

Scope and Sequence Health Education

- Please make a copy for your content area...
- This document template is to provide an overview of the skills and content covered in your content area
 - Scope: curriculum at each class over time
 - Sequence: curriculum taught in a particular order
- Please update the document to include the content area, the grade level, etc
- Please create a Health Curriculum Team Drive, include all members of the working group from today, and include Gina Bergskaug
- *K-12 Scope and Sequence: This provides the 20,000 foot view of the content covered over the years.*
- *Introduction: The introduction should be an overview for implementing the individual units across the time period. It should include:*
 - *Purpose and intent of the scope & sequence*
 - *Expectations for individual teaching the unit*
 - *When/how revisions to the document can and should be made*
 - *The number of grades covered by the overall scope so it is understood where any one grade level falls within the larger picture*
 - *Resources used in the development of the scope & sequence*
- *Grade level Scope & Sequence: Provides a finer grain of detail for each grade level.*
- *Standards Matrix: Indicate all standards for the grade level in the content area and identify which units cover them as a “p” priority standard and/or “s” secondary standard*

K-12 Scope & Sequence Standards Matrix--Standards listed in the back of the document

	AOD	INJ	NUT	PA	FLS	TOB	MH	PCH	CEH
Grade K Brookline	•	<ul style="list-style-type: none"> Safety/ Injury Prevention Bus Safety 	<ul style="list-style-type: none"> Healthy habits Healthy eating 	<ul style="list-style-type: none"> Exercise and benefits of 	•	•	<ul style="list-style-type: none"> Mindfulness Growth mindset 	<ul style="list-style-type: none"> Teeth Doctor visits Germ prevention 	•
Grade K Hollis									
Grade 1 Brookline	•	<ul style="list-style-type: none"> Safety/ Injury Prevention What is an emergency 911 Stranger danger 	•	•	•	•	<ul style="list-style-type: none"> Communication skills 	•	•
Grade 1 Hollis		<ul style="list-style-type: none"> Sun safety 	<ul style="list-style-type: none"> Healthy habits Food is energy Food groups 	<ul style="list-style-type: none"> Exercise 				<ul style="list-style-type: none"> Different kinds of illnesses Communicable diseases Preventing germ spread Skin and bones 	
Grade 2 Brookline	•	•	•	•	•	•	<ul style="list-style-type: none"> Conflict Resolution Growth mindset 	•	•
Grade 2		<ul style="list-style-type: none"> Choking 	<ul style="list-style-type: none"> Digestion 	<ul style="list-style-type: none"> Exercise 		<ul style="list-style-type: none"> Smoking 		<ul style="list-style-type: none"> Head lice 	

Hollis		<ul style="list-style-type: none"> Responding to emergencies 		is heart smart		hurts your lungs		<ul style="list-style-type: none"> Germs travel Blood-borne pathogens Asthma Circulatory system Respiratory system Nervous system Taking care of your brain 	
Grade 3 Brookline	<ul style="list-style-type: none"> Decision making 					<ul style="list-style-type: none"> Decision making 	<ul style="list-style-type: none"> Growth mindset Advocacy Accessing information 	<ul style="list-style-type: none"> Personal Hygiene Germ prevention 	
Grade 3 Hollis			<ul style="list-style-type: none"> Health literacy? Food allergies Food labels good/bad fats My Plate Nutrients whole/ refined grains 	<ul style="list-style-type: none"> Balancing food with exercise--calories 		<ul style="list-style-type: none"> Say "no" to smoking--be assertive 		<ul style="list-style-type: none"> Health versus illness (homeostasis) Habits that increase risk of disease Immune system Bone density 	
Grade 4 Brookline	<ul style="list-style-type: none"> Red Ribbon Drug Awareness and Prevention 	<ul style="list-style-type: none"> American Red Cross First Aid Water and sun safety 	<ul style="list-style-type: none"> Kids Health American Heart Association 	<ul style="list-style-type: none"> American Heart Association 		<ul style="list-style-type: none"> Tobacco harms health Influences Benefits of tobacco 	<ul style="list-style-type: none"> Stress management Anger and conflict manage- 	<ul style="list-style-type: none"> Body changes/ Growth and Development 	

