

Learning Standards for Health, Physical Education, and Family and Consumer Sciences at Three Levels

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.

Standard 2: A Safe and Healthy Environment.

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Standard 3: Resource Management.

Students will understand and be able to manage their personal and community resources.

Standard 1—Personal Health and Fitness

Elementary

Health Education

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.

Students:

- know how basic body systems work and interrelate in normal patterns of growth and development
- possess basic knowledge and skills which support positive health choices and behaviors
- understand how behaviors such as food selection, exercise, and rest affect growth and development
- recognize influences which affect health choices and behaviors
- know about some diseases and disorders and how they are prevented and treated
- practice and support others in making healthy choices.

This is evident, for example, when students:

- ▲ describe the basic structure and functions of human body systems
- ▲ identify the harmful effects of alcohol, tobacco and other drugs
- ▲ explain how eating nutritionally balanced meals and snacks promotes health
- ▲ describe the physical, social and emotional indicators of healthy people
- ▲ demonstrate the use of interpersonal communication skills to enhance health
- ▲ identify responsible health behaviors and demonstrate strategies to improve or maintain personal health
- ▲ demonstrate health practices such as washing hands, covering one's mouth when coughing or sneezing, and brushing and flossing teeth
- ▲ identify common health problems and indicate how they can be prevented, detected and treated
- ▲ set a personal health goal and track progress toward its achievement.

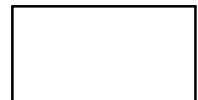
Physical Education

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.

Students:

- participate in physical activities (games, sports,

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (▲).



Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Elementary

Family and Consumer Sciences

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.

Students:

- understand the importance of nutritious food and how it contributes to good health, make simple nutritious food choices, and assist with basic food preparation
- use simple household tools safely to perform a variety of everyday tasks
- recognize how a family contributes to personal health.

This is evident, for example, when students:

- ▲ know the food groups as described in the food guide pyramid and plan meals and snacks that include a nutritious balance of foods
- ▲ prepare simple snacks, handling food properly, and using utensils safely
- ▲ wash hands before and after handling food
- ▲ use age appropriate technology such as microwave for food preparation
- ▲ identify ways a family helps its members maintain their health.

STANDARD 1

Standard 1—Personal Health and Fitness

Intermediate Health Education

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.

Students:

- integrate knowledge of basic body systems with an understanding of the changes that accompany puberty
- apply prevention and risk reduction strategies to adolescent health problems
- demonstrate the necessary knowledge and skills to promote healthy adolescent development
- analyze the multiple influences which affect health decisions and behaviors.

This is evident, for example, when students:

- ▲ describe bodily changes that occur during adolescence
- ▲ demonstrate a variety of problem solving, communication and stress management skills to address health compromising behaviors such as fad dieting, alcohol, tobacco, and other drug use, early sexual involvement and violent behavior
- ▲ predict how decisions regarding health behaviors have consequences for self and others
- ▲ describe the interrelationship of social, emotional and physical health during adolescence
- ▲ explain how lifestyle, family history and other factors are related to the cause or prevention of diseases and other health problems.

Physical Education

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.

Students:

- demonstrate competency in a variety of physical activities (games, sports, exercises) that provide conditioning for each fitness area
- know that motor skills progress in complexity and need to be used in the context of games and sports with additional environmental constraints
- combine and integrate fundamental skills and adjust technique based on feedback, including self-assessment
- understand the relationship between physical activity and the prevention of illness, disease, and premature death
- develop and implement a personal fitness plan based on self-assessment and goal setting, understand physiological changes that result from training, and understand the health benefits of regular participation in activity
- develop leadership, problem solving, cooperation, and team work by participating in group activities.

This is evident, for example, when students:

- ▲ throw objects for accuracy and distance to moving targets, or use a variety of strategies to gain offensive or defensive advantage in a game
- ▲ perform motor/movement skills in a variety of structured games and sport activities requiring the integration of skills (e.g., hand or foot dribble while preventing opponent from taking ball)
- ▲ self-analyze a skill or strategy in order to improve performance, e.g., adjusting throw using principles of rotation and force application
- ▲ select a variety of appropriate activities to improve one or more components of health-related fitness based on a fitness assessment
- ▲ monitor heart rate as a means for determining intensity and duration of activity
- ▲ demonstrate correct form in various physical activities to prevent injury (e.g., weight training, lifting, and climbing)
- ▲ analyze a partner's performance in a movement task
- ▲ use video taping to assist in self assessment of a skill.

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Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (▲).

STANDARD 1

Standard 1—Personal Health and Fitness

Commencement

Health Education

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.

