

Clark County School District
K-5 Health Curriculum Objective Scaffolding Guide

This document was printed from Document View in the CCSD Curriculum Engine and is intended to support the curriculum of the Clark County School District. Only electronic versions are controlled.

Personal Health						
Objective	Kindergarten	First	Second	Third	Fourth	Fifth
1.1	List good daily health habits including brushing teeth, washing hands, and eating properly. [NS 1.2.1]	Identify additional daily health habits including personal hygiene, going to bed on time, and being physically active. [NS 1.2.1]		Identify characteristics of physical, mental, emotional, and social health behaviors. [NS 1.5.1]	Describe the relationship between health behaviors and physical, mental, emotional, and social health. [NS 1.5.1]	Apply physical, mental, emotional, and social health behaviors to personal health. [NS 1.5.1]
1.2			Describe factors that may influence health behaviors, such as family and peers. [NS 2.2.1]	Describe factors that may influence health behaviors, such as culture, media, and technology. [NS 2.5.1]	Identify factors that have a positive or negative impact on personal health behaviors. [NS 2.5.1]	Identify factors that have a positive or negative impact on personal health behaviors. [NS 2.5.1]
1.3	Discuss good and bad decisions and give an example of each. [NS 7.2.1]	Discuss good and bad decisions and give an example of each. [NS 7.2.1]		Identify the steps of the decision-making process as related to a health issue. Steps include: 1. Identify the problem 2. Consider your values 3. List the options 4. Weigh the consequences 5. Decide and act 6. Evaluate your decision. [NS 7.5.1]	Apply the steps of the decision-making process to an identified health-related situation to avoid or reduce health risks. [NS 7.5.1]	Apply the steps of the decision-making process to an identified health-related situation to avoid or reduce health risks. [NS 7.5.1]
1.4		List ways to express emotions in a positive, safe manner. [NS 4.2.1]	Explain when to get adult help for emotions that cannot be handled alone. [NS 4.2.1]	Discuss effective verbal and non-verbal communication skills. [NS 4.5.1]	Demonstrate effective verbal and non-verbal communication skills. [NS 4.5.1]	Demonstrate effective verbal and non-verbal communication skills. [NS 4.5.1]
1.5	Identify a personal health goal such as brushing teeth twice daily. [NS 6.2.1]		Discuss the differences between short term and long term health goals. [NS 6.2.1]	Set an individual health goal and list the steps necessary to achieve it. [NS 6.5.1] Record the progress of an individual health goal. [NS 6.5.1]	Set an individual health goal and list the steps necessary to achieve it. [NS 6.5.1] Record the progress of an individual health goal. [NS 6.5.1]	Set an individual health goal and list the steps necessary to achieve it. [NS 6.5.1] Record the progress of an individual health goal. [NS 6.5.1]
1.6		Identify ways to promote personal and family health at home. [NS 8.2.1]		Describe ways to influence others to make positive health choices. [NS 8.5.1]	Describe ways to influence others to make positive health choices. [NS 8.5.1]	Describe ways to influence others to make positive health choices. [NS 8.5.1]
1.7			Compare healthy vs. unhealthy choices when making a decision. [NS 5.2.1]	Discuss healthy vs. unhealthy choices when making a personal health decision. [NS 5.5.1]	Examine alternatives and consequences when making a personal health decision. [NS 5.5.1]	Examine alternatives and consequences when making a personal health decision. [NS 5.5.1]

Clark County School District
K-5 Health Curriculum Objective Scaffolding Guide

This document was printed from Document View in the CCSD Curriculum Engine and is intended to support the curriculum of the Clark County School District. Only electronic versions are controlled.

Growth and Development						
Objective	Kindergarten	First	Second	Third	Fourth	Fifth
2.1	List the five senses and match the appropriate body parts to each sense. [NS 1.2.2]		Identify major organs of the body. [NS 1.2.2]	Categorize major organs for the following six body systems: skeletal, muscular, nervous, circulatory, digestive, and respiratory. [NS 1.5.2]	Explain how the six major body systems (skeletal, muscular, nervous, circulatory/cardiovascular, digestive, and respiratory) work and how they function together. [NS 1.5.2]	Identify the structures and functions of the following body systems: skeletal, muscular, nervous, circulatory/cardiovascular, digestive, respiratory, immune, endocrine, and reproductive. * [NS 1.5.2]
2.2		Identify physical and emotional differences of self. [NS 1.2.3]	Describe physical and emotional characteristics of self and others. [NS 1.2.3]	Describe physical and emotional characteristics of self and others. [NS 1.5.3]	Compare physical, emotional, and academic differences of self and others. [NS 1.5.3]	Understand the differences among self and others. * [NS 1.5.3]
2.3	List physical characteristics that make every person different. [NS 1.2.3]			Describe ways in which the body changes as it grows. [NS 1.5.3]	Discuss the importance of communicating to a trusted adult about your growing body. [NS 4.5.2]	Define puberty. * [NS 1.5.3]

