

# TWIN VALLEY SCHOOL DISTRICT

## HEALTH EDUCATION SCOPE & SEQUENCE

Grades K – 12

**Board Approved August 2004**

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# TWIN VALLEY SCHOOL DISTRICT - HEALTH EDUCATION

## Scope & Sequence

<b>HEALTH UNIT: SKILLS TO PREVENT DRUG, ALCOHOL AND TOBACCO ABUSE</b>					
<b>KEY CONCEPT(S): Students will acquire the knowledge and skill necessary to make healthy choices regarding the uses of drugs, alcohol and tobacco.</b>					
<b>GRADE LEVELS:</b> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">K – 2</span> 3 – 5                      6 – 8                      9 – 12					
<b>CONTENT</b>	<b>ACADEMIC STANDARD CATEGORIES</b>				
	Concepts of Health	Healthful Living	Safety & Injury Prevention	Physical Activity	NHES
▪ Describe how medicine can be helpful and harmful	10.1.3 D				1
• Describe ways that tobacco use harms the body (include second-hand smoke)	10.1.3 D				1
• Identify poison safety rules	10.3.3 A				3
• Demonstrate the use of resistance skills in saying “no!” to unhealthy choices, as well as saying “yes!” to healthy choices			10.3.3 C		3, 6
• Demonstrate decision-making skills that lead to healthy choices		10.2.3 D			3, 6





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<b>CONTENT</b>	<b>ACADEMIC STANDARD CATEGORIES</b>				
	Concepts of Health	Healthful Living	Safety & Injury Prevention	Physical Activity	NHES
▪ Evaluate the affects of drug, alcohol and tobacco use on the body systems	10.1.12 B				1
▪ Describe the diseases that result from drug, alcohol and tobacco use	10.1.12 D				1
▪ Describe the role of the addictive personality and drug use	10.1.12 D				1
▪ Explain how media, advertising and peer pressure influence one’s choice to use drugs, alcohol and/or tobacco		10.2.12 C			4
▪ Examine the stages of chemical dependency and alcoholism	10.1.12 D				1
▪ Evaluate the social impact of drug and tobacco use – including family, community, injury and cost	10.1.12 D				1, 4
▪ Demonstrate communication, decision-making and goal-setting skills that facilitate a drug free lifestyle		10,2.12 D			5, 6
▪ Develop skills to identify and resist peer pressure	10.1.12 D				1, 5, 6
▪ Identify the dangers and risks of supplements and chemical athletic performance enhancers	10.1.12 D				1
▪ Describe the laws and penalties associated with drug, alcohol and tobacco use	10.1.12 D				1
▪ Identify private and public support systems for individuals and families who are struggling with chemical addiction	10.1.12 D				2

# TWIN VALLEY SCHOOL DISTRICT - HEALTH EDUCATION

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<b>HEALTH UNIT: SKILLS TO PREVENT INTENTIONAL AND UNINTENTIONAL INJURIES</b>					
<b>KEY CONCEPT(S): Students will acquire the knowledge and skill necessary to make healthy choices regarding intentional and unintentional injuries</b>					
<b>GRADE LEVELS:</b> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">K – 2</span> 3 – 5                      6 – 8                      9 – 12					
<b>CONTENT</b>	<b>ACADEMIC STANDARD CATEGORIES</b>				
	Concepts of Health	Healthful Living	Safety & Injury Prevention	Physical Activity	NHES
• Provide personal definition of “being safe”			10.3.3 A		3
• Recognize safe and unsafe practices in the home, school and community <ul style="list-style-type: none"> <li>▪ General (i.e., fire, electrical, animals)</li> <li>▪ Modes of transportation (i.e., pedestrian, bicycle, vehicular)</li> <li>▪ Outdoor (i.e., play, weather, water)</li> </ul>			10.3.3 A		3
• Describe situations that are unsafe and explain actions to take when feeling unsafe (i.e., call 911)			10.3.3 B		3
• Identify feelings of happiness, sadness, fear, anger and situations that trigger them			10.3.3 B		5
• Identify and demonstrate conflict resolution skills			10.3.3 C		5
• Identify safe practices for physical activity and play			10.3.3 D		3



