, stronger, bigger) and list the health habits that enhance growth. H: 1, 3</p> <p>Identify and describe the basic functions of the heart, lungs, brain, skin, ears, stomach, and blood. H: 1, 3</p> <p>Identify and describe eye and ear impairments and aids that are used to correct impairments (glasses and hearing aids). H: 1, 3</p>	<p>List the six major body systems (skeletal, muscular, nervous, digestive, circulatory, and respiratory) and describe their functions. H: 1, 3</p> <p>List body changes that indicate growth and development and explain how people change as they grow older. H: 1, 3</p> <p>Describe how responsible self-care influences growth and development. H: 1, 3</p> <p>List three ways to prevent germs from entering the body. H: 1, 2, 3</p>	<p>Explain how the six major body systems (skeletal, muscular, nervous, digestive, circulatory/cardiovascular, and respiratory) work and how they function together. H: 1, 3</p> <p>Identify at least three health habits that can influence growth and development. H: 1, 3</p> <p>Discuss physical changes that take place in each cycle of life: infancy, childhood, pre-adolescence, adolescence, and adulthood. H: 1, 3</p> <p>Identify and describe the basic body systems used for physical activity. H: 1, 3;</p>	<p>National Association for Sport and Physical Education Standards (PE)** Students will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities.</li> <li>2. Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</li> <li>3. Participate regularly in physical activity.</li> <li>4. Achieve and maintain a health-enhancing level of physical fitness.</li> <li>5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.</li> <li>6. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</li> </ol>

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# Unit 3: Scope and Sequence

## Growth and Development, Body Systems, Health Promotion, and Disease Prevention

<b>HEALTH PROMOTION AND DISEASE PREVENTION</b>					
	<b>Performance Indicators Grades K-2 Students will:</b>	<b>Performance Indicators Grade 3 Students will:</b>	<b>Performance Indicators Grade 4 Students will:</b>	<b>Performance Indicators Grade 5 Students will:</b>	
<p>National Health Education Standards (H)* Students will:</p> <ol style="list-style-type: none"> <li>1. Comprehend concepts related to health promotion and disease prevention.</li> <li>2. Demonstrate the ability to access valid health information and health-promoting products and services.</li> <li>3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</li> <li>4. Analyze the influence of culture, media, technology, and other factors on health.</li> <li>5. Demonstrate the ability to use interpersonal communication skills to enhance health.</li> <li>6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health.</li> <li>7. Demonstrate the ability to advocate for personal, family, and community health.</li> </ol>	<p>Describe what germs are and list and describe ways to prevent the spread of germs. H: 1, 3</p> <p>Recognize symptoms of common childhood illnesses (colds, sore throats, flu, ear infections, pink eye, lice, etc.) and list possible treatments. H: 1, 3</p> <p>Discuss the importance of immunizations. H: 1</p> <p>Discuss the role of doctors, nurses, dentists, and other health care professionals in staying healthy. H: 1</p> <p>Discuss the proper use of medicines in treating and preventing illness. H: 1</p>	<p>Identify and describe the difference between communicable and chronic diseases. H: 1, 2, 3</p> <p>Describe how the body fights disease (immune system). H: 1</p> <p>Describe and give at least one example of how personal hygiene influences illness prevention. H: 1, 2, 3</p>	<p>Define and describe the differences between bacteria, viruses, fungi, and parasites and list common conditions associated with each (communicable diseases). H: 1, 2, 3</p> <p>Define chronic disease and list the risk factors associated with the development of chronic diseases. H: 1, 3; PE: 3, 4</p> <p>Describe how lifestyle choices affect chronic and communicable diseases. H: 1, 2, 3, 6; PE: 3, 4</p>	<p>Review and discuss communicable diseases, including the four types of pathogens (bacteria, viruses, fungi, and parasites) and the method of transmission of each. H: 1, 2, 3</p> <p>Describe how the immune system reacts to protect the body against pathogens. H: 1, 2, 3</p> <p>Describe how lifestyle choices (smoking, overeating, physical inactivity, drug use, alcohol use, etc.) affect the prevention or promotion of chronic diseases and develop a personal health plan to enhance health promotion and disease prevention. H: 1, 2, 3, 4, 5, 6; PE: 3, 4</p> <p><b>Optional performance indicators:</b></p> <p>Explain how HIV/AIDS is and is not transmitted. H: 1</p> <p>List and describe ways to prevent the spread of HIV/AIDS. H: 1, 4, 5, 6</p>	<p>National Association for Sport and Physical Education Standards (PE)** Students will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.</li> <li>2. Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</li> <li>3. Participate regularly in physical activity.</li> <li>4. Achieve and maintain a health-enhancing level of physical fitness.</li> <li>5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.</li> <li>6. Value physical activity for health, enjoyment, challenge, and/or social interaction.</li> </ol>

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## Unit 4: Scope and Sequence Mental, Emotional, Family, and Social Health

<b>MENTAL AND EMOTIONAL HEALTH</b>				
	<b>Performance Indicators Grades K-2 Students will:</b>	<b>Performance Indicators Grade 3 Students will:</b>	<b>Performance Indicators Grade 4 Students will:</b>	<b>Performance Indicators Grade 5 Students will:</b>
<p>National Health Education Standards (H)* Students will:</p> <ol style="list-style-type: none"> <li>1. Comprehend concepts related to health promotion and disease prevention.</li> <li>2. Demonstrate the ability to access valid health information and health-promoting products and services.</li> <li>3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</li> <li>4. Analyze the influence of culture, media, technology, and other factors on health.</li> <li>5. Demonstrate the ability to use interpersonal communication skills to enhance health.</li> <li>6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health.</li> <li>7. Demonstrate the ability to advocate for personal, family, and community health.</li> </ol>	<p>Define respect and demonstrate at least two ways to show respect for oneself and two ways to show respect for others (e.g., family members, teachers, friends). H: 1, 3, 7</p> <p>Define individual uniqueness and identify at least one unique characteristic about oneself. H: 1, 2, 3, 4</p> <p>Describe what a good decision is and provide at least one example of a good decision. H: 1, 2, 3, 4, 6</p> <p>Identify feelings in oneself and others. H: 1, 3</p> <p>Describe the importance of talking about feelings. H: 1, 3</p> <p>Explain when to get adult help for feelings and emotions that cannot be handled alone. H: 1, 3, 6</p> <p>List and describe ways to express anger and strong emotions in a positive, safe manner. H: 1, 3, 5, 6, 7</p>	<p>List and describe ways to express anger, frustration, sadness, and other strong emotions in a positive, safe manner. H: 1, 3, 5, 6, 7</p> <p>Describe the decision-making model and discuss examples. H: 1, 2, 3</p> <p>Describe what refusal skills are and how they help a person to say no to an action, person, or situation. H: 1, 2, 3, 5, 6</p>	<p>Identify stressors and describe how to manage or reduce them. H: 1, 2, 3, 4, 5, 6</p> <p>Describe the decision-making model and provide examples of situations in which to use it. H: 1, 2, 3</p> <p>Discuss how enhanced communication skills can be effective in conflict resolution and conflict negotiation. H: 1, 3, 5, 6</p> <p>Describe and role-play ways to express anger, frustration, sadness, and other strong emotions in a positive, safe manner. H: 1, 3, 5, 6, 7</p> <p>Describe and demonstrate the steps necessary to reach a responsible decision. H: 1, 2, 3, 4, 5, 6</p> <p>Define refusal skills and demonstrate how to use them to say no to an action, person, or situation. H: 1, 2, 3, 5, 6</p>	<p>National Association for Sport and Physical Education Standards (PE)** Students will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.</li> <li>2. Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</li> <li>3. Participate regularly in physical activity.</li> <li>4. Achieve and maintain a health-enhancing level of physical fitness.</li> <li>5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.</li> <li>6. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</li> </ol>

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# Unit 4: Scope and Sequence Mental, Emotional, Family, and Social Health

<b>FAMILY AND SOCIAL HEALTH</b>					
	<b>Performance Indicators Grades K-2 Students will:</b>	<b>Performance Indicators Grade 3 Students will:</b>	<b>Performance Indicators Grade 4 Students will:</b>	<b>Performance Indicators Grade 5 Students will:</b>	
<p>National Health Education Standards (H)* Students will:</p> <ol style="list-style-type: none"> <li>1. Comprehend concepts related to health promotion and disease prevention.</li> <li>2. Demonstrate the ability to access valid health information and health-promoting products and services.</li> <li>3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</li> <li>4. Analyze the influence of culture, media, technology, and other factors on health.</li> <li>5. Demonstrate the ability to use interpersonal communication skills to enhance health.</li> <li>6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health.</li> <li>7. Demonstrate the ability to advocate for personal, family, and community health.</li> </ol>	<p>Define family and provide examples of how families are alike and different. H: 1, 3, 4 List at least two ways families can have fun together. H: 1, 3; PE: 3, 4, 6 Identify and discuss different family roles and responsibilities, including those that relate to health promotion and disease prevention. H: 1, 3 Discuss how families change. H: 1, 3, 7 Discuss family rules and why they are important. H: 1, 3, 7 Discuss characteristics and qualities of true friends and give at least two examples. H: 1, 3</p>	<p>Identify and discuss different family roles, responsibilities, and traditions, including those that relate to health promotion and disease prevention. H: 1, 3 Discuss how families change. H: 1, 3, 7 Discuss family rules and why they are important. H: 1, 3, 7 Discuss characteristics and qualities of true friends and give at least two examples. H: 1, 3</p>	<p>List and discuss ways that families change and how those changes affect the family. H: 1, 3, 4, 7 Discuss ways to deal with family changes (divorce, death, new baby, etc.). H: 1, 2, 3, 4, 5, 6, 7 List and discuss resources for coping with family change. H: 1, 2, 3, 5, 7</p>	<p>Discuss and identify specific coping strategies to deal with family changes (divorce, death, new baby, etc.). H: 1, 2, 3, 4, 5, 6, 7 Identify and describe skills for building positive relationships with family members and friends. H: 1, 2, 3, 5, 6, 7 Discuss and list examples of how media and peer influences affect family and social relationships. H: 1, 2, 3, 4</p>	<p>National Association for Sport and Physical Education Standards (PE)** Students will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.</li> <li>2. Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</li> <li>3. Participate regularly in physical activity.</li> <li>4. Achieve and maintain a health-enhancing level of physical fitness.</li> <li>5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.</li> <li>6. Value physical activity for health, enjoyment, challenge, and/or social interaction.</li> </ol>

