

Avon Elementary School

Health/PE Scope & Sequence

STANDARD 2.1 (WELLNESS)

All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. Strands and Cumulative Progress Indicators (CPIs)
Grades 3-4

By the End of Grade 4:

Strand	Content Statement	Cumulative Progress Indicators by Grade 3-4
A. Personal Growth and Development	The dimensions of wellness are interrelated and impact overall personal well-being	<ol style="list-style-type: none">1. Explain the physical, social, emotional and mental dimensions of personal wellness and how they interact.2. Determine the relationship of personal health practices and behaviors on an individual's body systems
B. Nutrition	Choosing a balanced variety of nutritious foods contributes to wellness	<ol style="list-style-type: none">1. Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.

		<ol style="list-style-type: none"> 2. Differentiate between healthy and unhealthy eating patterns. 3. Create a healthy meal based on nutritional content, value, calories and cost. 4. Interpret food product labels based on nutritional content.
C. Diseases and Health Conditions	<p>The use of disease prevention strategies in home, school and community promotes personal health.</p>	<ol style="list-style-type: none"> 1. Explain how most diseases and health conditions are preventable. 2. Justify how the use of universal precautions, sanitation, and waste disposal, proper food handling and storage, and environmental controls prevent disease and health conditions. 3. Explain how mental health impacts one's wellness.
D. Safety	<p>Identify unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.</p> <p>Applying first aid procedure can minimize injury and save lives</p>	<ol style="list-style-type: none"> 1. Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school and in the community (e.g. fire safety, poison safety, accident prevention)
E. Social and Emotional Health	<p>Many factors at home, school and in the community impact social and emotional health.</p> <p>Stress management skills impact an individual's ability to cope with different types of emotional situations.</p>	<ol style="list-style-type: none"> 1. Compare and contrast how individuals and families attempt to address basic human needs. 2. Distinguish among violence, harassment, gang violence, discrimination and bullying and demonstrate strategies to prevent

		<p>and resolves these types of conflicts.</p> <ol style="list-style-type: none"> Determine ways to cope with rejection, loss and separation. Summarize the causes of stress and explain ways to deal with stressful situations.
--	--	---

STANDARD 2.2
(Integrated Skills) All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. Strands and Cumulative Progress Indicators (CPI's)
Grades 3-4

By the End of Grade 4:		
Strand	Content Statement	Cumulative Progress Indicators by Grade 3-4
A. Interpersonal Communication	<p>Effective communication may be a determining factor in the outcome of health and safety related situations.</p> <p>Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.</p>	<ol style="list-style-type: none"> Demonstrate effective interpersonal communication in health and safety related situations. Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others
B. Decision-Making and Goal Setting	<p>Many health related situations require the application of a thoughtful decision making process</p>	<ol style="list-style-type: none"> Use the decision making process when addressing health related issues.

		<ol style="list-style-type: none"> 2. Differentiate between situations when a health-related decision should be made independently or with the help of others. 3. Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them. 4. Develop a personal health goal and track progress.
C. Character Development	<p>Personal core ethical values impact the health of oneself and others. Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.</p>	<ol style="list-style-type: none"> 1. Determine how an individual's character develops over time and impacts personal health. 2. Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community. 3. Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.
D. Advocacy and Service	<p>Service projects provide an opportunity to have a positive impact on the lives of self and others.</p>	<ol style="list-style-type: none"> 1. Explain the impact of participation in different kinds of service projects on community wellness.
E. Health Services and Information	<p>Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.</p>	<ol style="list-style-type: none"> 1. Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.

		2. Explain when and how to seek help when experiencing a health problem.
--	--	--

STANDARD 2.3 (DRUGS AND MEDICINES)
All students will acquire knowledge about alcohol, tobacco, other drugs and medicines and apply these concepts to support a healthy, active lifestyle. Strands and Cumulative Progress Indicators (CPIs)
Grades 3-4

By the End of Grade 4:		
Strand	Content Statement	Cumulative Progress Indicators by Grade 3-4
A. Medicines	Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.	<ol style="list-style-type: none"> 1. Distinguish between over-the-counter and prescription medicines. 2. Determine possible side effects of common types of medicines.
B. Alcohol, Tobacco and other Drugs	Use of drugs in unsafe ways is dangerous and harmful.	<ol style="list-style-type: none"> 1. Explain why it is illegal to use or possess certain drugs/substances and the possible consequences. 2. Compare the short and long term physical effects of all types of tobacco use. 3. Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.

		<p>4. Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.</p> <p>5. Identify the short- and long-term physical effects of inhaling certain substances.</p>
<p>C. Dependency/Addiction and Treatment</p>	<p>Substance abuse is caused by a variety of factors.</p>	<p>1. Identify signs that a person might have an alcohol, tobacco, and/or drug use problems.</p> <p>2. Differentiate between drug use, abuse, and misuse.</p> <p>3. Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.</p>

STANDARD 2.4 (HUMAN RELATIONSHIPS AND SEXUALITY)
All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle. Strands and Cumulative Progress
Indicators (CPIs)
Grades 3-4

By the End of Grade 4:

Strand	Content Statement	Cumulative Progress Indicators by Grade 3-4
A. Relationships	The family unit encompasses the diversity of family forms in contemporary society.	<ol style="list-style-type: none"> 1. Explain how families typically share common values, provide love and emotional support, and set boundaries and limits. 2. Explain why healthy relationships are fostered in some families and not in others.
B. Sexuality	Puberty is the period of sexual development, determined primarily by heredity, in which the body becomes physically able to produce children.	<ol style="list-style-type: none"> 1. Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.
C. Pregnancy and Parenting	Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother. The health of the birth mother impacts the development of the fetus	<ol style="list-style-type: none"> 1. Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy. 2. Relate the health of the birth mother to the development of a healthy fetus.

STANDARD 2.5 (MOTOR SKILL DEVELOPMENT)
All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.
Strands and Cumulative Progress Indicators (CPIs)
Grades 3-4

By the End of Grade 4:		
Strand	Content Statement	Cumulative Progress Indicators by Grade 3-4
A. Movement Skills and Concepts	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.	<ol style="list-style-type: none"> 1. Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). 2. Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space. 3. Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. 4. Correct movement errors in response to feedback and explain how the change improves performance.
B. Strategy	Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.	<ol style="list-style-type: none"> 1. Explain and demonstrate the use of basic offensive and defensive strategies, (e.g., player positioning, faking, dodging, creating open areas, and defending space). 2. Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.

<p>C. Sportsmanship, Rules and Safety</p>	<p>Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</p>	<ol style="list-style-type: none"> 1. Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer. 2. Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
--	--	--

STANDARD 2.6 (FITNESS)
All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle. Strands and Cumulative Progress Indicators (CPIs)
Grades 3-4

By the End of Grade 4:		
Strand	Content Statement	Cumulative Progress Indicators by Grade 3-4
<p>A. Fitness and Physical Activity</p>	<p>Each component of fitness contributes to personal health as well as motor skill performance.</p>	<ol style="list-style-type: none"> 1. Determine the physical, social, emotional, and intellectual benefits of regular physical activity. 2. Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness. 3. Develop a health-related fitness goal and track progress using health/fitness indicators.

		4. Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.
--	--	--