

Scope and Sequence Checklist for Addressing Health Education Preschool Learning Experience Standards

| Preschool Standard | Theme or Activity | Dates or Unit | Assessment | Results of lesson | Follow-up | Integration w/ other standards/PLE |
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| Physical Development | | | | | | |
| 1. Listen to and use appropriate language describing the names and functions of parts of the human body. | | | | | | |
| 2. Build body awareness, strength, and coordination through locomotion activities. | | | | | | |
| 3. Discuss various aids and accommodations used by people for the activities of daily life. | | | | | | |
| 4. Build awareness of directionally and position in space. | | | | | | |
| 5. Use both sides of the body to strengthen bilateral coordination. | | | | | | |
| 6. Alternate the left and right sides of the body and cross the midline of the body. | | | | | | |
| 7. Build upper body | | | | | | |



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| strength and stability to gain controlled movement of shoulders. | | | | | | |
| 8. Strengthen hand grasp and flexibility. | | | | | | |
| 9. Use thumb/forefinger in pincer grip. | | | | | | |
| 10. Use a variety of tools and materials to build grasp-and-release skill. | | | | | | |
| 11. Build finger dexterity. | | | | | | |
| 12. Use eye-hand coordination, visual perception and tracking, and visual motor skills in play activities. | | | | | | |
| 13. Discuss nutritious meals and snacks and the difference between junk food and healthy food. | | | | | | |
| 14. Practice personal hygiene and safety measures. | | | | | | |
| 15. Discuss gender and growth in age-appropriate ways. | | | | | | |
| Social & Emotional Health | | | | | | |
| 16. Recognize and describe or represent | | | | | | |



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| emotions such as happiness, surprise, anger, fear, sadness. | | | | | | |
| 17. Talk about ways to solve or prevent problems and discuss situations that illustrate that actions have consequences. | | | | | | |
| 18. Talk about how people can be helpful/hurtful to one another. | | | | | | |
| 19. Practice independence and self-help skills. | | | | | | |
| 20. Describe members of their family and discuss what parents do for their children to keep them safe and healthy. | | | | | | |
| Safety & Health Care | | | | | | |
| 21. Discuss strategies to prevent injury and illness, control the spread of disease, and promote cleanliness. | | | | | | |
| 22. Talk about the common symptoms of illness and injury and what they should do when they hurt or don't feel well. | | | | | | |
| 23. Discuss tooth care | | | | | | |



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| and dental health including brushing, flossing, and healthy foods. | | | | | | |
| 24. Discuss rules for safety in a variety of settings including fire safety, weapons safety, bus safety, seat belt use, playground safety, as well as safety at home and in the community. | | | | | | |
| 25. Talk and listen to stories about safe, unsafe, and inappropriate touch and ways to protect themselves. | | | | | | |
| 26. Talk about what to do when someone gets hurt and the rules for universal precautions (do not touch body fluids; wash hands after touching body fluids). | | | | | | |
| 27. Identify and distinguish between substances that are safe to be taken by mouth. | | | | | | |
| 28. Describe the purpose of medicines and how they can be used or misused, and what to do in an emergency. | | | | | | |



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| 29. Talk about some basic ways they can keep their environment clean or take care of it. | | | | | | |
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Notes:

