



# Kindergarten through 5th Grade Scope and Sequence

The Emily's Hope Substance Use Prevention Curriculum has been carefully designed to address growing concerns surrounding substance use and overdose in our communities. Our curriculum focuses on age-appropriate and evidence-based content that educates children about the risks of substance use while empowering them to make healthy choices. By fostering open communication between children, parents, and educators, we aim to create a supportive environment that promotes well-being and resilience.

The Emily's Hope Substance Use Prevention Curriculum seeks to support educators in the classroom with an age-appropriate substance and substance use curriculum. Both legal and illegal substances, their effects on the brain, body, and a person's life in order to promote healthy lifestyle choices.

Kdg - 5th Grade Lessons	K	1	2	3	4	5
My Body	X	X	X	X	X	X
My Brain		X	X	X	X	X
My Brain on Substances				X	X	X
Your Health / My Health	X	X	X	X	X	X
Medication Safety		X		X	X	X
Substance Use Disorders				X	X	X
Emotions	X	X	X	X	X	X
Pressures			X	X	X	X

- Each lesson is aligned with National Health Education Standards that are identified on the lesson plan.

[National Consensus for School Health Education](#)

- Each lesson is aligned with the American School Counselor Association (ASCA) Mindsets and Behaviors

[ASCA Student Standards: Mindsets & Behaviors for Student Success](#)

- "I Can Statements" support student goals for learning.
- Lesson vocabulary is provided to support comprehension of lesson content.
- Lesson plans are age-appropriate and designed to build knowledge from Kindergarten to 5th grade.
- Lesson activities are engaging and promote discussion of lesson content.

## References:

- American School Counselor Association (2021). *ASCA Content Standards; Mindsets and Behaviors for Student Success*. Alexandria, VA: Author.
- National Consensus for School Health Education. (2022). *National Health Education Standards: Model Guidance for Curriculum and Instruction (3<sup>rd</sup> Edition)* [www.schoolhealtheducation.org](http://www.schoolhealtheducation.org)
- Emily's Hope - <https://emilyshope.charity/>

## Emily's Hope Substance Use Prevention Curriculum Scope and Sequence

Kindergarten Lessons	My Body			Your Health/My Health			Emotions	
<b>Content focus Student "I can..." statements</b>	<p><i>I can...</i></p> <ul style="list-style-type: none"> <li>...name the parts of my body that I can see.</li> <li>...describe how my brain works, even when I am sleeping.</li> <li>...list two ways I can keep my body healthy and safe.</li> </ul>			<p><i>I can...</i></p> <ul style="list-style-type: none"> <li>...can identify ways to keep my body healthy.</li> </ul>			<p><i>I can...</i></p> <ul style="list-style-type: none"> <li>...can identify emotions.</li> <li>...can identify if a person is happy or unhappy.</li> </ul>	
<b>National Health Education Standards</b> <a href="#">National Consensus for School Health Education</a>	Standard 1 1.2.1, 1.2.2, 1.2.3, 1.2.4; 1.2.5; 1.2.6; 1.2.7 Standard 7 7.2.1; 7.2.2; 7.2.3			Standard 1 1.2.1, 1.2.2, 1.2.3, 1.2.4; 1.2.5; 1.2.6; 1.2.7 Standard 2 2.2.1; 2.2.2; 2.2.3; 2.2.4; 2.2.5			Standard 1 1.2.1, 1.2.2, 1.2.3, 1.2.4; 1.2.5; 1.2.6; 1.2.7 Standard 2 2.2.1; 2.2.2; 2.2.3; 2.2.4; 2.2.5	
<b>ASCA Mindsets &amp; Behaviors</b> M - Mindset Standard Behavioral Standards: B-LS -Learning Strategies B-SMS - Self-Management Skills B-SS - Social Skills <a href="#">ASCA Student Standards: Mindsets &amp; Behaviors for Student Success</a>	M 1 B-LS 1; B-LS 2; B-SMS 1; B-SMS 9; B-SS 1; B-SS 5; B-SS 9			M 1 B-LS 1; B-LS 2; B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9; B-SMS 10; B-SS 1; B-SS 2; B-SS 5; B-SS 8; B-SS 9			M 1 B-LS 1; B-LS 7; B-LS 9; B-SMS 1; B-SMS 2; B-SMS 7; B-SMS 9; B-SMS 10; B-SS 1; B-SS 2; B-SS 3; B-SS 4; B-SS 5; B-SS 6; B-SS 8; B-SS 9; B-SS 10	

## Emily's Hope Substance Use Prevention Curriculum Scope and Sequence

1st Grade Lessons	My Body	My Brain		Your Health/My Health	Medication Safety		Emotions	
<b>Content focus Student "I can..." statements</b>	<p><i>I can...</i></p> <ul style="list-style-type: none"> <li>...tell what I know about my external body parts.</li> <li>...learn about the location and functions of body parts on the inside of my body.</li> <li>...learn about my heart, lungs, and brain.</li> <li>...explain how my internal body parts work.</li> </ul>	<p><i>I can...</i></p> <ul style="list-style-type: none"> <li>...feel my heart beating and explain why it may beat faster or slower.</li> <li>...describe how my lungs help me breathe.</li> <li>...explain how my brain controls my body.</li> </ul>		<p><i>I can...</i></p> <ul style="list-style-type: none"> <li>...explain the difference between healthy and unhealthy choices.</li> <li>...sort pictures into two groups – healthy and unhealthy groups.</li> </ul>	<p><i>I can...</i></p> <ul style="list-style-type: none"> <li>...identify a trusted adult.</li> <li>...differentiate between candy and medicine.</li> </ul>		<p><i>I can...</i></p> <ul style="list-style-type: none"> <li>...use emotion words to express how I am feeling.</li> <li>...express my feelings to a trusted adult, my teacher, or my parents.</li> </ul>	
<b>National Health Education Standards</b> <a href="#">National Consensus for School Health Education</a>	<p>Standard 1 1.2.1, 1.2.2, 1.2.3, 1.2.4; 1.2.5; 1.2.6; 1.2.7</p> <p>Standard 4 4.2.1; 4.2.2; 4.2.3; 4.2.4; 4.2.5; 4.2.6; 4.2.7</p>	<p>Standard 1 1.2.1, 1.2.2, 1.2.3, 1.2.4; 1.2.5; 1.2.6; 1.2.7</p> <p>Standard 4 4.2.1; 4.2.2; 4.2.3; 4.2.4; 4.2.5; 4.2.6; 4.2.7</p>		<p>Standard 1 1.2.1, 1.2.2, 1.2.3, 1.2.4; 1.2.5; 1.2.6; 1.2.7</p> <p>Standard 3 3.2.1; 3.2.2; 3.2.3; 3.2.4; 3.2.5; 3.2.6</p> <p>Standard 4 4.2.1; 4.2.2; 4.2.3; 4.2.4; 4.2.5; 4.2.6; 4.2.7</p> <p>Standard 8 8.2.1; 8.2.2</p>	<p>Standard 3 3.2.1; 3.2.2; 3.2.3; 3.2.4; 3.2.5; 3.2.6</p> <p>Standard 4 4.2.1; 4.2.2; 4.2.3; 4.2.4; 4.2.5; 4.2.6; 4.2.7</p>		<p>Standard 1 1.2.1, 1.2.2, 1.2.3, 1.2.4; 1.2.5; 1.2.6; 1.2.7</p> <p>Standard 4 4.2.1; 4.2.2; 4.2.3; 4.2.4; 4.2.5; 4.2.6; 4.2.7</p>	
<b>ASCA Mindsets &amp; Behaviors</b> M - Mindset Standards Behavioral Standards: B-LS -Learning Strategies	<p>M 1</p> <p>B-LS 1; B-LS 2; B-LS 9</p>	<p>M 1</p> <p>B-LS 1; B-LS 2 B-SMS 1; B-SMS 9</p>		<p>M 1</p> <p>B-LS 1; B-LS 4; B-LS 5; B-LS 9; B-SMS 1; B-SMS 2;</p>	<p>M 1</p> <p>B-LS 1; B-LS 2; B-LS 9</p>		<p>M 1</p> <p>B-LS 1; B-LS 4; B-LS 6; B-LS 9</p>	

## Emily's Hope Substance Use Prevention Curriculum Scope and Sequence

<b>B-SMS - Self-Management Skills</b> <b>B-SS - Social Skills</b> <a href="#">ASCA Student Standards: Mindsets &amp; Behaviors for Student Success</a>	B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9; B-SMS 10 B-SS 1; B-SS 2; B-SS 3; B-SS 4; B-SS 5; B-SS 6; B-SS 8; B-SS 9; B-SS 10	B-SS 1; B-SS 5; B-SS 9		B-SMS 3; B-SMS 6; B-SMS 7; B-SMS 9; B-SMS 10 B-SS 1; B-SS 5; B-SS 6; B-SS 7; B-SS 8; B-SS 9	B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9; B-SMS 10 B-SS 1; B-SS 5; B-SS 6; B-SS 9		B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9; B-SMS 10 B-SS 1; B-SS 5; B-SS 6; B-SS 8; B-SS 9; B-SS 10	
<b>2nd Grade Lessons</b>	<b>My Body</b>	<b>My Brain</b>		<b>Your Health/My Health</b>			<b>Emotions</b>	<b>Pressures</b>
<b>Content focus Student "I can..." statements</b>	<i>I can...</i> <ul style="list-style-type: none"> <li>...match my five senses to specific body parts.</li> <li>...explain how the five senses can keep me safe.</li> </ul>	<i>I can...</i> <ul style="list-style-type: none"> <li>...explain the parts of the brain responsible for thinking and feeling. (neocortex and limbic system)</li> </ul>		<i>I can...</i> <ul style="list-style-type: none"> <li>...identify differences between myself and my friends.</li> <li>...work to build empathy.</li> <li>...work to build compassion.</li> </ul>			<i>I can...</i> <ul style="list-style-type: none"> <li>...identify emotions that are positive.</li> <li>...identify emotions that can be negative.</li> </ul>	<i>I can...</i> <ul style="list-style-type: none"> <li>...use assertive skills to say no when I do not want to do something.</li> <li>...pause and think before acting.</li> </ul>
<b>National Health Education Standards</b> <a href="#">National Consensus for School Health Education</a>	Standard 1 1.2.1, 1.2.2, 1.2.3, 1.2.4; 1.2.5; 1.2.6; 1.2.7 Standard 4 4.2.1; 4.2.2; 4.2.3; 4.2.4; 4.2.5; 4.2.6; 4.2.7	Standard 1 1.2.1, 1.2.2, 1.2.3, 1.2.4; 1.2.5; 1.2.6; 1.2.7 Standard 4 4.2.1; 4.2.2; 4.2.3; 4.2.4; 4.2.5; 4.2.6; 4.2.7 Standard 7 7.2.1; 7.2.2; 7.2.3		Standard 1 1.2.1, 1.2.2, 1.2.3, 1.2.4; 1.2.5; 1.2.6; 1.2.7 Standard 4 4.2.1; 4.2.2; 4.2.3; 4.2.4; 4.2.5; 4.2.6; 4.2.7 Standard 7 7.2.1; 7.2.2; 7.2.3 Standard 8 8.2.1; 8.2.2			Standard 1 1.2.1, 1.2.2, 1.2.3, 1.2.4; 1.2.5; 1.2.6; 1.2.7 Standard 4 4.2.1; 4.2.2; 4.2.3; 4.2.4; 4.2.5; 4.2.6; 4.2.7 Standard 5 5.2.1; 5.2.2; 5.2.3; 5.2.4; 5.2.5; 5.2.6 Standard 7 7.2.1; 7.2.2; 7.2.3	Standard 1 1.2.1, 1.2.2, 1.2.3, 1.2.4; 1.2.5; 1.2.6; 1.2.7 Standard 3 3.2.1; 3.2.2; 3.2.3; 3.2.4; 3.2.5; 3.2.6 Standard 5 5.2.1; 5.2.2; 5.2.3; 5.2.4; 5.2.5; 5.2.6 Standard 7 7.2.1; 7.2.2; 7.2.3 Standard 8 8.2.1; 8.2.2
<b>ASCA Mindsets &amp; Behaviors</b> M - Mindset Standards Behavioral Standards: B-LS - Learning Strategies	M 1 B-LS 1; B-LS 2; B-LS 9	M 1 B-LS 1; B-LS 2; B-LS 9		M 1 B-LS 1; B-LS 2; B-LS 9			M 1 B-LS 1; B-LS 2; B-LS 9	M 1 B-LS 1; B-LS 2; B-LS 9