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## Unit 5: Scope and Sequence Alcohol, Tobacco, and Other Drugs

<b>ALCOHOL, TOBACCO, AND OTHER DRUGS</b>				
	<b>Performance Indicators Grades K-2 Students will:</b>	<b>Performance Indicators Grade 3 Students will:</b>	<b>Performance Indicators Grade 4 Students will:</b>	<b>Performance Indicators Grade 5 Students will:</b>
<p>National Health Education Standards (H)* Students will:</p> <ol style="list-style-type: none"> <li>1. Comprehend concepts related to health promotion and disease prevention.</li> <li>2. Demonstrate the ability to access valid health information and health-promoting products and services.</li> <li>3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</li> <li>4. Analyze the influence of culture, media, technology, and other factors on health.</li> <li>5. Demonstrate the ability to use interpersonal communication skills to enhance health.</li> <li>6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health.</li> <li>7. Demonstrate the ability to advocate for personal, family, and community health.</li> </ol>	<p>Define drug and medicine and discuss their similarities and differences. H: 1, 2, 3</p> <p>Identify the differences between drugs and medicines and substances that only look like drugs and medicines. H: 1, 3</p> <p>Explain why doctors prescribe medicines and how medicines can be dangerous if misused. H: 1, 3</p> <p>Discuss the importance of following doctors' orders for taking medicine. H: 1, 3, 5</p> <p>Identify alcohol and tobacco as drugs and discuss their harmful effects. H: 1</p> <p>Discuss the effects of tobacco smoke on the lungs. H: 1</p> <p>Discuss the effects of alcohol on physical tasks and activities. H: 1</p> <p>Practice saying no to drugs and alcohol. H: 1, 3</p>	<p>Describe what it means to be drug free. H: 1, 3</p> <p>List and describe at least two body systems that are affected by alcohol and drugs. H: 1, 2, 3</p> <p>Describe the harmful effects of secondhand smoke. H: 1</p> <p>List and discuss the laws about alcohol, tobacco, and other drug use. H: 1</p> <p>Describe two ways to stay drug free. H: 1, 2, 3, 4, 5, 6, 7</p> <p>Provide examples of the consequences of drug use. H: 1, 2</p> <p>List and discuss two ways that the media influences the use of alcohol, tobacco, and other drugs. H: 1, 2, 4, 5</p>	<p>Explain how drugs affect different body systems and how this is especially dangerous for growing minds and bodies. H: 1</p> <p>Define drug addiction and discuss its physical and psychological aspects. H: 1, 2</p> <p>Define and describe illegal drug use and list at least four illegal drugs. H: 1, 3</p> <p>Describe how inhalants are harmful to the body. H: 1</p> <p>Discuss and provide examples of how the media influences alcohol, tobacco, and other drug use. H: 1, 2, 4, 5</p> <p>Discuss the effects of drugs and alcohol on family and community. H: 1, 3, 7</p> <p>Define drug and alcohol addiction and discuss possible treatment and rehabilitation options. H: 1, 2</p> <p>Discuss and practice refusal skills related to staying drug free. H: 1, 2, 3, 5, 6</p>	<p>National Association for Sport and Physical Education Standards (PE)** Students will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.</li> <li>2. Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</li> <li>3. Participate regularly in physical activity.</li> <li>4. Achieve and maintain a health-enhancing level of physical fitness.</li> <li>5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.</li> <li>6. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</li> </ol>

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## Unit 6: Scope and Sequence Community, Consumer, and Environmental Health