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<b>GRADE LEVELS:</b> K – 2                            3 – 5 <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">6 – 8</span> 9 – 12					
<b>CONTENT</b>	<b>ACADEMIC STANDARD CATEGORIES</b>				
	Concepts of Health	Healthful Living	Safety & Injury Prevention	Physical Activity	NHES
▪ Demonstrate communication skills to reduce injuries	10.1.9 D				3, 5
▪ Recognize the role of media and violence		10.2.9 C			4
▪ Describe and demonstrate decision making to reduce intentional and unintentional injuries (seatbelts and sports safety)		10.2.9 D			3, 6
▪ Shaping peer norms that promote actions to prevent fights and violence			10.3.9 A		7
▪ Demonstrate Internet safety			10.3.9 A		3
▪ Protection from abuse (sexual, physical, emotional, verbal and neglect)			10.3.9 A		3
▪ Demonstrate strategies for emergency care (911 and basic first aid)			10.3.9 B		3
▪ Demonstrate Heimlich maneuver			10.3.9 B		3
▪ Describe and demonstrate skills to prevent and resolve bullying			10.3.9 C		3, 5, 6
▪ Demonstrate skills for conflict resolution and anger management			10.3.9 C		3, 5, 6

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<b>GRADE LEVELS:</b> K – 2                            3 – 5                            6 – 8 <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">9 – 12</span>					
<b>CONTENT</b>	<b>ACADEMIC STANDARD CATEGORIES</b>				
	Concepts of Health	Healthful Living	Safety & Injury Prevention	Physical Activity	NHES
▪ Recognize media and influences on violence including internet safety		10.2.12 C			4
▪ Identify strategies to reduce risky behavior and situations (communication and decision-making)		10.2.12 D			3
▪ Identify strategies for drivers and passengers to reduce risk of injury			10.3.12 A		3, 5, 6
▪ Demonstrate strategies to address conflict, bullying and hazing			10.3.12 B		3, 5, 6
▪ Identify strategies for Internet safety			10.3.12 B		3, 6
▪ Demonstrate CPR, First Aid and AED techniques (911)			10.3.12 B		3
▪ Describe intentional injuries of sexual harassment, assault and rape			10.3.12 C		1
▪ Strategies for preventing and reporting of abuse			10.3.12 C		3
▪ Identify strategies to stop or prevent hate-motivated crimes (including prejudice and stereotyping behaviors)			10.3.12 C		3, 5, 6, 7
▪ Identify and demonstrate strategies for managing anger			10.3.12 C		3, 5

**TWIN VALLEY SCHOOL DISTRICT - HEALTH EDUCATION**  
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# TWIN VALLEY SCHOOL DISTRICT - HEALTH EDUCATION

## Scope & Sequence

<b>HEALTH UNIT: SKILLS TO PROMOTE PERSONAL AND SOCIAL GROWTH</b>					
<b>KEY CONCEPT(S): Students will acquire the knowledge and skills necessary to make healthy choices using communication, decision-making, goal setting and stress management strategies.</b>					
<b>GRADE LEVELS:</b>					
K – 2	3 – 5	6 – 8	<b>9 – 12</b>		
<b>CONTENT</b>	<b>ACADEMIC STANDARD CATEGORIES</b>				
	Concepts of Health	Healthful Living	Safety & Injury Prevention	Physical Activity	NHES
Analyze how the ability to use interpersonal communication skills enhances health.	10.1.12 A				5
Demonstrate how effective communication involves active listening and interpretation of both verbal and non-verbal cues.	10.1.12 A				5
Explain how passive, aggressive and assertive behaviors influence one’s ability to communicate effectively.	10.1.12 A		10.3.12 C		5,6
Demonstrate effective decision-making and show how it follows a logical process.		10.2.12 D			2,3,6
Describe how one’s personal characteristics, values and beliefs can lead to effective goal setting.		10.2.12 D			6
Analyze how social, personal and economic barriers can limit one’s personal vision and ability to set goals.		10.2.12 D			4,6
Explain how self-care skills and personal coping strategies help to manage stress.				10.3.12 D	3

