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**
- 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?

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<th>Standards</th>
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<tbody>
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<th>Concepts</th>
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<tr>
<td>Everyone goes through physical changes as we grow from infancy to adulthood.</td>
<td>Identify and describe stages of growth and development (infancy, childhood, adolescence, adulthood, late adulthood).</td>
<td>10.1.3A – Identify and describe the stages of growth and development.</td>
<td>Kidshealth.org Discoveryeducation.com</td>
<td>Curriculum Based Assessments</td>
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<tr>
<td>How do all my body systems work together.</td>
<td>Identify and know the location and function of major body organ systems (circulatory, respiratory, muscular, skeletal, digestive).</td>
<td>10.1.3B – Identify and know the location and function of the major body organs and systems.</td>
<td>Kidshealth.org Science Fusion Models (Heart, Bones) Kidnetic.com Pebblego.com Discoveryeducation.com</td>
<td>Science Fusion (Resources materials)</td>
</tr>
<tr>
<td>MyPlate guides us to develop a healthy diet which includes nutrients from a variety of food sources.</td>
<td>List the food groups, number of servings, variety of food and nutrients needed for a healthy diet.</td>
<td>10.1.3C – Explain the role of the food guide pyramid (MyPlate) in helping people eat a healthy diet.</td>
<td><a href="http://www.choosemyplate.gov">www.choosemyplate.gov</a> Kidshealth.org Kidnetic.com Discoveryeducation.com</td>
<td>Science Fusion (Resource Materials) Curriculum Based Assessments</td>
</tr>
<tr>
<td>A basic knowledge of medicine.</td>
<td>Define medicine and the effective and proper use of medicine.</td>
<td>10.1.3D – Know age appropriate drug information.</td>
<td>Kidshealth.org Science Fusion Discoveryeducation.com</td>
<td>Science Fusion (Resource Materials) Curriculum Based Assessments</td>
</tr>
<tr>
<td>Childhood health problems can be caused by germs, environmental factors and heredity.</td>
<td>Compare and contrast infectious disease, noninfectious disease. Identify healthy practices to reduce the spread of germs/infections.</td>
<td>10.1.3E – Identify types and causes of common health problems of children.</td>
<td>Kidshealth.org Kids.gov Cdc.gov Science Fusion Discoveryeducation.com</td>
<td>Science Fusion (Resource Materials) Curriculum Based Assessments</td>
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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
## 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

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<td>Personal hygiene practices and trusted community helpers promote and teach.</td>
<td>Identify the trusted community members who can provide valid safety and health information as well as health services and products. Describe personal hygiene practices.</td>
<td>10.2.3A – Identify personal hygiene practices and community helpers that promote health and prevent the spread of disease.</td>
<td>Kidshealth.org Cdc.gov Discoveryeducation.com</td>
<td>Curriculum Based Assessments</td>
</tr>
<tr>
<td>Family, school and community media sources influence health behaviors.</td>
<td>Identify signs, symbols, terminology, product advertising and services.</td>
<td>10.2.3B – Identify health-related information. 10.2.3C – Identify media sources that influence health and safety.</td>
<td>Science Fusion Discoveryeducation.com</td>
<td>Science Fusion (Resource Materials) Curriculum Based Assessments</td>
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</table>
| Health choices are made through the decision-making process. | 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 | 10.2.3D – Identify the steps in a decision-making process. | Kidshealth.org  
PEcentral.org  
Science Fusion  
Discoveryeducation.com | Science Fusion (Resource Materials)  
Curriculum Based Assessments |
|---|---|---|---|---|
| Life, health and a healthy environment are inseparable. | Discuss how a healthy lifestyle is impacted by pollution, waste disposal, temperature extremes, insects/animals. | 10.2.3E – Identify environmental factors that affect health. | https://kids.usa.gov/  
Science Fusion  
Discoveryeducation.com | Science Fusion (Resource Materials)  
Curriculum Based Assessments |
| Vocabulary: fireman, policeman, doctor, nurse, teacher, crossing guard, hair brush, comb, toothbrush, soap, shampoo, fire alarm, fire extinguisher, AED, problem, brainstorm, pros, cons, choice, analyze, air, water, noise, soil, pollution, waste, temperature, YUK (poison control sign) |
## 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
- Use safe practices to keep you from getting hurt in your home, at school and in your community.
- Use safe practices in an emergency situation.
- There are good choices and actions (safe practice strategies) to avoid or resolve conflict situations.

### Competencies
- Recognize safe and unsafe practices (fire, electrical, animal), transportation (vehicle and bike), outdoors (play, weather, water).
- Know the importance of remaining calm, how to call for help, simple assistance procedures and how to protect self.
- Recognize and identify emotions, diversity and bullying. Understand how to make choices to walk away and use I-statements, refusal.

### Standards
- 10.3.3A – Recognize safe/unsafe practices in the home, school and community.
- 10.3.3B – Recognize emergency situations and explain appropriate responses.
- 10.3.3C – Recognize conflict situations and identify strategies to avoid or resolve.

### Resources
- https://www.fema.gov/
- Kidshealth.org
- Science Fusion
- Discoveryeducation.com

### Assessments
- Science Fusion (Resource Materials)
- Curriculum Based Assessments
<table>
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<th>Safe practices need to be applied in physical activity settings.</th>
<th>Understanding proper equipment, knowledge of rules, sun safety, guidelines of safe play, warm-up and cool-down</th>
<th>10.3.3D – Identify and use safe practices in physical activity settings.</th>
<th><a href="https://www.scdhec.gov/Kidshealth.org">https://www.scdhec.gov/Kidshealth.org</a> Science Fusion Discoveryeducation.com</th>
<th>Science Fusion (Resource Materials) Curriculum Based Assessments</th>
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</table>

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