

**Issaquah School District Health and Fitness Scope and Sequence**  
Elementary Units (K-5<sup>th</sup>) Spring 2005

<b>EALR's</b>	<b>Components</b>	<b>Kindergarten</b>	<b>1<sup>st</sup> Grade</b>	<b>2<sup>nd</sup> Grade</b>	<b>3<sup>rd</sup> Grade</b>	<b>4<sup>th</sup> Grade</b>	<b>5<sup>th</sup> Grade</b>
<b>1.0 Active Life</b>	Movement	<u>Movement</u> <i>Introduce Non-locomotor, Locomotor, and Manipulative Skills</i>	<u>Movement</u> <i>Introduce Non-locomotor, Locomotor, and Manipulative Skills</i>	<u>Movement</u> <i>Introduce Non-locomotor, Locomotor, and Manipulative Skills</i>	<u>Movement</u> <i>Develop skills for Activities</i>	<u>Movement</u> <i>Improve movement skills</i>	<u>Movement</u> <i>Be proficient in movement skills</i>
	Physical Fitness	<u>Concepts of Fitness</u> <i>Identify basic concepts of fitness</i>	<u>Concepts of Fitness</u> <i>Continue basic concepts of fitness</i>	<u>Concepts of Fitness</u> <i>Introduce the 4 Components of Fitness and Activity Guide Pyramid</i>	<u>Concepts of Fitness</u> <i>Recognize the 4 Components of fitness and the Activity Guide Pyramid</i>	<u>Concepts of Fitness</u> <i>Define the 4 Components of Fitness and the Activity Guide Pyramid</i>	<u>Concepts of Fitness</u> <i>Relate the 4 Components of Fitness and the Activity Guide Pyramid to fitness assessment</i>
	Nutrition	<u>Nutrition</u> <i>Healthy Foods</i>	<u>Nutrition</u> <i>Food guide Pyramid</i>	<u>Nutrition</u> <i>Food Guide Pyramid Servings</i>	<u>Nutrition</u> <i>Importance of food</i>	<u>Nutrition</u> <i>Nutrients/Calories</i>	<u>Nutrition</u> <i>Food and how it effects performance..</i>
<b>2.0 Healthy Life</b>	Growth and Development	<u>Human Body</u> <i>Heart's Function</i>	<u>Human Body</u> <i>Heart's Function</i>	<u>Human Body</u> <i>Identify body systems (Skeletal, Muscular, Circulatory, Respiratory)</i>	<u>Human Body</u> <i>Develop a deeper understanding of the body's systems and their functions</i>	<u>Human Body</u> <i>Improve knowledge of body systems and their functions</i>	<u>Human Body</u> <i>Gain a proficient knowledge of structure and function of the body's systems</i>
	Control and Prevention of Disease	<u>Control and Prevention of Disease</u> <i>Healthy Habits</i>	<u>Control and Prevention of Disease</u> <i>Healthy Habits</i>	<u>Control and Prevention of Disease</u> <i>Identify Communicable Diseases ( flu, lice, pink eye, etc.)</i>	<u>Control and Prevention of Disease</u> <i>Healthy Practices that reduce risk factors for non-communicable diseases ( exercise and diet)</i>	<u>Control and Prevention of Disease</u> <i>Preventing Non-communicable Diseases(heart disease, diabetes, cancer)</i>	<u>Control and Prevention of Disease</u> <i>Preventing Non-communicable Diseases (osteoporosis,)</i>

	Reducing Risks/Living Safely	<u>Reducing Risks/ Living Safely</u> <i>Recognize risky situations; teasing, bullying</i>	<u>Reducing Risks/ Living Safely</u> <i>Recognize risky situations and how to avoid them; strangers, abuse at home</i>	<u>Reducing Risks/ Living Safely</u> <i>Recognize risky situations and how to avoid them personally or at school, home, community</i>	<u>Reducing Risks/ Living Safely</u> <i>Personal and Physical Safety</i>	<u>Reducing Risks/ Living Safely</u> <i>Know the differences between helpful and harmful stress</i>	<u>Reducing Risks/ Living Safely</u> <i>Consequences of illegal drug use and addiction</i>
<b>3.0 Real Life Influences</b>	Environmental Health	<u>Environmental Health</u> <i>Recognize Pollution is Harmful to Health</i>	<u>Environmental Health</u> <i>Identify Different Sources of Pollution</i>	<u>Environmental Health</u> <i>Describe Different Sources of Pollution</i>	(No Standards)		
	Gather and Analyze Health Information	<u>Identify Safe and Unsafe Behaviors</u>	<u>Identify Safe and Unsafe Behaviors</u>	<u>Identify Safe and Unsafe Behaviors</u>	<u>Identify Safe and Unsafe Behaviors</u>	<u>Identify Safe and Unsafe Behaviors</u>	<u>Identify Safe and Unsafe Behaviors</u>
	Emotions and Decision Making	<u>Recognize Emotions</u>	<u>Demonstrate Appropriate Emotions</u>	<u>Recognize How Emotions Impact Others</u>	<u>Demonstrate Appropriate Social Skills in Different Settings</u>	<u>Demonstrate Appropriate Social Skills in Different Settings</u>	<u>Conflict Resolutions</u>
<b>4.0 Health and Fitness Plans</b>	Safety Issues	<u>Home Health Connection</u>	<u>Home Health Connection</u>	<u>Home Health Connection</u>	<u>Home Health Connection</u>	<u>Home Health Connection</u>	<u>Home Health Connection</u>
	Fitness Testing	*	*	*	<u>PBA (Performance Based Assessment)</u>	<u>PBA</u>	<u>PBA</u>
	Goal Setting	<u>Goal Setting</u>	<u>Goal Setting</u>	<u>Goal Setting</u>	<u>Goal Setting Basic Record Keeping/Goal setting</u>	<u>Goal Setting Continue to develop Record keeping and goal setting skills</u>	<u>Goal Setting Goal setting Strategies</u>