# TWIN VALLEY SCHOOL DISTRICT - HEALTH EDUCATION

## Scope & Sequence

<b>HEALTH UNIT: SKILLS TO PROMOTE PERSONAL AND FAMILY HEALTH</b>					
<b>KEY CONCEPT(S): Students will acquire the knowledge and skill necessary to enhance personal and family health.</b>					
<b>GRADE LEVELS:</b> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">K – 2</span> 3 – 5                      6 – 8                      9 – 12					
<b>CONTENT</b>	<b>ACADEMIC STANDARD CATEGORIES</b>				
	Concepts of Health	Healthful Living	Safety & Injury Prevention	Physical Activity	NHES
• Understanding that families are special and different	10.1.3 A				1
• Explain how healthy role models can help them act in healthy ways (families & friends)		10.2.3 A			1, 4
• Describe influences on health, e.g., food, rest, posture, exercise, hygiene/cleanliness and dental health		10.2.3. A			3, 6
• Identify health care products for personal hygiene		10.2.3 B			2
• Describe characteristics of a healthy friend	10.1.3 A				1
• Describe ways children are unique (self-esteem)	10.1.3 A				1
• Knowing your body parts (how your body grows and changes)	10.1.3 B				1
• Getting plenty of sleep		10.2.3 A			1
• Washing hands and the prevention of spreading germs	10.1.3 E	10.2.3 A			3
• Describe the impact of media on healthy behaviors and safety		10.2.3 C			2
• Identify environmental factors that affect health (pollution, sun safety, insects and animals)		10.2.3 E			1
• Expressing feelings and emotions in healthy ways			10.3.3 C		3

**TWIN VALLEY SCHOOL DISTRICT - HEALTH EDUCATION**  
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• Listening to others			10.3.3 C		3
• Describe showing respect, responsibility, trust and caring		10.2.3 A			1,4



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• Explain transmission and prevention of HIV/AIDS	10.1.6 E				1
• Explain the process of menstruation	10.1.6 A				1
• Describe the ingredients of a healthy family	10.1.6 A				1, 4

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## Scope & Sequence

<b>HEALTH UNIT: SKILLS TO PROMOTE PERSONAL AND FAMILY HEALTH</b>					
<b>KEY CONCEPT(S): Students will acquire the knowledge and skill necessary to enhance personal and family health.</b>					
<b>GRADE LEVELS:</b> K – 2                                    3 – 5 <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">6 – 8</span> 9 – 12					
<b>CONTENT</b>	<b>ACADEMIC STANDARD CATEGORIES</b>				
	Concepts of Health	Healthful Living	Safety & Injury Prevention	Physical Activity	NHES
• Decision making to promote personal health		10.2.9 D			6
• Conflict resolution with families and friends	10.1.9 A				3
• Expressing emotion, feelings, and anger management	10.1.9 A				3,5
• Positive self esteem	10.1.9 A				1
• Media influences on body image	10.1.9 A				4
• Identifying characteristics of healthy relationships	10.1.9 A				1
• Describe the risks associated with tattoos and body piercing	10.1.9 E				1
• Describe health care products and services to promote adolescent health		10.2.9 A			2, 4
• Recognizing peer pressure and use of refusal skills to sexual activity	10.1.9 A	10.2.9 E			5, 6
• Resistance to sexual abuse, harassment and rape	10.1.9 A				3, 5, 6
• Sexual identity and roles	10.1.9 A				1

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• Accessing reliable sources of accurate sexual health information	10.1.9 A				1
• Describe the menstrual cycle	10.1.9 A				1
• Fertilization, pregnancy, labor and delivery	10.1.9 A				1
• Identify strategies that can help self and others remain abstinent	10.1.9 A				3, 5, 6, 7
• Establishing future goals and connecting to the choice to be abstinent	10.1.9 D				3, 6
• Shaping peer norms that value remaining abstinent	10.1.9 D				4
• Describe the role of abstinence in prevention of pregnancy, STDs and HIV	10.1.9 A				1, 3
• Identify the transmission, signs, symptoms and prevention of HIV/AIDS	10.1.9 A				1,3
• Consequences and stresses of teenage pregnancy and teenage parenthood	10.1.9 E				1



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## Scope & Sequence

• Understand relationship between sexual activity, risky behavior, STDs and HIV/AIDS	10.1.12 B				1, 3
• Use strategies (decision making and refusal skills) to reduce infection with STDs and HIV/AIDS		10.2.12 D			3, 5
• Describe risky behaviors that promote STDs, HIV/AIDS and pregnancy		10.2.12 D			1, 3
• Describe forms of contraception and condom use to prevent STDs, HIV/AIDS and pregnancy	10.1.12 B				1, 3

