

Oxford Area School District Health Education Scope and Sequence:

Grades K-3

10.1

*Concepts of
Health*

- Identify and describe the stages of growth and development.
- Identify and know the location and function of the major body organs and systems.
- Explain the role of the food guide pyramid (Myplate) in helping people eat a healthy diet.
- Know age appropriate drug information.
- Identify types and causes of common health problems of children.

10.2

*Healthful
Living*

- Identify personal hygiene practices and community helpers that promote health and prevent the spread of disease.
- Identify health-related information.
- Identify media sources that influence health and safety.
- Identify the steps in a decision-making process.
- Identify environmental factors that affect health.

10.3

*Safety and
Injury
Prevention*

- Recognize safe/unsafe practices in the home, school and community.
- Recognize emergency situations and explain appropriate responses.
- Recognize conflict situations and identify strategies to avoid or resolve.
- Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, sun safety, guidelines of safe play, warm-up, cool-down).

Health Grade K-3				
Big Idea				
Health concepts are essential for wellness and a health-enhancing lifestyle				
Essential Question			Standards	
-How will I change as I grow older? -What are the parts of my body and how do they work? -How does “MyPlate” help me? -Why are some drugs good and some drugs bad?			10.1.3.A 10.1.3.B 10.1.3.C 10.1.3.D 10.1.3.E	
Concepts	Competencies	Standards	Resources	Assessments
Everyone goes through physical changes as we grow from infancy to adulthood.	Identify and describe stages of growth and development (infancy, childhood, adolescence, adulthood, late adulthood).	10.1.3A – Identify and describe the stages of growth and development.	Kidshealth.org Discoveryeducation.com	Curriculum Based Assessments
How do all my body systems work together.	Identify and know the location and function of major body organ systems (circulatory, respiratory, muscular, skeletal, digestive).	10.1.3B – Identify and know the location and function of the major body organs and systems.	Kidshealth.org Science Fusion Models (Heart, Bones) Kidnetic.com Pebblego.com Discoveryeducation.com	Science Fusion (Resources materials)
MyPlate guides us to develop a healthy diet which includes nutrients from a variety of food sources.	List the food groups, number of servings, variety of food and nutrients needed for a healthy diet.	10.1.3C – Explain the role of the food guide pyramid (MyPlate) in helping people eat a healthy diet.	www.choosemyplate.gov Kidshealth.org Kidnetic.com Discoveryeducation.com Science Fusion	Science Fusion (Resource Materials) Curriculum Based Assessments

<p>A basic knowledge of medicine.</p>	<p>Define medicine and the effective and proper use of medicine.</p>	<p>10.1.3D – Know age appropriate drug information.</p>	<p>Kidshealth.org Science Fusion Discoveryeducation.com</p>	<p>Science Fusion (Resource Materials) Curriculum Based Assessments</p>
<p>Childhood health problems can be caused by germs, environmental factors and heredity.</p>	<p>Compare and contrast infectious disease, noninfectious disease. Identify healthy practices to reduce the spread of germs/infections.</p>	<p>10.1.3E – Identify types and causes of common health problems of children.</p>	<p>Kidshealth.org Kids.gov Cdc.gov Science Fusion Discoveryeducation.com</p>	<p>Science Fusion (Resource Materials) Curriculum Based Assessments</p>
<p>Vocabulary- infancy, childhood, adolescence, adulthood, late adulthood, circulatory, respiratory, muscular, skeletal, digestive, fruit, vegetable, grain, protein, dairy, portion, medicine, infectious disease, non-infectious disease, germs, bacteria, symptoms</p>				