Students:

- understand human growth and development throughout the life cycle
- demonstrate the necessary knowledge and skills to promote healthy development into adulthood
- apply prevention and risk reduction strategies which can delay the onset or reduce the risk of potential health problems into adulthood
- evaluate how the multiple influences which affect health decisions and behaviors can be altered.

This is evident, for example, when students:

- ▲ analyze personal dietary patterns and develop dietary plans to meet changing nutritional requirements
- ▲ evaluate a case study to determine strategies for health enhancement and risk reduction
- ▲ identify the consequences associated with engaging in high risk behaviors which compromise health, such as smoking, violent behavior, or driving under the influence of alcohol/drugs
- ▲ identify the characteristics of social and emotional health which are critical to adulthood.

Physical Education

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Students:

- demonstrate proficiency in selected complex physical activities (games, sports, exercises) that provide conditioning for each fitness area
- establish and maintain a high level of skilled performance, demonstrate mastery of fundamental movement forms and skills that can contribute to daily living tasks, and analyze skill activities
- make physical activity an important part of their life and recognize such consequent benefits as self-renewal, greater productivity as a worker, more energy for family activities, and reduction in health care costs
- use the basic principles of skill analysis to improve previously acquired skills and to continue to learn new skills and activities
- know the components of personal wellness (nutrition and weight control, disease prevention, stress management, safety, and physical fitness), establish a personal profile with fitness/wellness goals, and engage in appropriate

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STANDARD 1

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Commencement

Family and Consumer Sciences

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.

Students:



Standard 2—A Safe and Healthy Environment

Elementary
Health Education

Physical Education

1.

Standard 2—A Safe and Healthy Environment

Intermediate

Health Education

1. Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.

Students:

- assess potentially dangerous situations and demonstrate the skills to avoid or reduce their risks
- demonstrate personal and social skills which enhance personal health and safety
- understand the need for personal involvement in improving the environment.

This is evident, for example, when students:

- ▲ demonstrate conflict management and negotiation skills
- ▲ analyze how environment and personal health are inter-related
- ▲ analyze the possible causes of conflict among youth in schools and communities
- ▲ identify strategies to avoid or reduce threatening peer situations
- ▲ apply safety rules in situations which have the potential for harm
- ▲ demonstrate ways to care for and show respect for self and others
- ▲ demonstrate accurate use of the heimlich maneuver.

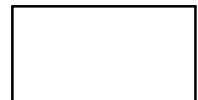
Physical Education

1. 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 experience for all participants.

Students:

- understand the risks of injury if physical activity is performed incorrectly or performed in extreme environmental conditions, and recognize the importance

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Standard 2—A Safe and Healthy Environment

Commencement

Health Education

1. Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.

Students:

- recognize hazardous conditions in the home, school, work place, and community and propose solutions to eliminate or reduce them
- evaluate personal and social skills which contribute to health and safety of self and others
- recognize how individual behavior affects the quality of the environment.

This is evident, for example, when students:

- ▲ design and implement a plan to improve safety in the home, school, workplace or community
- ▲ use universal precautions and apply first aid, CPR, and other emergency procedures appropriately
- ▲ describe and demonstrate appropriate strategies to avoid or cope with potentially dangerous situations, such as dating violence or assault
- ▲ develop community approaches which enhance and protect the quality of the environment
- ▲ analyze how health laws, policies and regulations protect personal and environmental safety
- ▲ demonstrate ways to care for and show respect for self and others.

Physical Education

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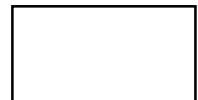
Students:

- know the potential safety hazards associated with a wide variety of games and activities and are able to prevent and respond to accidents
- demonstrate responsible personal and social behavior while engaged in physical activities
- accept physical activity as an important part of life. Self-renewal, productivity as a worker, energy for family activities, fitness, weight control, stress management, and reduction in health-care costs are understood as benefits of physical activity
- create a positive climate for group activities by assuming a variety of roles
- understand the physical, social, and emotional benefits of physical activity and can demonstrate leadership and problem solving through participation in organized games or activities.

This is evident, for example, when students:

- ▲ plan an activity to provide for the safety of participants, taking into consideration the physical abilities of the participants, the conditions of the facility, and the equipment available
- ▲ describe the dangers of overexertion, hypothermia, and heat exhaustion in outdoor activities, with some preventive measures and first aid treatments for each
- ▲ identify responsible action and available resources that can be used in the event of an accident or illness incurred during physical activity
- ▲ take on the role of a coach, responsible for problem solving and conflict management on behalf of the team
- ▲ demonstrate a sensitivity and respect for all individuals, regardless of ability, gender, or other characteristics
- ▲ practice fairness, self-control, and inili0 /LBod thF Tf0 Tc.110.8A7/nd

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Standard 3—Resource Management

Elementary

Health Education

Physical Education

1. Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.