			<ul style="list-style-type: none"> • My Plate • Nutrition 			free living	ment	(Always Changing, Always Growing Up) <ul style="list-style-type: none"> • Bathing • Germs 	
Grade 4 Hollis			<ul style="list-style-type: none"> • Nutrition/Wellness • My Plate 					<ul style="list-style-type: none"> • Germ prevention • Communicable disease • Infection Prevention • Growth development 	
Grade 5 Brookline	<ul style="list-style-type: none"> • Red Ribbon • Drug Awareness and Prevention 	<ul style="list-style-type: none"> • American Red Cross • First Aid • Water and sun safety 	<ul style="list-style-type: none"> • Kids Health • American Heart Association • My Plate • Nutrition 	<ul style="list-style-type: none"> • American Heart Association 	•	<ul style="list-style-type: none"> • Tobacco harms health • Influences • Benefits of tobacco free living 	<ul style="list-style-type: none"> • Stress management • Anger and conflict management 	<ul style="list-style-type: none"> • Body changes/ Growth and Development <p>(Just Around the Corner-boys, Just Around teh Corner-girls)</p> <ul style="list-style-type: none"> • Germs 	•
Grade 5 Hollis			<ul style="list-style-type: none"> • Nutrition/Wellness • My Plate 					<ul style="list-style-type: none"> • Germ prevention • Communicable disease • Infection Prevention • Growth development <p>(Always Changing)</p>	

Grade 6 Brookline	<ul style="list-style-type: none"> • Red Ribbon Drug Awareness and Prevention 	<ul style="list-style-type: none"> • American Red Cross • First Aid • Water and Sun safety 	<ul style="list-style-type: none"> • Kids Health • American Heart Association • My Plate • Nutrition 	<ul style="list-style-type: none"> • American Heart Association 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Tobacco harms health • Influences • Benefits of tobacco free living 	<ul style="list-style-type: none"> • Social/Emotional Health 	<ul style="list-style-type: none"> • Body changes/ Growth and Development (Always Changing for Boys and for Girls) • Germs 	<ul style="list-style-type: none"> •
Grade 6 Hollis	<ul style="list-style-type: none"> • Drug Awareness 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Nutrition/Wellness • My Plate 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Infection control • Blood-borne pathogens • Growth and Development (Always Changing) 	<ul style="list-style-type: none"> •
Grade 7	<ul style="list-style-type: none"> • Media influence on substance use and misuse • Physical, emotional, and social impacts of alcohol use and abuse 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Media influence on eating and nutrition • Food is nourishment • Safe handling of food 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Media influence on violence and sexuality 	<ul style="list-style-type: none"> • Media influence on substance use and misuse • Physical, emotional, and social impacts of alcohol use and abuse 	<ul style="list-style-type: none"> • Personal boundaries • Personal image • Stress and causes of stress • Strategies to manage stress 	<ul style="list-style-type: none"> • Male and female anatomy • Menstruation, fertilization, fetal growth and development • Erikson's stages of development 	<ul style="list-style-type: none"> • Disease process • Body defense system
Grade 8	<ul style="list-style-type: none"> • Drug and safety information 	<ul style="list-style-type: none"> • CPR • First Aid 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

Grade 9	•	•	•	•	•	•	<ul style="list-style-type: none"> • Whole person wellness • Self-esteem • Mindfulness • Goal setting • Decision making • Character • Healthy relationships 	• Hygiene	•
Grade 10									
Grade 11									
Grade 12									

Grade Level Scope & Sequence

Content Area:	Health	Grade Level:	Grade K/1
Date Created:	April 2019	Author(s):	
Date Revised:		Author(s):	

Introduction
<p>The K/1 curriculum is designed to provide an introduction to health and wellness for our youngest learners. The curriculum is focused on creating safe practices in school, on the playground, and in the community to prevent the spread of germs and to avoid accidents. Students will also learn communication skills in an effort to better express their needs, wants and feelings. Mindfulness techniques will also be introduced. Both of these will help to develop interpersonal relationship skills with peers and adults.</p>

	Unit 1	Unit 2	Unit 3	Unit 4
Unit Title	Safety and Injury Prevention & Stranger Danger	Healthy Habits: Eating & Exercise	Mindfulness & Communication Skills	Germ Prevention & Doctor/Dentist Visits
Time: class periods/weeks				
Purpose: <i>Why is this topic and skill set important for students? Consider the value of the content...</i>				
Goals & Outcomes: <i>In 2-4 sentences, describe the desired results for students to have by the end of the unit.</i>				

<p><i>“Students will read/listen to ___ in order to ___”</i></p> <p><i>“Students will show learning by using writing and/or speaking to ___”</i></p>				
<p>Priority-Level Standards:</p> <p><i>List only the standards which will be explicitly taught and assessed.</i></p>				
<p>Key Resources:</p> <p><i>List 2-3 authentic and relevant resources that students will read and/or listen to. Include tests, videos, etc.</i></p>				

Grade Level Scope & Sequence

Content Area:	Health	Grade Level:	Grade 2
Date Created:	April 2019	Author(s):	
Date Revised:		Author(s):	

Introduction
The grade 2 curriculum is designed to

	Unit 1	Unit 2	Unit 3	Unit 4
Unit Title				
Time: class periods/weeks				
Purpose: <i>Why is this topic and skill set important for students? Consider the value of the content...</i>				
Goals & Outcomes: <i>In 2-4 sentences, describe the desired results for students to have by the end of the unit. "Students will read/listen to ___ in order to ___" "Students will show learning by using writing and/or speaking to ___"</i>				

Priority-Level Standards: <i>List only the standards which will be explicitly taught and assessed.</i>				
Key Resources: <i>List 2-3 authentic and relevant resources that students will read and/or listen to. Include tests, videos, etc.</i>				

Grade Level Scope & Sequence

Content Area:	Health	Grade Level:	Grade 3
Date Created:	April 2019	Author(s):	
Date Revised:		Author(s):	

Introduction
The grade 3 curriculum is designed to

	Unit 1	Unit 2	Unit 3	Unit 4
Unit Title				
Time: class periods/weeks				
Purpose: <i>Why is this topic and skill set important for students? Consider the value of the content...</i>				
Goals & Outcomes: <i>In 2-4 sentences, describe the desired results for students to have by the end of the unit. "Students will read/listen to ___ in order to ___" "Students will show learning by using writing and/or speaking to ___"</i>				

Priority-Level Standards: <i>List only the standards which will be explicitly taught and assessed.</i>				
Key Resources: <i>List 2-3 authentic and relevant resources that students will read and/or listen to. Include tests, videos, etc.</i>				

Grade Level Scope & Sequence

Content Area:	Health	Grade Level:	Grade 4
Date Created:	April 2019	Author(s):	
Date Revised:		Author(s):	

Introduction
The grade 4 curriculum is designed to

	Unit 1	Unit 2	Unit 3	Unit 4
Unit Title				
Time: class periods/weeks				
Purpose: <i>Why is this topic and skill set important for students? Consider the value of the content...</i>				
Goals & Outcomes: <i>In 2-4 sentences, describe the desired results for students to have by the end of the unit. "Students will read/listen to ___ in order to ___" "Students will show learning by using writing and/or speaking to ___"</i>				

Priority-Level Standards: <i>List only the standards which will be explicitly taught and assessed.</i>				
Key Resources: <i>List 2-3 authentic and relevant resources that students will read and/or listen to. Include tests, videos, etc.</i>				