Health Grade K-3				
Big Idea Healthy living is dependent upon a balance of personal and social responsibility.				
Essential Question - How do I keep my body neat, clean, safe and healthy? - How does the environment affect my ability to keep my body neat, clean, safe and healthy?			Standards 10.2.3.A 10.2.3.B 10.2.3.C 10.2.3.D 10.2.3.E	
Concepts	Competencies	Standards	Resources	Assessments
Personal hygiene practices and trusted community helpers promote and teach.	Identify the trusted community members who can provide valid safety and health information as well as health services and products. Describe personal hygiene practices.	10.2.3A – Identify personal hygiene practices and community helpers that promote health and prevent the spread of disease.	Kidshealth.org Cdc.gov Discoveryeducation.com	Curriculum Based Assessments
Family, school and community media sources influence health behaviors.	Identify signs, symbols, terminology, product advertising and services.	10.2.3B – Identify health-related information. 10.2.3C – Identify media sources that influence health and safety.	Science Fusion Discoveryeducation.com	Science Fusion (Resource Materials) Curriculum Based Assessments

<p>Health choices are made through the decision-making process.</p>	<p>List the steps in the decision-making process: -Identify problem -Brainstorm solutions -List of pros and cons -Make a choice and analyze -Make a plan -Act on plan</p>	<p>10.2.3D – Identify the steps in a decision-making process.</p>	<p>Kidshealth.org PEcentral.org Science Fusion Discoveryeducation.com</p>	<p>Science Fusion (Resource Materials) Curriculum Based Assessments</p>
<p>Life, health and a healthy environment are inseparable.</p>	<p>Discuss how a healthy lifestyle is impacted by pollution, waste disposal, temperature extremes, insects/animals.</p>	<p>10.2.3E – Identify environmental factors that affect health.</p>	<p>https://kids.usa.gov/ Science Fusion Discoveryeducation.com</p>	<p>Science Fusion (Resource Materials) Curriculum Based Assessments</p>
<p>Vocabulary: fireman, policeman, doctor, nurse, teacher, crossing guard, hair brush, comb, tooth brush, soap, shampoo, fire alarm, fire extinguisher, AED, problem, brainstorm, pros, cons, choice, analyze, air, water, noise, soil, pollution, waste, temperature, YUK (poison control sign)</p>				

Health Grade K-3				
Big Idea Safety impacts individual and community well-being				
Essential Question -How do I keep myself safe? -What should I do in an emergency situation? -How do I handle conflicts? -How can I safely participate in individual and group physical activity?			Standards 10.3.3A 10.3.3B 10.3.3C 10.3.3D	
Concepts	Competencies	Standards	Resources	Assessments
Use safe practices to keep you from getting hurt in your home, at school and in your community.	Recognize safe and unsafe practices (fire, electrical, animal), transportation (vehicle and bike), outdoors (play, weather, water).	10.3.3A – Recognize safe/unsafe practices in the home, school and community.	https://www.fema.gov/ Kidshealth.org Pecentral.org Science Fusion Discoveryeducation.com	Science Fusion (Resource Materials) Curriculum Based Assessments
Use safe practices in an emergency situation.	Know the importance of remaining calm, how to call for help, simple assistance procedures and how to protect self.	10.3.3B – Recognize emergency situations and explain appropriate responses.	https://www.fema.gov/ Science Fusion Discoveryeducation.com	Science Fusion (Resource Materials) Curriculum Based Assessments
There are good choices and actions (safe practice strategies) to avoid or resolve conflict situations.	Recognize and identify emotions, diversity and bullying. Understand how to make choices to walk away and use I-statements, refusal	10.3.3C – Recognize conflict situations and identify strategies to avoid or resolve.	Kidshealth.org Science Fusion Discoveryeducation.com	Science Fusion (Resource Materials) Curriculum Based Assessments

	skills, adult intervention.			
Safe practices need to be applied in physical activity settings.	Understanding proper equipment, knowledge of rules, sun safety, guidelines of safe play, warm-up and cool-down	10.3.3D – Identify and use safe practices in physical activity settings.	https://www.scdhec.gov/Kidshealth.org Science Fusion Discoveryeducation.com	Science Fusion (Resource Materials) Curriculum Based Assessments
Vocabulary: fire, electrical, animal, safety plan, pedestrian, bicycle, vehicle, cross walk, seat belt, personal space, play, weather, water, stranger, emergency situations, 911, conflict, emotions, bullying, diversity, I-statements, refusal, strategy, sun screen, warm-up, cool-down				