Students:

- identify characteristics of valid health information and health-promoting products and services and know where to locate them
- understand how culture contributes to individual family and community beliefs and practices affecting health
- know how to access help when illness, injury, or emergency situations occur
- recognize how the media influences health choices.

This is evident, for example, when students:

- ▲ describe how to access resources in the home, school and community to assist with health problems
- ▲ demonstrate how to use “911” or similar emergency services
- ▲ describe how culture influences personal health behaviors such as selection of food
- ▲ identify the ways various media promote products and services that influence health choices.

Key ideas are identified by numbers (1).

Students will understand and be able to manage their personal and community resources.

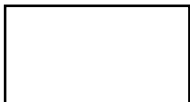
Elementary

Family and Consumer Sciences

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.

Students:

- understand the kinds of resources available in their community and make informed decisions related to their own use
- understand how people acquire, use, and protect money and recognize some factors that influence spending
- know the different jobs in their communities and the contributions made by individuals perform



Standard 3—Resource Management

Intermediate

Health Education

Physical Education

1. Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.

Students:

- distinguish between valid and invalid health information, products and services
- recognize how cultural beliefs influence health behaviors and the use of health services
- demonstrate the ability to work cooperatively when advocating for healthy individuals, families and schools
- analyze how media and technology influence the selection of health information, products and services
- recognize the need to be an advocate for family and community health
- demonstrate the ability to access community health services for prevention, illness, and emergency care.

This is evident, for example, when students:

- ▲ explain how community norms contribute to health
- ▲ identify family and community health issues and propose various solutions to address them
- ▲ analyze how information from peers influences health decisions and behaviors
- ▲ explain how the timely use of health care services can prevent premature death and disability
- ▲ identify community agencies which advocate for healthy families

Students will understand and be able to manage their personal and community resources.

Intermediate

Family and Consumer Sciences

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Students:

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Standard 3—Resource Management

Commencement

Health Education

1. Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.

Students:

- demonstrate how to evaluate health information, products and services for validity and reliability
- analyze how cultural beliefs influence health behaviors and the use of health products and services
- demonstrate the ability to access community health services for self and others
- use technology and the media to promote positive health messages
- demonstrate advocacy skills in promoting individual, family and community health.

This is evident, for example, when students:

- ▲ identify local, state and federal agencies which provide health information and are regulating health products and services
- ▲ describe how to obtain health services appropriate for individual needs and how to refer friends and family members to appropriate health services or providers
- ▲ identify criteria to measure the accuracy, reliability and validity of claims for health care products and services
- ▲ design a media campaign which promotes a positive health message
- ▲ analyze how cultural diversity enriches and challenges health behaviors
- ▲ assess the internet to assist in research for senior project.

Physical Education

1. 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.

Students:

- recognize their role as concerned and discriminating consumers of physical activities programs and understand the importance of physical activity as a resource for everyone regardless of age or ability
- recognize the benefits of engaging in appropriate physical activities with others, including both older and younger members of the community
- identify a variety of career opportunities associated with sports and fitness and understand the qualifications, educational requirements, and job responsibilities of those careers.

This is evident, for example, when students:

- ▲ examine fitness and health clubs' criteria for quality and service
- ▲ analyze media ads and marketing practices for fitness and sports equipment
- ▲ mentor younger children in sport or recreational activities
- ▲ plan and participate in activities with other family members and friends, regardless of age or ability
- ▲ adapt physical activities to accommodate the various interests, ages, or abilities of participants
- ▲ demonstrate the ability to access school and community physical activity services for self and others
- ▲ develop strategies to improve or maintain personal, family, and community physical activity
- ▲ analyze how the availability of and information about community programs encourages physical participation in physical activity
- ▲ investigate a career in the sport or fitness field and research the job responsibility qualifications and opportunities that exist for professional advancement.

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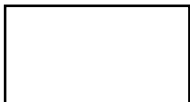
STANDARD 3

Students will understand and be able to manage their personal and community resources.

Commencement

Family and Consumer Sciences

1. Students will understand and be able to manage





Samples of Student Work

The samples of student work included in this section are intended to begin the process of articulating the performance standards at each level of achievement. This collection is not yet adequate for that purpose in either numbers or scope of examples. As New York State continues to collect work samples from the schools for inclusion in the document, we expect a much clearer understanding of the performance standards to be evident.

Neither are these samples presented as models of excellence. They vary in degree of achievement. Some are “acceptable;” others “more proficient.” All are meant to provide examples of the kind of work students might produce to demonstrate progress toward the standard.