

# Table of Contents

Health.....	2
Home and Careers .....	3
Physical Education.....	4

# HEALTH: K-8 Scope and Sequence

**NYS Standard 1: Personal Health and Fitness** Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. **(H-1)**

## PERSONAL HEALTH and FITNESS

**Key Idea: H.1.1** Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.

Elementary K-4	Intermediate 5-8
<ul style="list-style-type: none"> <li>✓ Know how basic body systems work and interrelate in normal patterns of growth and development</li> <li>✓ Possess basic knowledge and skills which support positive health choices and behaviors</li> <li>✓ Understand how behaviors such as food selection, exercise, and rest affect growth and development</li> <li>✓ Recognize influences which affect health choices and behaviors</li> <li>✓ Know about some diseases and disorders and how they are prevented and treated</li> <li>✓ Practice and support others in making healthy choices.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Integrate knowledge of basic body systems with an understanding of the changes that accompany puberty</li> <li>✓ Apply prevention and risk reduction strategies to adolescent health problems</li> <li>✓ Demonstrate the necessary knowledge and skills to promote healthy adolescent development</li> <li>✓ Analyze the multiple influences which affect health decisions and behaviors</li> </ul>
<b>Completed within the L.4.5 content (see Elementary and Intermediate Science Curriculum)</b>	

**NYS Standard 2: Safe and Healthy Environment** Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment. **(H-2)**

## SAFE and HEALTHY ENVIRONMENT

**Key Idea: H.2.1** Students will demonstrate personally and socially responsible behaviors. They will care for respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.

Elementary K-4	Intermediate 5-8
<ul style="list-style-type: none"> <li>✓ Understand basic safety rules</li> <li>✓ Recognize potentially dangerous situations and know how to avoid or reduce their risk</li> <li>✓ Know some personal and social skills which contribute to individual safety</li> <li>✓ Recognize characteristics of the environment that contribute to health</li> </ul>	<ul style="list-style-type: none"> <li>✓ Assess potentially dangerous situations and demonstrate the skills to avoid or reduce their risks</li> <li>✓ Demonstrate personal and social skills which enhance personal health and safety</li> <li>✓ Understand the need for personal involvement in improving the environment</li> </ul>
<b>Completed within the SS.5.3 and SS.5.4 content (see Elementary and Intermediate Social Studies Curriculum)</b>	

**NYS Standard 3: Resource Management** Students will understand and be able to manage their personal and community resources. **(H-3)**

## RESOURCE MANAGEMENT

**Key Idea: H.3.1** Students will understand and be able to manage their personal and community resources.

Elementary K-4	Intermediate 5-8
<ul style="list-style-type: none"> <li>✓ Identify characteristics of valid health information and health-promoting products and services and know where to locate them</li> <li>✓ Understand how culture contributes to individual family and community beliefs and practices affecting health</li> <li>✓ Know how to access help when illness, injury, or emergency situations occur</li> <li>✓ Recognize how the media influences health choices</li> </ul>	<ul style="list-style-type: none"> <li>✓ Distinguish between valid and invalid health information, products, and services</li> <li>✓ Recognize how cultural beliefs influence health behaviors and the use of health services</li> <li>✓ Demonstrate the ability to work cooperatively when advocating for healthy individuals, families and schools</li> <li>✓ Analyze how media and technology influence the selection of health information, products and services</li> <li>✓ Recognize the need to be an advocate for family and community health</li> <li>✓ Demonstrate the ability to access community health services for prevention, illness, and emergency care</li> </ul>
<b>Shared content with Physical Education (see Elementary and Intermediate Science Curriculum)</b>	

# HOME and CAREERS: K-8 Scope and Sequence

**NYS Standard 1: Personal Health and Fitness** Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. **(H-1)**

## PERSONAL HEALTH and FITNESS

**Key Idea: HC.1.1** Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the appropriate tools and technologies for safe and healthy food preparation.

Elementary K-4	Intermediate 5-8
<ul style="list-style-type: none"> <li>✓ Understand the importance of nutritious food and how it contributes to good health, make simple nutritious food choices, and assist with basic food preparation.</li> <li>✓ Use simple household tools safely to perform a variety of everyday tasks</li> <li>✓ Recognize how a family contributes to personal health</li> </ul>	<ul style="list-style-type: none"> <li>✓ Understand the relationships among diet, health, and physical activities; evaluate their own eating patterns; and use appropriate technology and resources to make food selections and prepare simple, nutritious meals</li> <li>✓ Apply principles of food safety and sanitation</li> <li>✓ Recognize the mental, social, and emotional aspects of good health</li> <li>✓ Apply decision making process to dilemmas related to personal health</li> </ul>
<b>Completed within the L.4.5 content (see Elementary and Intermediate Science Curriculum)</b>	

**NYS Standard 2: Safe and Healthy Environment** Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment. **(H-2)**

## SAFE and HEALTHY ENVIRONMENT

**Key Idea: HC.2.1** Students will know the basic principles of home and community safety. They can demonstrate the skills necessary to maintain their homes and workplaces in a safe and comfortable condition. They can provide a safe and nurturing environment for themselves and others.