Grade Level Scope & Sequence

Content Area:	Health	Grade Level:	Grade 5
Date Created:	April 2019	Author(s):	
Date Revised:		Author(s):	

Introduction
The grade 5 curriculum is designed to

	Unit 1	Unit 2	Unit 3	Unit 4
Unit Title				
Time: class periods/weeks				
Purpose: <i>Why is this topic and skill set important for students? Consider the value of the content...</i>				
Goals & Outcomes: <i>In 2-4 sentences, describe the desired results for students to have by the end of the unit. "Students will read/listen to ___ in order to ___" "Students will show learning by using writing and/or speaking to ___"</i>				

Priority-Level Standards: <i>List only the standards which will be explicitly taught and assessed.</i>				
Key Resources: <i>List 2-3 authentic and relevant resources that students will read and/or listen to. Include tests, videos, etc.</i>				

Grade Level Scope & Sequence

Content Area:	Health	Grade Level:	Grade 6
Date Created:	April 2019	Author(s):	
Date Revised:		Author(s):	

Introduction
The grade 6 curriculum is designed to

	Unit 1	Unit 2	Unit 3	Unit 4
Unit Title				
Time: class periods/weeks				
Purpose: <i>Why is this topic and skill set important for students? Consider the value of the content...</i>				
Goals & Outcomes: <i>In 2-4 sentences, describe the desired results for students to have by the end of the unit.</i> <i>“Students will read/listen to ___ in order to ___”</i> <i>“Students will show learning by using writing and/or speaking to ___”</i>				

Priority-Level Standards: <i>List only the standards which will be explicitly taught and assessed.</i>				
Key Resources: <i>List 2-3 authentic and relevant resources that students will read and/or listen to. Include tests, videos, etc.</i>				

Grade Level Scope & Sequence

Content Area:	Health	Grade Level:	Grade 7
Date Created:	April 2019	Author(s):	
Date Revised:		Author(s):	

Introduction
The grade 7 curriculum is designed to

	Unit 1	Unit 2	Unit 3	Unit 4
Unit Title				
Time: class periods/weeks				
Purpose: <i>Why is this topic and skill set important for students? Consider the value of the content...</i>				
Goals & Outcomes: <i>In 2-4 sentences, describe the desired results for students to have by the end of the unit. "Students will read/listen to ___ in order to ___" "Students will show learning by using writing and/or speaking to ___"</i>				

Priority-Level Standards: <i>List only the standards which will be explicitly taught and assessed.</i>				
Key Resources: <i>List 2-3 authentic and relevant resources that students will read and/or listen to. Include tests, videos, etc.</i>				

Grade Level Scope & Sequence

Content Area:	Health	Grade Level:	Grade 8
Date Created:	April 2019	Author(s):	
Date Revised:		Author(s):	

Introduction
The grade 8 curriculum is designed to

	Unit 1	Unit 2	Unit 3	Unit 4
Unit Title				
Time: class periods/weeks				
Purpose: <i>Why is this topic and skill set important for students? Consider the value of the content...</i>				
Goals & Outcomes: <i>In 2-4 sentences, describe the desired results for students to have by the end of the unit. "Students will read/listen to ___ in order to ___" "Students will show learning by using writing and/or speaking to ___"</i>				

Priority-Level Standards: <i>List only the standards which will be explicitly taught and assessed.</i>				
Key Resources: <i>List 2-3 authentic and relevant resources that students will read and/or listen to. Include tests, videos, etc.</i>				

Grade Level Scope & Sequence

Content Area:	Health	Grade Level:	Grade 9
Date Created:	April 2019	Author(s):	
Date Revised:		Author(s):	

