

# 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 K-2

#### By the End of Grade 2:

Strand	Content Statement	Cumulative Progress Indicators by Grade K-2
<b>A. Personal Growth and Development</b>	Health-enhancing behaviors contribute to wellness.	<ol style="list-style-type: none"><li>1. Explain what being “well” means and identify self-care practices that support wellness.</li><li>2. Use correct terminology to identify body parts, and explain how body parts work together to support wellness.</li></ol>
<b>B. Nutrition</b>	Choosing a balanced variety of nutritious foods contributes to wellness.	<ol style="list-style-type: none"><li>1. Explain why some foods are healthier to eat than others.</li><li>2. Explain how foods in the food pyramid differ in nutritional content and value.</li></ol>

		3. Summarize information about food found on product labels.
<b>C. Diseases and Health Conditions</b>	Knowledge about diseases and disease prevention promotes health-enhancing behaviors.	<ol style="list-style-type: none"> <li>1. Summarize symptoms of common diseases and health conditions.</li> <li>2. Summarize strategies to prevent the spread of common diseases and health conditions.</li> <li>3. Determine how personal feelings can affect one's wellness.</li> </ol>
<b>D. Safety</b>	Using personal safety strategies reduces the number of injuries to self and others	<ol style="list-style-type: none"> <li>1. Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).</li> <li>2. Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.</li> <li>3. Identify procedures associated with pedestrian, bicycle, and traffic safety.</li> </ol>
<b>E. Social and Emotional Health</b>	Many factors at home, school, and in the community impact social and emotional health.	<ol style="list-style-type: none"> <li>1. Identify basic social and emotional needs of all people.</li> <li>2. Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.</li> <li>3. Explain healthy ways of coping with</li> </ol>

		common stressful situations experienced by children.
--	--	--

**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 (CPIs)**  
**Grades K-2**

<b>By the End of Grade 2:</b>		
<b>Strand</b>	<b>Content Statement</b>	<b>Cumulative Progress Indicators by Grade K-2</b>
<b>A. Interpersonal Communication</b>	Effective communication may be a determining factor in the outcome of health and safety related situations.	1. Express needs, wants, and feelings in health and safety related situations.
<b>B. Decision-Making and Goal Setting</b>	Effective decision-making skills foster healthier lifestyle choices.	1. Explain what a decision is and why it is advantageous to think before acting.  2. Relate decision-making by self and others to one's health.  3. Determine ways parents, peers, technology, culture, and the media influence health decisions.  4. Select a personal health goal and explain why setting a goal is important.

<p><b>C. Character Development</b></p>	<p>Character traits are often evident in behaviors exhibited by individuals when interacting with others.</p>	<p>1. Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.</p> <p>2. Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.</p>
<p><b>D. Advocacy and Service</b></p>	<p>Service projects provide an opportunity to have a positive impact on the lives of self and others.</p>	<p>1. Determine the benefits for oneself and others of participating in a class or school service activity.</p>
<p><b>E. Health Services and Information</b></p>	<p>Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information.</p>	<p>1. Determine where to access home, school, and community health professionals</p>

**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 K-2**

<p><b>By the End of Grade 2:</b></p>		
<p><b>Strand</b></p>	<p><b>Content Statement</b></p>	<p><b>Cumulative Progress Indicators by Grade K-2</b></p>
<p><b>A. Medicines</b></p>	<p>Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are</p>	<p>1. Explain what medicines are and when some types of medicines are used.</p>

	used for numerous reasons, and should be taken as directed in order to be safe and effective.	2. Explain why medicines should be administered as directed.
<b>B. Alcohol, Tobacco and Other Drugs</b>	Use of drugs in unsafe ways is dangerous and harmful.	<ol style="list-style-type: none"> <li>1. Identify ways that drugs can be abused.</li> <li>2. Explain effects of tobacco use on personal hygiene, health, and safety.</li> <li>3. Explain why tobacco smoke is harmful to nonsmokers.</li> <li>4. Identify products that contain alcohol.</li> <li>5. List substances that should never be inhaled and explain why.</li> </ol>
<b>C. Dependency/Addiction and Treatment</b>	Substance abuse is caused by a variety of factors. There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.	<ol style="list-style-type: none"> <li>1. Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.</li> <li>2. Explain that people who abuse alcohol, tobacco, and other drugs can get help.</li> </ol>

**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 K-2**

<b>By the End of Grade 2:</b>		
<b>Strand</b>	<b>Content Statement</b>	<b>Cumulative Progress Indicators by Grade K-2</b>
<b>A. Relationships</b>	The family unit encompasses the diversity of family forms in contemporary society.	<ol style="list-style-type: none"> <li>1. Compare and contrast different kinds of families locally and globally.</li> <li>2. Distinguish the roles and responsibilities of different family members.</li> <li>3. Determine the factors that contribute to healthy relationships.</li> </ol>
<b>B. Sexuality</b>	Gender-specific similarities and differences exist between males and females.	<ol style="list-style-type: none"> <li>1. Compare and contrast the physical differences and similarities of the genders.</li> </ol>
<b>C. Pregnancy and Parenting</b>	The health of the birth mother impacts the development of the fetus.	<ol style="list-style-type: none"> <li>1. Explain the factors that contribute to a mother having a healthy baby.</li> </ol>

**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 K-2**

<b>By the End of Grade 2:</b>		
<b>Strand</b>	<b>Content Statement</b>	<b>Cumulative Progress Indicators by Grade K-2</b>

<p><b>A. Movement Skills and Concepts</b></p>	<p>Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</p>	<ol style="list-style-type: none"> <li>1. Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</li> <li>2. Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</li> <li>3. Respond in movement to changes in tempo, beat, rhythm, or musical style.</li> <li>4. Correct movement errors in response to feedback.</li> </ol>
<p><b>B. Strategy</b></p>	<p>Teamwork consists of effective communication and other interactions between team members.</p>	<ol style="list-style-type: none"> <li>1. Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.</li> <li>2. Explain the difference between offense and defense.</li> <li>3. Determine how attitude impacts physical performance.</li> <li>4. Demonstrate strategies that enable team members to achieve goals.</li> </ol>
<p><b>C. Sportsmanship, Rules, and Safety</b></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"> <li>1. Explain what it means to demonstrate good sportsmanship.</li> <li>2. Demonstrate basic activity and safety</li> </ol>

		rules and explain how they contribute to moving in a safe 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)**  
**K-2**

<b>By the End of Grade 2:</b>		
<b>Strand</b>	<b>Content Statement</b>	<b>Cumulative Progress Indicators by Grade K-2</b>
<b>A. Fitness and Physical Activity</b>	Appropriate types and amounts of physical activity enhance personal health.	<ol style="list-style-type: none"> <li>1. Explain the role of regular physical activity in relation to personal health.</li> <li>2. Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</li> <li>3. Develop a fitness goal and monitor progress towards achievement of the goal.</li> </ol>