Elementary K-4	Intermediate 5-8
<ul style="list-style-type: none"> <li>✓ Understand some basic requirements of nurturing people of various ages, and demonstrate appropriate ways to interact with them</li> <li>✓ Know some conditions necessary for a safe and healthy home and school environment and recognize the various ways individuals contribute to that environment</li> </ul>	<ul style="list-style-type: none"> <li>✓ Demonstrate the principles of safe and healthy child care</li> <li>✓ Know the basics of managing a safe and healthy home</li> <li>✓ Use age-appropriate techniques to select and maintain clothing</li> </ul>
<b>Completed within the Extended Academic and Intramural periods</b>	

**NYS Standard 3: Resource Management** Students will understand and be able to manage their personal and community resources. **(H-3)**

## RESOURCE MANAGEMENT

**Key Idea: HC.3.1** Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.

Elementary K-4	Intermediate 5-8
<ul style="list-style-type: none"> <li>✓ Understand the kinds of resources available in their community and make informed decisions related to their own use</li> <li>✓ Understand how people acquire, use, and protect money and recognize some factors that influence spending</li> <li>✓ Know the different jobs in their communities and the contributions made by individuals performing those jobs</li> </ul>	<ul style="list-style-type: none"> <li>✓ Understand how the family can provide for the economic, physical, and emotional needs of its members</li> <li>✓ Understand the resources available to them, make informed decisions about the use of those resources, and know some ways to expand resources</li> <li>✓ Are able to budget their time and money</li> <li>✓ Understand how working contributes to a quality living environment</li> <li>✓ Identify their own abilities and interests as possible guides to career choice</li> </ul>
<b>Completed within the Extended Academic and Intramural periods</b>	

# PHYSICAL EDUCATION: K-8 Scope and Sequence

**NYS Standard 1: Personal Health and Fitness** Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. **(H-1)**

## PERSONAL HEALTH and FITNESS

**Key Idea: PE.1.1** Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.

Elementary K-4	Intermediate 5-8
<ul style="list-style-type: none"> <li>✓ Participate in physical activities (games, sports, exercises) that provide conditioning for each fitness area</li> <li>✓ Develop physical fitness skills through regular practice, effort, and perseverance</li> <li>✓ Demonstrate mastery of fundamental motor, non-locomotor, and manipulative skills, and understand fundamental principles of movement</li> <li>✓ Understand the effects of activity on the body, the risks associated with inactivity, and the basic components of health-related fitness (cardiovascular, muscle strength, muscle endurance, flexibility, and body composition)</li> <li>✓ Demonstrate and assess their fitness by performing exercises or activities related to each health-related fitness component, and establish personal goals to improve their fitness</li> <li>✓ Understand the relationship between physical activity and individual well being.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Demonstrate competency in a variety of physical activities (games, sports, exercise) that provide conditioning for each fitness area</li> <li>✓ Know that motor skills progress in complexity and need to be used in the context of games and sports with additional environmental constraints</li> <li>✓ Combine and integrate fundamental skills and adjust technique based on feedback, including self-assessment</li> <li>✓ Understand the relationship between physical activity and the prevention of illness, disease, and premature death</li> <li>✓ Develop and implement a personal fitness plan based on self-assessment and goal setting</li> <li>✓ Understand physiological changes that result from training, and understand the health benefits of regular participation in activity</li> <li>✓ Develop leadership, problem-solving, cooperation, and team work by participating in group activities</li> </ul>

# PHYSICAL EDUCATION: K-8 Scope and Sequence

**NYS Standard 2: Safe and Healthy Environment** Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment. (H-2)

## SAFE and HEALTHY ENVIRONMENT

<p><b>Key Idea: PE.2.1</b> Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experiences for all participants.</p>	
Elementary K-4	Intermediate 5-8
<ul style="list-style-type: none"> <li>✓ Contribute to a safe and healthy environment by observing safe conditions for games, reaction, and outdoor activities</li> <li>✓ Come to know and practice appropriate participant and spectator behaviors to produce a safe and positive environment</li> <li>✓ Work constructively with others to accomplish a variety of goals and tasks</li> <li>✓ Know how injuries from physical activity can be prevented or treated</li> <li>✓ Demonstrate care, consideration, and respect of self and others during physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Understand the risks of injury if physical activity is performed incorrectly or performed in extreme environmental conditions, and recognize the importance of safe physical conditions as well as the emotional conditions essential for safety</li> <li>✓ Develop skills of cooperation and collaboration, as well as fairness, sportsmanship, and respect for others</li> <li>✓ Work constructively with others to accomplish a goal in a group activity, demonstrating consideration for others involved</li> <li>✓ Understand the physical and environmental dangers associated with particular activities and demonstrate proper procedures for safe participation in games, sports, and recreational pursuits</li> <li>✓ Understand the role of physical activity, sport and games as a balance cooperative and competitive behaviors and as a possible arena in which to develop and sharpen leadership and problem solving skills, and understand the physical, emotional, and social benefits of participation in physical activities.</li> </ul>
<p><b>Completed also within the Intramural periods</b></p>	

**NYS Standard 3: Resource Management** Students will understand and be able to manage their personal and community resources. (H-3)

## RESOURCE MANAGEMENT

<p><b>Key Idea: PE.3.1</b> Students will be aware of and able to access opportunities available to them within their community to engage in physical activity. They will be informed consumers and be able to evaluate facilities and programs. Students will also be aware of some career options in the field of physical fitness and sports.</p>	
Elementary K-4	Intermediate 5-8
<ul style="list-style-type: none"> <li>✓ Know that resources available at home and in the community offer opportunities to participate in and enjoy a variety of physical activities in their leisure time</li> <li>✓ Become discriminating consumers of fitness information, health-related fitness activities in their communities, and fitness and sports equipment</li> <li>✓ Demonstrate the ability to apply the decision making process to physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Know that resources available at home and in the community offer opportunities to participate in and enjoy a variety of physical activities in their leisure time</li> <li>✓ Become discriminating consumers of fitness information, health-related fitness activities in their communities, and fitness and sports equipment</li> <li>✓ Demonstrate the ability to apply the decision making process to physical activity.</li> </ul>
<p><b>Completed also within the Intramural periods</b></p>	