* The objectives found in the 5th Grade Growth and Development strand must only be taught using the CCSD Fifth Grade Growth and Development Unit of Instruction. This unit of instruction has been approved by the CCSD Board of School Trustees per NRS 389.065. The Fifth Grade Human Growth and Development Unit of Instruction must be taught by the school nurse or a teacher designated by the school site administrator. It is recommended that a school nurse and classroom teacher or two classroom teachers be present in the room during all lessons. Please note that substitute teachers may not provide instruction on the Fifth Grade Human Growth and Development Unit of Instruction. During the unit, both fifth grade boys and girls must be taught separately and should get instruction in all lessons. According to district policy, students must have parent/guardian approval to attend this program. All teaching materials should be made available for parent/guardian review. To access the unit of instruction go to InterAct>EdLink>Curriculum & Prof Dev>CPD Health & Physical Education>CPD Health>Approved Sex Ed Materials>click on e-mail entitled, Fifth Grade Growth and Development Unit of Instruction.

Clark County School District
K-5 Health Curriculum Objective Scaffolding Guide

This document was printed from Document View in the CCSD Curriculum Engine and is intended to support the curriculum of the Clark County School District. Only electronic versions are controlled.

Nutrition and Physical Activity

Objective	Kindergarten	First	Second	Third	Fourth	Fifth
3.1	Sort foods by common characteristics, such as color, shape, and groups. [NS 7.2.2] Identify examples of healthy foods. [NS 7.2.2]	Categorize a variety of foods into the six food groups in the food guide pyramid. [NS 7.2.2]	Discuss the importance of consuming water, fruits, vegetables, whole grains, lean proteins, and calcium rich foods. [NS 7.2.2]	List the six basic classes of nutrients and describe the food sources of each. [NS 7.5.2]	Describe how the six basic classes of nutrients play a role in maintaining health. [NS 7.5.2] Interpret basic nutritional information found on food labels. [NS 7.5.2]	Apply basic nutritional information found on food labels to a balanced diet. [NS 7.5.2]
3.2	Discuss why all living things need food and physical activity. [NS 1.2.4]	Identify healthy food choices when given two options, such as carrots vs. potato chips. [NS 1.2.4] Identify physically active and physically inactive behaviors. [NS 1.2.4]	Discuss the connection between making healthy food choices and physical activity. [NS 1.2.4]	Plan a healthy meal using the food pyramid. [NS 1.5.4] Identify healthy components of an active lifestyle. [NS 1.5.5]	Plan healthy meals and snacks including the importance of serving size by using the food pyramid and nutritional information as a guide. [NS 1.5.4] Create an exercise plan based on the components of a healthy lifestyle. [NS 1.5.5]	Plan healthy meals using key nutrients and nutritional information found on food labels for breakfast, lunch, and dinner. [NS 1.5.4] Apply the health-related components of an active lifestyle to daily routine. [NS 1.5.5]
3.3		Identify foods and physical activities at home and school. [NS 2.2.3]	Discuss individual and family food preferences. [NS 2.2.3] Discuss physical activities your family participates in on a regular basis. [NS 2.2.3]	Discuss nutrition and physical activity practices in various cultures around the world. [NS 2.5.3]	Plan a healthy menu emphasizing ethnic foods. [NS 2.5.3]	Compare nutrition and physical activity habits in diverse cultures. [NS 2.5.3]
3.4		Define inactive vs. active lifestyles. [NS 7.2.3] Discuss various activities which promote an active, healthy lifestyle. [NS 7.2.3]	Discuss various activities which promote an active, healthy lifestyle. [NS 7.2.3]	Describe ways that physical activity can be incorporated into daily routines. [NS 7.5.3]	Describe ways that physical activity can be incorporated into daily routines. [NS 7.5.3]	

Clark County School District
K-5 Health Curriculum Objective Scaffolding Guide

This document was printed from Document View in the CCSD Curriculum Engine and is intended to support the curriculum of the Clark County School District. Only electronic versions are controlled.