# TWIN VALLEY SCHOOL DISTRICT - HEALTH EDUCATION

## Scope & Sequence

<b>HEALTH UNIT: SKILLS TO PROMOTE PHYSICAL ACTIVITY AND NUTRITION</b>					
<b>KEY CONCEPT(S): Students will acquire the knowledge and skill necessary to make healthy choices regarding physical activity and nutrition.</b>					
<b>GRADE LEVELS:</b> <span style="border: 1px solid black; border-radius: 50%; padding: 2px 10px;">K - 2</span> 3 - 5                      6 - 8                      9 - 12					
<b>CONTENT</b>	<b>ACADEMIC STANDARD CATEGORIES</b>				
	Concepts of Health	Healthful Living	Safety & Injury Prevention	Physical Activity	NHES
• Describe the importance of eating a variety of foods for a healthy heart, lungs, muscles and bones.	10.1.3. B				1
• Explain the importance of eating a variety of foods	10.1.3 C				1, 3
• Explain how water is used in the body	10.1.3 C				1, 3
• Understand the importance of breakfast	10.1.3 C				6
• Learning skill to eat healthy foods and snacks	10.1.3 C				6
• Describe the importance of exercise and play for a healthy heart, lungs and muscles				10.4.3 C	3
• Likes and dislikes related to physical activity	10.1.3 D				1
• Describe positive body images and fitness	10.4.3 D				1

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## Scope & Sequence

**HEALTH UNIT: SKILLS TO PROMOTE PHYSICAL ACTIVITY AND NUTRITION**

**KEY CONCEPT(S): Students will acquire the knowledge and skill necessary to make healthy choices regarding physical activity and nutrition.**

**GRADE LEVELS:**            K – 2                            3 – 5                            6 – 8                            9 – 12

<b>CONTENT</b>	<b>ACADEMIC STANDARD CATEGORIES</b>				
	Concepts of Health	Healthful Living	Safety & Injury Prevention	Physical Activity	NHES
• Explain how foods affect your body in different ways	10.1.6 C				3
• Name foods and their role in the body through application of the food guide pyramid	10.1.6 C				1
• Explain why the body needs water as a healthy beverage choice	10.1.6 C				1, 3
• Identify components on a food label		10.2.6 B			6
• Understand what a serving size is	10.1.6 C				6
• Explain “5 a Day” for eating fruits and vegetables (vitamins-fiber)		10.2.6 B			1
• Choosing healthful fast foods		10.2.6 B			3
• Name different influences on food (culture, ethnicity and traditions)	10.1.6 C				4
• Making decisions and setting goals for healthy eating and physical activity		10.2.6 D			6
• Identify sources of influences and popular ideas of body image		10.2.6 C			6
• Analyzing the media on proper selection of food		10.2.6 C			4

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<b>CONTENT</b>	<b>ACADEMIC STANDARD CATEGORIES</b>				
	Concepts of Health	Healthful Living	Safety & Injury Prevention	Physical Activity	NHES
• Name the six (6) types of nutrients	10.1.9 C				1
• Dietary guidelines for Americans	10.1.9 C				1
• Selecting appropriate serving size	10.1.9 C				3, 6
• Demonstrate decision making when selecting healthy food choices (beverage selection and food label consideration)	10.1.9 C				3, 6
• Understand the importance of breakfast for learning and health		10.2.9 D			6
• Develop goals for physical activity and healthy eating		10.2.9 D			1
• Decisions related to weight control products and healthy weight management		10.2.9 B			4
• Identify eating disorders (anorexia, bulimia and overeating)	10.1.9 C				3, 7
• Understand the role of advertising and healthy food choices	10.1.9 C				4
• Understand the health-related fitness components				10.4.9 B	1
• Role of diet and physical activity in disease prevention (cancer and heart disease)				10.4.9 B	3
• Identify positive practices of stress management through healthy eating and exercise				10.4.9 B	1

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<b>CONTENT</b>	<b>ACADEMIC STANDARD CATEGORIES</b>				
	Concepts of Health	Healthful Living	Safety & Injury Prevention	Physical Activity	NHES
• Identify food labels in healthy food selection	10.1.12 B				1
• Understanding serving sizes for meal planning	10.1.12 C				6
• Role of the 6 nutrients for a healthy diet	10.1.12 C				1
• Decision making/goal setting in planning healthy meals and exercise		10.2.12 D			3
• Choosing healthful foods (restaurant, fast food, grocery shopping)		10.2.12 C			6
• Identify food safety relating to storage and preparation	10.1.12 C				1
• Role of marketing/advertising in food selection		10.2.12.C			4
• Understand body image and eating disorders		10.2.12 C			3, 6
• Explain weight management practices, products and fad diets	10.1.12 C				3, 4
• Connecting nutrition and physical conditioning practices	10.1.12 C				1, 3
• Relationship between diet and physical activity and disease	10.1.12 A				1