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B-SMS - Self-Management Skills B-SS - Social Skills <a href="#">ASCA Student Standards:                  Mindsets &amp; Behaviors for                  Student Success</a>	B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9 B-SS 1; B-SS 5	B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9 B-SS 1; B-SS 5		B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9 B-SS 1; B-SS 5			B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9 B-SS 1; B-SS 5	B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9 B-SS 1; B-SS 5
<b>3rd Grade Lessons</b>	<b>My Body</b>	<b>My Brain</b>	<b>My Brain on Substances</b>	<b>Your Health/My Health</b>	<b>Medication Safety</b>	<b>Substance Use Disorder</b>	<b>Emotions</b>	<b>Pressures</b>
<b>Content focus Student "I can..." statements</b>	<i>I can...</i> <ul style="list-style-type: none"> <li>• ...identify parts of my body and what my body does.</li> <li>• ...identify my five senses.</li> <li>• ...differentiate between my five senses and tell what each sense does.</li> <li>• ...describe the relationship between healthy behaviors and personal health.</li> <li>• ...complete a graphic organizer labeling parts of my body.</li> <li>• ...summarize my knowledge</li> </ul>	<i>I can...</i> <ul style="list-style-type: none"> <li>• ...identify the different parts of my brain (cerebrum, cerebellum, brain stem).</li> <li>• ...connect the parts of my brain with their functions.</li> <li>• ...describe how my brain works.</li> <li>• ...summarize the functions of a healthy brain.</li> <li>• ...differentiate between healthy and unhealthy brain functions.</li> <li>• ...list ways my family helps me stay healthy.</li> </ul>	<i>I can...</i> <ul style="list-style-type: none"> <li>• ...describe the relationships between healthy behaviors and personal health.</li> <li>• ...summarize the functions of a healthy brain.</li> <li>• ...differentiate between healthy and unhealthy brain functions.</li> <li>• ...list an example of a prescription drug (a drug prescribed by my doctor).</li> <li>• ...explain what a drug is and how the drug impacts my healthy brain.</li> <li>• ...identify how illegal substances change healthy</li> </ul>	<i>I can...</i> <ul style="list-style-type: none"> <li>• ...identify an injury</li> <li>• ..."PAUSE" and take a deep breath to help me stay calm.</li> <li>• ..."THINK" about the severity of an injury.</li> <li>• ..."ACT" by taking an action to treat an injury or medical emergency.</li> </ul>	<i>I can...</i> <ul style="list-style-type: none"> <li>• ...identify a trusted adult to help me when I am sick or injured.</li> <li>• ...choose a healthy choice when making a decision.</li> <li>• ...identify when it is necessary to seek help with a personal health issue.</li> </ul>	<i>I can...</i> <ul style="list-style-type: none"> <li>• ...identify how substances affect the brain.</li> </ul>	<i>I can...</i> <ul style="list-style-type: none"> <li>• ...identify positive and negative emotions and how they affect our decisions.</li> <li>• ...demonstrate strategies for refusing skills that could reduce health risks.</li> <li>• ...communicate my feelings to a trusted adult and seek help to deal with negative emotions.</li> </ul>	<i>I can...</i> <ul style="list-style-type: none"> <li>• ...make a friend.</li> <li>• ...compare and contrast qualities in a friendship.</li> <li>• ...classify healthy, warning, and unhealthy signs in a friendship.</li> <li>• ...describe what I want in a friendship.</li> <li>• ...explain what qualities drive healthy friendships.</li> </ul>