Substance Use and Abuse						
Objective	Kindergarten	First	Second	Third	Fourth	Fifth
4.1	Identify household items that are safe or not safe to taste, touch, or smell. [NS 1.2.6]	Identify household items that are safe or not safe to taste, touch, or smell. [NS 1.2.6]	Explain why assistance is needed from a trusted adult before tasting, touching, or smelling any unknown substance. [NS 1.2.6]	Identify legal and illegal drugs including tobacco and alcohol. [NS 1.5.6]	Identify the effects of drugs and other substances on various body systems. [NS 1.5.6]	Explain the short and long term effects of legal and illegal drugs and other substances on various body systems. [NS 1.5.6]
4.2		List sources that influence the use of helpful and harmful substances, such as family and peers. [NS 2.2.4]	List sources that influence the use of helpful and harmful substances, such as family and peers. [NS 2.2.4]	Discuss and provide examples of how the media influences the use of helpful and harmful substances. [NS 2.5.4]	Discuss and provide examples of how the media influences the use of helpful and harmful substances. [NS 2.5.4]	Analyze the influence that family, peers, media, and culture have on the use of helpful and harmful substances. [NS 2.5.4]
4.3	List individuals who should administer medicine, such as doctor, nurse, parent/guardian, and babysitter. [NS 5.2.2]	List individuals who should administer medicine, such as doctor, nurse, parent/guardian, and babysitter. [NS 5.2.2]	Explain why doctors prescribe medicines. [NS 5.2.2] Discuss how medicines can be dangerous if misused. [NS 5.2.2]	Explain how medications can affect the way a person makes decisions or performs tasks. [NS 5.5.2]	Discuss how decisions regarding substance use and abuse have consequences for self and others. [NS 5.5.2]	Explain drug addiction, including alcohol and tobacco. [NS 5.5.2]
4.4	Practice ways to "just say no" when pressured to use drugs, tobacco, and alcohol. [NS 4.2.5] *	Practice refusal skills when in an unhealthy or dangerous situation, such as "just say no", walk away, ignore, give an excuse, and tell a trusted adult. [NS 4.2.5] *	Practice refusal skills when in an unhealthy or dangerous situation, such as "just say no", walk away, ignore, give an excuse, and tell a trusted adult. [NS 4.2.5] *	Practice refusal skills when confronted with an unhealthy or dangerous situation involving alcohol, tobacco, unknown substances, prescriptions, and over-the-counter drugs. [NS 4.5.3, 4.5.4]	Practice refusal skills when confronted with an unhealthy or dangerous situation involving alcohol, tobacco, unknown substances, prescriptions, and over-the-counter drugs. [NS 4.5.3, 4.5.4]	Practice refusal skills when confronted with an unhealthy or dangerous situation involving alcohol, tobacco, unknown substances, prescriptions, and over-the-counter drugs. [NS 4.5.3, 4.5.4]
4.5				Identify positive and negative coping behaviors used when dealing with friends or family members who abuse alcohol, tobacco, and other drugs. [NS 7.5.4]	Discuss the importance of using positive coping behaviors when dealing with friends or family members who abuse alcohol, tobacco, and other drugs. [NS 7.5.4]	Discuss the importance of using positive coping behaviors when dealing with friends or family members who abuse alcohol, tobacco, and other drugs. [NS 7.5.4]
*Objective aligns to the Injury/Violence Prevention and Safety standard.						

Clark County School District
K-5 Health Curriculum Objective Scaffolding Guide

This document was printed from Document View in the CCSD Curriculum Engine and is intended to support the curriculum of the Clark County School District. Only electronic versions are controlled.