Introduction
The grade 9 curriculum is designed to

	Unit 1	Unit 2	Unit 3	Unit 4
Unit Title				
Time: class periods/weeks				
Purpose: <i>Why is this topic and skill set important for students? Consider the value of the content...</i>				
Goals & Outcomes: <i>In 2-4 sentences, describe the desired results for students to have by the end of the unit. "Students will read/listen to ___ in order to ___" "Students will show learning by using writing and/or speaking to ___"</i>				

Priority-Level Standards: <i>List only the standards which will be explicitly taught and assessed.</i>				
Key Resources: <i>List 2-3 authentic and relevant resources that students will read and/or listen to. Include tests, videos, etc.</i>				

Standards Matrix

	Standards	Unit 1	Unit 2	Unit 3	Add columns as needed
AOD	Alcohol and Other Drugs: Over-the-counter medicines and prescription medications are drugs used to treat illness. These drugs have both benefits and risks. Alcohol and other drug use refers to all types of alcohol, including beer and wine, and many other drugs, including marijuana, steroids and inhalants. The use of alcohol and other drugs (AOD) has both short-term and long-term risks. AOD use has physical, social and emotional effects, including dependence and addiction. A variety of influences affect the choice to avoid the use of AOD.				
INJ	Injury Prevention: Important injury prevention concepts include fire and water safety; first aid prevention and care for injuries; pedestrian, bicycle, and vehicle safety; prevention of violence, including suicide; and the use of protective equipment during work and sports and other leisure activities.				
NUT	Nutrition: Healthful nutrition contributes to growth and energy and helps prevent chronic diseases such as cancer and heart disease. Important concepts include the need for variety in food choices and recommended proportions of foods consistent with the Food Guide Pyramid. Consuming more water, fruits, vegetables, grains, and calcium-rich foods also contributes to health. Nutrition labels provide important information to help consumers choose foods lower in fat, saturated fat, and cholesterol, as well as sodium and sugar content. Balancing food intake and physical activity contributes to health.				
PA	Physical Activity: Physical activity has both benefits and risks. Regular physical activity promotes cardiovascular health. Exercise needs are based on frequency, intensity, and duration. Planning for physical activity needs to consider a variety of factors, including personal fitness levels, overcoming barriers, and protecting the body from exposure to the elements. The use of protective sports equipment helps prevent injuries.				
FLS	Family Life and Sexuality: Growth and development is a dynamic maturing process with physical, mental, emotional, and social aspects. Personal and family relationships and influences are central to attitudes and decisions about sexual behavior. Unprotected sex can lead to unintended pregnancy and sexually transmitted disease (STD), including HIV/AIDS. Abstinence is the most effective method of preventing pregnancy and STD. Different methods of contraception have varying effectiveness in preventing pregnancy and STD.				

TOB	Tobacco: All types of tobacco have both short-term and long-term negative health consequences. Tobacco smoke contains substances that are harmful to the health of both smokers and nonsmokers. Tobacco use has negative effects on several body systems. The choice to be tobacco-free promotes individual well-being and helps prevent disease. A variety of influences affect attitudes and choices about tobacco.				
MH	Mental Health: A positive self-image is an important component of mental and emotional health. Emotional health includes the ability to express needs, wants, and feelings; to handle emotions in positive ways; to manage anger and conflict; and to deal with frustration. Stress management skills contribute to mental health. Interpersonal skills help build and maintain relationships.				
PCH	Personal and Consumer Health: Personal health choices and behaviors play an important role in disease prevention. Personal hygiene, including dental care, contributes to health. Selecting and using effective health care products and services contributes to health.				
CEH	Community and Environmental Health: Communities provide many resources that promote health, including hospitals, health departments, voluntary agencies, and health care professionals. Threats to community health include alcohol and other drug use, tobacco use and advertising, and unsafe conditions such as lack of bike paths. Environmental health risks that require community involvement include UV light, lead, asbestos, pesticides, and unclean water. Responsible individual behavior contributes to the health of the environment and the community.				