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	<p>of how my brain interacts with other parts of my body.</p> <ul style="list-style-type: none"> <li>...predict what other things I know about my brain.</li> </ul>	<ul style="list-style-type: none"> <li>...identify people at school who help me stay healthy.</li> <li>...describe the relationships between healthy behaviors and personal health.</li> </ul>	<p>functions in my brain.</p> <ul style="list-style-type: none"> <li>...make a healthy decision and describe how it keeps my brain and body healthy.</li> <li>...categorize prescription drugs from illegal substances.</li> </ul>					
<p><b>National Health Education Standards</b>  <a href="#">National Consensus for School Health Education</a></p>	<p>Standard 1 1.5.1; 1.5.2; 1.5.3; 1.5.4; 1.5.5; 1.5.6; 1.5.7</p>	<p>Standard 1 1.5.1; 1.5.2; 1.5.3; 1.5.4; 1.5.5; 1.5.6; 1.5.7</p> <p>Standard 2 2.5.1; 2.5.2; 2.5.3; 2.5.4; 2.5.5; 2.5.6</p>	<p>Standard 1 1.5.1; 1.5.2; 1.5.3; 1.5.4; 1.5.5; 1.5.6; 1.5.7</p> <p>Standard 5 5.5.1; 5.5.2; 5.5.3; 5.5.4; 5.5.5; 5.5.6; 5.5.7</p> <p>Standard 7 7.5.1; 7.5.2; 7.5.3</p>	<p>Standard 1 1.5.1; 1.5.2; 1.5.3; 1.5.4; 1.5.5; 1.5.6; 1.5.7</p> <p>Standard 4 4.5.1; 4.5.2; 4.5.3; 4.5.4; 4.5.5; 4.5.6; 4.5.7; 4.5.8; 4.5.9</p> <p>Standard 7 7.5.1; 7.5.2; 7.5.3</p> <p>Standard 8 8.5.1; 8.5.2</p>	<p>Standard 1 1.5.1; 1.5.2; 1.5.3; 1.5.4; 1.5.5; 1.5.6; 1.5.7</p> <p>Standard 3 3.5.1; 3.5.2; 3.5.3; 3.5.4; 3.5.5; 3.5.6; 3.5.7; 3.5.8</p> <p>Standard 5 5.5.1; 5.5.2; 5.5.3; 5.5.4; 5.5.5; 5.5.6; 5.5.7</p> <p>Standard 7 7.5.1; 7.5.2; 7.5.3</p>	<p>Standard 1 1.5.1; 1.5.2; 1.5.3; 1.5.4; 1.5.5; 1.5.6; 1.5.7</p> <p>Standard 5 5.5.1; 5.5.2; 5.5.3; 5.5.4; 5.5.5; 5.5.6; 5.5.7</p> <p>Standard 6 6.5.1; 6.5.2; 6.5.3; 6.5.4; 6.5.5; 6.5.6; 6.5.7</p> <p>Standard 7 7.5.1; 7.5.2; 7.5.3</p>	<p>Standard 1 1.5.1; 1.5.2; 1.5.3; 1.5.4; 1.5.5; 1.5.6; 1.5.7</p> <p>Standard 4 4.5.1; 4.5.2; 4.5.3; 4.5.4; 4.5.5; 4.5.6; 4.5.7; 4.5.8; 4.5.9</p>	<p>Standard 1 1.5.1; 1.5.2; 1.5.3; 1.5.4; 1.5.5; 1.5.6; 1.5.7</p> <p>Standard 4 4.5.1; 4.5.2; 4.5.3; 4.5.4; 4.5.5; 4.5.6; 4.5.7; 4.5.8; 4.5.9</p> <p>Standard 6 6.5.1; 6.5.2; 6.5.3; 6.5.4; 6.5.5; 6.5.6; 6.5.7</p> <p>Standard 8 8.5.1; 8.5.2</p>
<p><b>ASCA Mindsets &amp; Behaviors</b>  M - Mindset Standards  Behavioral Standards:  B-LS -Learning Strategies  B-SMS -  Self-Management Skills  B-SS - Social Skills  <a href="#">ASCA Student Standards: Mindsets &amp; Behaviors for Student Success</a></p>	<p>M 1 B-LS 1; B-LS 2; B-LS 9 B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9 B-SS 1; B-SS 5</p>	<p>M 1 B-LS 1; B-LS 2; B-LS 9 B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9 B-SS 1; B-SS 5</p>	<p>M 1 B-LS 1; B-LS 2; B-LS 9 B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9 B-SS 1; B-SS 5</p>	<p>M 1 B-LS 1; B-LS 2; B-LS 9 B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9 B-SS 1; B-SS 5</p>	<p>M 1 B-LS 1; B-LS 2; B-LS 9 B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9 B-SS 1; B-SS 5</p>	<p>M 1 B-LS 1; B-LS 2; B-LS 9 B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9 B-SS 1; B-SS 5</p>	<p>M 1 B-LS 1; B-LS 2; B-LS 9 B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9 B-SS 1; B-SS 5</p>	<p>M 1 B-LS 1; B-LS 2; B-LS 9 B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9 B-SS 1; B-SS 5</p>