<b>COMMUNITY AND CONSUMER HEALTH</b>				
	<b>Performance Indicators Grades K-2 Students will:</b>	<b>Performance Indicators Grade 3 Students will:</b>	<b>Performance Indicators Grade 4 Students will:</b>	<b>Performance Indicators Grade 5 Students will:</b>
<p>National Health Education Standards (H)* Students will:</p> <ol style="list-style-type: none"> <li>1. Comprehend concepts related to health promotion and disease prevention.</li> <li>2. Demonstrate the ability to access valid health information and health-promoting products and services.</li> <li>3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</li> <li>4. Analyze the influence of culture, media, technology, and other factors on health.</li> <li>5. Demonstrate the ability to use interpersonal communication skills to enhance health.</li> <li>6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health.</li> <li>7. Demonstrate the ability to advocate for personal, family, and community health.</li> </ol>	<p>Define, discuss, and provide examples of community health. H: 1, 2, 3 Describe and give at least two examples of community health helpers. H: 1, 2, 3 Describe how to be a responsible member of the community. H: 1, 2, 3 Describe what an ad is and identify an ad for a health product. H: 1, 2, 3 Discuss how advertising influences what people buy. H: 1, 2 Name and describe at least one physical activity in which to participate every day with one's family. H: 1, 7; PE: 3, 6</p>	<p>List and describe resources for health information in the community (e.g., library, health department, internet, voluntary agencies). H: 1, 2 Discuss violence in the community and list at least two positive ways to reduce violence. H: 1, 2, 3, 5, 6, 7 Describe how the media influences health choices both positively and negatively. H: 1, 2, 3, 4, 7 Discuss how watching too much television, video games, and other technology can negatively affect your health. H: 1, 2, 3, 4</p>	<p>List and discuss health services provided in the community. H: 1, 2, 7 Discuss what community volunteers do and list at least two places that volunteers offer their time and services. H: 1, 2, 4, 7 Describe strategies that advertisers use to sell their products. H: 1, 2, 3, 4 Define and discuss media literacy. H: 1, 2, 4</p>	<p>National Association for Sport and Physical Education Standards (PE)** Students will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.</li> <li>2. Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</li> <li>3. Participate regularly in physical activity.</li> <li>4. Achieve and maintain a health-enhancing level of physical fitness.</li> <li>5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.</li> <li>6. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</li> </ol>
			<p>Discuss the community's role in disease prevention and health promotion and provide examples. H: 1, 2, 3, 4, 6, 7 Provide an example of how media literacy can assist in making smart, responsible consumer choices. H: 1, 2, 4, 6, 7 Design an advertising strategy to promote healthy eating and physical activity in the community. H: 1, 2, 3, 4, 5, 6, 7; PE: 3, 4, 6</p>	

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## Unit 6: Scope and Sequence Community, Consumer, and Environmental Health

<b>ENVIRONMENTAL HEALTH</b>				
	<b>Performance Indicators Grades K-2 Students will:</b>	<b>Performance Indicators Grade 3 Students will:</b>	<b>Performance Indicators Grade 4 Students will:</b>	<b>Performance Indicators Grade 5 Students will:</b>
<p>National Health Education Standards (H)* Students will:</p> <ol style="list-style-type: none"> <li>1. Comprehend concepts related to health promotion and disease prevention.</li> <li>2. Demonstrate the ability to access valid health information and health-promoting products and services.</li> <li>3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</li> <li>4. Analyze the influence of culture, media, technology, and other factors on health.</li> <li>5. Demonstrate the ability to use interpersonal communication skills to enhance health.</li> <li>6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health.</li> <li>7. Demonstrate the ability to advocate for personal, family, and community health.</li> </ol>	<p>Define environment and list at least two ways to help keep the environment healthy. H: 1, 2, 3, 6, 7</p> <p>Discuss the importance of clean air and water and list at least two ways to help reduce air and water pollution. H: 1, 2, 7</p> <p>Discuss how to save energy. H: 1, 2</p> <p>Discuss the effects of air pollution on the lungs. H: 1, 2, 3</p>	<p>Discuss the different types of pollution (air, water, land, noise, etc.). H: 1, 2</p> <p>List and discuss three ways to keep the community clean. H: 1, 2, 3, 6, 7</p> <p>Discuss rules that protect the environment. H: 1, 3, 7</p>	<p>Discuss the different types of pollution (air, water, land, noise, etc.) and list sources of each. H: 1, 2</p> <p>Explain how each type of pollution affects personal and community health. H: 1, 2, 5, 7</p> <p>List and discuss the four Rs of recycling (reduce, reuse, recycle, and respond). H: 1, 2, 5, 7</p>	<p>National Association for Sport and Physical Education Standards (PE)** Students will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.</li> <li>2. Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</li> <li>3. Participate regularly in physical activity.</li> <li>4. Achieve and maintain a health-enhancing level of physical fitness.</li> <li>5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.</li> <li>6. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</li> </ol>

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