Injury/Violence Prevention and Safety						
Objective	Kindergarten	First	Second	Third	Fourth	Fifth
5.1	Recite first and last name, names of parents/guardian, address, telephone number, and the use of "911" for emergencies. [NS 4.2.5]	Recite first and last name, names of parents/guardian, address, telephone number, and the use of "911" for emergencies. [NS 4.2.5]	Recite first and last name, names of parents/guardian, address, telephone number, and the use of "911" for emergencies. [NS 4.2.5]	Explain ways to help oneself and others when in a dangerous situation. [NS 1.5.8]	Explain ways to help oneself and others when in a dangerous situation. [NS 1.5.8]	Discuss when to recognize potentially violent or unsafe situations and describe ways to protect oneself. [NS 1.5.8, 7.5.6]
5.2	Describe and practice safety rules for home, school, playground, and bus including helmet use, pedestrian safety, seat belt use, gun safety, and fire safety. [NS 7.2.5]	Describe and practice safety rules for home, school, playground, and bus including helmet use, pedestrian safety, seat belt use, gun safety, and fire safety. [NS 7.2.5]	Describe and practice safety rules for home, school, playground, and bus including helmet use, pedestrian safety, seat belt use, gun safety, and fire safety. [NS 7.2.5]	Describe basic first aid for minor injuries including cuts, bumps, and scrapes. [NS 7.5.5]	Practice basic first aid for minor injuries and explain when professional emergency help needs to be called. [NS 7.5.5]	Practice basic first aid for minor injuries and explain when professional emergency help needs to be called. [NS 7.5.5] Discuss life-saving techniques such as the Heimlich maneuver. [NS 7.5.5]
5.3	Identify family members who are trusted adults. [NS 1.2.8] Discuss "stranger danger." [NS 1.2.8]	Identify family members who are trusted adults. [NS 1.2.8] Discuss "stranger danger." [NS 1.2.8]	Identify other trusted adults and their jobs in your community, such as teachers, crossing guards, doctors, fire fighters, and police officers. [NS 1.2.8]	Discuss the need to seek help from a trusted adult when in a dangerous situation. [NS 1.5.8]	Discuss refusal skills that would be used when confronted with a dangerous situation. [NS 1.5.8]	Practice refusal skills that would be used when confronted with a dangerous situation. [NS 1.5.8]
5.4	List common childhood injuries and where to go for help, such as a teacher, school nurse, or friend. [NS 1.2.7]	Identify hazardous conditions, such as open swimming pools, open mine shafts, poisonous animals, and flood control channels. [NS 1.2.7]	Identify safety procedures used to prevent common childhood injuries found in the home and school. [NS 1.2.7]	Describe ways to prevent common childhood injuries in the home, school, and community by identifying various hazards. [NS 1.5.7]	Describe ways to prevent common childhood injuries in the home, school, and community by identifying various hazards. [NS 1.5.7]	
5.5	Identify characteristics of a bully. [NS 4.2.5]	Identify what bullying is and discuss potential bullying situations. [NS 4.2.5] Discuss the importance of reporting bullying to a trusted adult. [NS 4.2.5]	Identify what bullying is and discuss potential bullying situations. [NS 4.2.5] Discuss the importance of reporting bullying to a trusted adult. [NS 4.2.5]	Compare and contrast bullying, cyber bullying, and harassment. [NS 4.5.5]	Discuss where to seek help when being involved in bullying, cyber bullying, and harassment. [NS 4.5.5]	Demonstrate how conflicts can be resolved without bullying, cyber bullying, and harassment. [NS 4.5.5] Demonstrate skills and strategies for solving interpersonal conflicts without harming self and others. [NS 4.5.5]

Clark County School District
K-5 Health Curriculum Objective Scaffolding Guide

This document was printed from Document View in the CCSD Curriculum Engine and is intended to support the curriculum of the Clark County School District. Only electronic versions are controlled.