**Emily's Hope Substance Use Prevention Curriculum Scope and Sequence**

4th Grade Lessons	My Body	My Brain	My Brain on Substances	Your Health/My Health	Medication Safety	Substance Use Disorder	Emotions	Pressures
<p align="center"><b>Content focus Student "I can..." statements</b></p>	<p><i>I Can...</i></p> <ul style="list-style-type: none"> <li>...identify basic internal organs of the human body.</li> </ul>	<p><i>I can...</i></p> <ul style="list-style-type: none"> <li>...explain how the brain sends information to other parts of the body (hypothalamus, pituitary gland, nervous system).</li> </ul>	<p><i>I can...</i></p> <ul style="list-style-type: none"> <li>...explain how my brain interacts with other parts of my body.</li> <li>...explain how my body and brain work together.</li> <li>...describe ways to keep my brain healthy and safe.</li> </ul>	<p><i>I can...</i></p> <ul style="list-style-type: none"> <li>...identify a medical emergency.</li> <li>...decide when I can handle a situation by myself and when I need to ask for help.</li> <li>...explain the difference between asking an adult for help and when I need to dial 911.</li> </ul>	<p><i>I can...</i></p> <ul style="list-style-type: none"> <li>...identify a trusted adult to help me when I am sick or injured.</li> <li>...choose a healthy choice when making a decision.</li> <li>...identify when it is necessary to seek help with a personal health issue.</li> </ul>	<p><i>I can...</i></p> <ul style="list-style-type: none"> <li>...identify how substances affect the brain.</li> </ul>	<p><i>I can...</i></p> <ul style="list-style-type: none"> <li>...identify emotions and events that contribute to those emotions.</li> </ul>	<p><i>I can...</i></p> <ul style="list-style-type: none"> <li>...identify ways to say "No" when I am feeling pressured to do something I am uncomfortable with.</li> </ul>
<p align="center"><b>National Health Education Standards</b></p> <p><a href="#">National Consensus for School Health Education</a></p>	<p>Standard 1 1.5.1; 1.5.2; 1.5.3; 1.5.4; 1.5.5; 1.5.6; 1.5.7</p>	<p>Standard 1 1.5.1; 1.5.2; 1.5.3; 1.5.4; 1.5.5; 1.5.6; 1.5.7 Standard 2 2.5.1; 2.5.2; 2.5.3; 2.5.4; 2.5.5; 2.5.6</p>	<p>Standard 1 1.5.1; 1.5.2; 1.5.3; 1.5.4; 1.5.5; 1.5.6; 1.5.7 Standard 5 5.5.1; 5.5.2; 5.5.3; 5.5.4; 5.5.5; 5.5.6; 5.5.7 Standard 7 7.5.1; 7.5.2; 7.5.3</p>	<p>Standard 1 1.5.1; 1.5.2; 1.5.3; 1.5.4; 1.5.5; 1.5.6; 1.5.7 Standard 4 4.5.1; 4.5.2; 4.5.3; 4.5.4; 4.5.5; 4.5.6; 4.5.7; 4.5.8; 4.5.9 Standard 7 7.5.1; 7.5.2; 7.5.3 Standard 8 8.5.1; 8.5.2</p>	<p>Standard 1 1.5.1; 1.5.2; 1.5.3; 1.5.4; 1.5.5; 1.5.6; 1.5.7 Standard 3 3.5.1; 3.5.2; 3.5.3; 3.5.4; 3.5.5; 3.5.6; 3.5.7; 3.5.8 Standard 5 5.5.1; 5.5.2; 5.5.3; 5.5.4; 5.5.5; 5.5.6; 5.5.7 Standard 7 7.5.1; 7.5.2; 7.5.3</p>	<p>Standard 1 1.5.1; 1.5.2; 1.5.3; 1.5.4; 1.5.5; 1.5.6; 1.5.7 Standard 5 5.5.1; 5.5.2; 5.5.3; 5.5.4; 5.5.5; 5.5.6; 5.5.7 Standard 6 6.5.1; 6.5.2; 6.5.3; 6.5.4; 6.5.5; 6.5.6; 6.5.7 Standard 7 7.5.1; 7.5.2; 7.5.3</p>	<p>Standard 1 1.5.1; 1.5.2; 1.5.3; 1.5.4; 1.5.5; 1.5.6; 1.5.7 Standard 4 4.5.1; 4.5.2; 4.5.3; 4.5.4; 4.5.5; 4.5.6; 4.5.7; 4.5.8; 4.5.9</p>	<p>Standard 1 1.5.1; 1.5.2; 1.5.3; 1.5.4; 1.5.5; 1.5.6; 1.5.7 Standard 4 4.5.1; 4.5.2; 4.5.3; 4.5.4; 4.5.5; 4.5.6; 4.5.7; 4.5.8; 4.5.9 Standard 6 6.5.1; 6.5.2; 6.5.3; 6.5.4; 6.5.5; 6.5.6; 6.5.7 Standard 8 8.5.1; 8.5.2</p>
<p align="center"><b>ASCA Mindsets &amp; Behaviors</b></p> <p>M - Mindset Standards Behavioral Standards: B-LS - Learning Strategies B-SMS - Self-Management Skills B-SS - Social Skills</p>	<p>M 1  B-LS 1; B-LS 2; B-LS 9 B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9</p>	<p>M 1  B-LS 1; B-LS 2; B-LS 9 B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9</p>	<p>M 1  B-LS 1; B-LS 2; B-LS 9 B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9</p>	<p>M 1  B-LS 1; B-LS 2; B-LS 9 B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9</p>	<p>M 1  B-LS 1; B-LS 2; B-LS 9 B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9</p>	<p>M 1  B-LS 1; B-LS 2; B-LS 9 B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9</p>	<p>M 1  B-LS 1; B-LS 2; B-LS 9 B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9</p>	<p>M 1  B-LS 1; B-LS 2; B-LS 9 B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9</p>

## Emily's Hope Substance Use Prevention Curriculum Scope and Sequence

<a href="#">ASCA Student Standards: Mindsets &amp; Behaviors for Student Success</a>	B-SS 1; B-SS 5	B-SS 1; B-SS 5	B-SS 1; B-SS 5	B-SS 1; B-SS 5	B-SS 1; B-SS 5	B-SS 1; B-SS 5	B-SS 1; B-SS 5	B-SS 1; B-SS 5
<b>5th Grade</b>	<b>My Body</b>	<b>My Brain</b>	<b>My Brain on Substances</b>	<b>Your Health/My Health</b>	<b>Medication Safety</b>	<b>Substance Use Disorder</b>	<b>Emotions</b>	<b>Pressures</b>
<b>Content focus Student "I can..." statements</b>	<p><i>I can...</i></p> <ul style="list-style-type: none"> <li>...identify basic internal organs of the human body.</li> <li>...describe the digestive system and its functions.</li> <li>...describe the respiratory system and its functions.</li> <li>...describe the circulatory system and its functions.</li> <li>...describe the muscular system and its functions.</li> </ul>	<p><i>I can...</i></p> <ul style="list-style-type: none"> <li>...explain how the brain sends information to other parts of the body.</li> <li>...define impulse control.</li> <li>...describe how different parts of my brain demonstrate impulse control. (amygdala; hippocampus; prefrontal cortex)</li> </ul>	<p><i>I can...</i></p> <ul style="list-style-type: none"> <li>...describe how dopamine is involved in encoding memories associated with rewards.</li> <li>...describe how areas of the brain work together to encourage the repetition of rewarding behavior.</li> </ul>	<p><i>I can...</i></p> <ul style="list-style-type: none"> <li>...identify a trusted adult.</li> <li>...explain the difference between emergencies I can handle and emergency situations when I need to ask for help.</li> <li>...demonstrate how and when to dial 911.</li> </ul>	<p><i>I can...</i></p> <ul style="list-style-type: none"> <li>...identify when it is necessary to seek help with a personal health issue.</li> <li>...describe the difference between over-the-counter and prescription medication.</li> </ul>	<p><i>I can...</i></p> <ul style="list-style-type: none"> <li>...identify how substances affect the brain.</li> <li>...describe the process and progression of substance use disorder.</li> <li>...explain how my brain can recover but will never be the same.</li> </ul>	<p><i>I can...</i></p> <ul style="list-style-type: none"> <li>...identify emotions and events that contribute to these emotions.</li> </ul>	<p><i>I can...</i></p> <ul style="list-style-type: none"> <li>...identify ways to say "No" when I am feeling pressured to do something I am uncomfortable with.</li> <li>...describe the influences my family and friends have on me.</li> <li>...use PTA (Pause-Think-Act) to help me make decisions.</li> </ul>
<b>National Health Education Standards</b> <a href="#">National Consensus for School Health Education</a>	Standard 1 1.5.1; 1.5.2; 1.5.3; 1.5.4; 1.5.5; 1.5.6; 1.5.7	Standard 1 1.5.1; 1.5.2; 1.5.3; 1.5.4; 1.5.5; 1.5.6; 1.5.7 Standard 2 2.5.1; 2.5.2; 2.5.3; 2.5.4; 2.5.5; 2.5.6	Standard 1 1.5.1; 1.5.2; 1.5.3; 1.5.4; 1.5.5; 1.5.6; 1.5.7 Standard 5 5.5.1; 5.5.2; 5.5.3; 5.5.4; 5.5.5; 5.5.6; 5.5.7 Standard 7 7.5.1; 7.5.2; 7.5.3	Standard 1 1.5.1; 1.5.2; 1.5.3; 1.5.4; 1.5.5; 1.5.6; 1.5.7 Standard 4 4.5.1; 4.5.2; 4.5.3; 4.5.4; 4.5.5; 4.5.6; 4.5.7; 4.5.8; 4.5.9 Standard 7 7.5.1; 7.5.2; 7.5.3 Standard 8 8.5.1; 8.5.2	Standard 1 1.5.1; 1.5.2; 1.5.3; 1.5.4; 1.5.5; 1.5.6; 1.5.7 Standard 3 3.5.1; 3.5.2; 3.5.3; 3.5.4; 3.5.5; 3.5.6; 3.5.7; 3.5.8 Standard 5 5.5.1; 5.5.2; 5.5.3; 5.5.4; 5.5.5; 5.5.6; 5.5.7	Standard 1 1.5.1; 1.5.2; 1.5.3; 1.5.4; 1.5.5; 1.5.6; 1.5.7 Standard 5 5.5.1; 5.5.2; 5.5.3; 5.5.4; 5.5.5; 5.5.6; 5.5.7 Standard 6	Standard 1 1.5.1; 1.5.2; 1.5.3; 1.5.4; 1.5.5; 1.5.6; 1.5.7 Standard 4 4.5.1; 4.5.2; 4.5.3; 4.5.4; 4.5.5; 4.5.6; 4.5.7; 4.5.8; 4.5.9	Standard 1 1.5.1; 1.5.2; 1.5.3; 1.5.4; 1.5.5; 1.5.6; 1.5.7 Standard 4 4.5.1; 4.5.2; 4.5.3; 4.5.4; 4.5.5; 4.5.6; 4.5.7; 4.5.8; 4.5.9 Standard 6



## Emily's Hope Substance Use Prevention Curriculum Scope and Sequence

					Standard 7 7.5.1; 7.5.2; 7.5.3	6.5.1; 6.5.2; 6.5.3; 6.5.4; 6.5.5; 6.5.6; 6.5.7 Standard 7 7.5.1; 7.5.2; 7.5.3		6.5.1; 6.5.2; 6.5.3; 6.5.4; 6.5.5; 6.5.6; 6.5.7 Standard 8 8.5.1; 8.5.2
<b>ASCA Mindsets &amp; Behaviors</b> <b>M - Mindset Standards</b> <b>Behavioral Standards:</b> <b>B-LS -Learning Strategies</b> <b>B-SMS -</b> <b>Self-Management Skills</b> <b>B-SS - Social Skills</b> <a href="#">ASCA Student Standards: Mindsets &amp; Behaviors for Student Success</a>	M 1  B-LS 1; B-LS 2; B-LS 9 B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9 B-SS 1; B-SS 5	M 1  B-LS 1; B-LS 2; B-LS 9 B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9 B-SS 1; B-SS 5	M 1  B-LS 1; B-LS 2; B-LS 9 B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9 B-SS 1; B-SS 5	M 1  B-LS 1; B-LS 2; B-LS 9 B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9 B-SS 1; B-SS 5	M 1  B-LS 1; B-LS 2; B-LS 9 B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9 B-SS 1; B-SS 5	M 1  B-LS 1; B-LS 2; B-LS 9 B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9 B-SS 1; B-SS 5	M 1  B-LS 1; B-LS 2; B-LS 9 B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9 B-SS 1; B-SS 5	M 1  B-LS 1; B-LS 2; B-LS 9 B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9 B-SS 1; B-SS 5; B-SS 9

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- Emily's Hope - <https://emilyshope.charity/>
- Emily's Hope Staff and Education Committee - [Emily's Hope Education Team](#)