Prevention/Control of Disease

Objective	Kindergarten	First	Second	Third	Fourth	Fifth
6.1	Discuss germs and their role in causing illness/disease. [NS 1.2.9]	Discuss germs and their role in causing illness/disease. [NS 1.2.9]	Name common illnesses/diseases caused by germs, such as colds, flu, sore throat, ear infection, pink eye, and lice. [NS 1.2.9]	Define communicable (contagious) and non-communicable (non-contagious) disease. [NS 1.5.9] List examples of communicable and non-communicable diseases. [NS 1.5.9]	Define communicable (contagious) and non-communicable (non-contagious) disease. [NS 1.5.9] List examples of communicable and non-communicable diseases. [NS 1.5.9]	Review communicable diseases and types of pathogens, such as bacteria, viruses, and fungi. [NS 1.5.9] Describe how the immune system fights and protects against pathogens. [NS 1.5.9]
6.2	Identify hand washing as a way to prevent the spread of germs and illness. [NS 1.2.10]	Demonstrate proper hand washing techniques to prevent the spread of germs and illness/disease. [NS 1.2.10]	Discuss how germs are spread and ways to prevent the spread of disease. [NS 1.2.10]	Describe positive personal health behaviors that prevent the spread of germs and illness/disease. [NS 1.5.10]	Describe how decisions regarding health behaviors can prevent illness/disease and promote good health. [NS 1.5.10]	Explain preventative measures to protect from illness/disease. [NS 1.5.10, 7.5.7]
6.3	Discuss the role of doctors, nurses, dentists, and other health care professionals. [NS 3.2.1]	Discuss the role of doctors, nurses, dentists, and other health care professionals. [NS 3.2.1]		Recognize common health professionals who help treat common illnesses/diseases. [NS 3.5.1]	Identify sources of reliable health information, such as school nurse and health care professionals. [NS 3.5.1]	Explain the importance of seeking reliable health information. [NS 3.5.1]
6.4		Explain the importance of communicating symptoms to an adult when feeling sick. [NS 5.2.3]	State the importance of regular check-ups and following the advice of health care professionals. [NS 5.2.3]	Describe how personal hygiene impacts the health of self and others, such as bathing, brushing teeth, and grooming. [NS 5.5.3]	Describe how lifestyle choices affect personal health, such as smoking, overeating, and physical inactivity. [NS 5.5.3]	Predict how decisions regarding health behaviors may have positive and negative consequences on self and others. [NS 5.5.3]
6.5						Identify how technology has influenced medical advancements in health care. [NS 2.5.5]
6.6			Develop a plan to promote positive personal health behaviors, such as a daily log of health habits. [NS 6.2.2]	Describe how informed decisions regarding health behaviors develop positive health goals. [NS 6.5.2]	Describe how informed decisions regarding health behaviors develop positive health goals. [NS 6.5.2]	Develop short- and long-term health goals. [NS 6.5.2]

Clark County School District
K-5 Health Curriculum Objective Scaffolding Guide

This document was printed from Document View in the CCSD Curriculum Engine and is intended to support the curriculum of the Clark County School District. Only electronic versions are controlled.

Environmental/Consumer Health						
Objective	Kindergarten	First	Second	Third	Fourth	Fifth
7.1	List ways to practice sun safety. [NS 1.2.11]	List ways to practice sun safety. [NS 1.2.11]	Explain the importance of clean air, water, and soil to personal health. [NS 1.2.11]	Discuss the different types of pollution (air, water, land, noise) and sources of each. [NS 1.5.11]	Explain how each type of pollution effects personal and community health. [NS 1.5.12]	Demonstrate personal responsibility when making decisions to protect oneself against environmental elements. [NS 1.5.12]
7.2				List three ways to help keep the community clean. [NS 1.5.11]	Identify community programs which help promote community/environmental health, such as recycling, waste management, energy conservation, and water conservation. [NS 1.5.11]	Develop a plan for taking care of the school and community environment, such as starting a recycling program, planning neighborhood clean-ups, or having a sun safety awareness day. [NS 1.5.11]
7.3				Explain how the media influences consumer health choices both positively and negatively. [NS 2.5.6]	Describe strategies that advertisers use to sell their products. [NS 2.5.6]	Provide examples of how media literacy can assist in making smart, responsible consumer choices. [NS 2.5.6]
7.4	List types of health care workers. [NS 3.2.2]	Identify health care workers and their duties in the community. [NS 3.2.2]	Identify health care workers and their duties in the community. [NS 3.2.2]	Identify situations in which a health care worker is needed. [NS 3.5.2]	Discuss when professional health services are needed. [NS 3.5.2]	Discuss health services that are provided in the community. [NS 3.5.2]
7.5			Identify situations that require individual decision making or decisions made with assistance. [NS 5.2.4]			Identify types of assistance that can be used when making a health-related decision. [NS 5.5.4]
7.6			Discuss environmental community resources, such as recycling center, water district, Springs Preserve, farmer's markets, and national and state parks. [NS 6.2.3]	Discuss environmental community resources, such as recycling center, water district, Springs Preserve, farmer's markets, and national and state parks. [NS 6.5.3]	Describe how community resources assist with making personal health decisions, such as recycling, littering, water conservation. [NS 6.5.3]	Discuss how community resources assist with making other personal health decisions. [NS 6.5.3]
7.7		Identify environmental health messages found in the community, such as "Give a Hoot, Don't Pollute," "Don't Be a Fire Bug," "Only You Can Prevent Forest Fires." [NS 8.2.2]	Discuss the importance of the "reduce, reuse, recycle" message. [NS 8.2.2]		Distinguish between consumer and environmental health messages. [NS 8.5.2] Discuss the effects of consumer and environmental health messages on the community. [NS 8.5.2]	Distinguish between consumer and environmental health messages. [NS 8.5.2] Discuss the effects of consumer and environmental health messages on the community. [NS 8.5.2]