

# 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.



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

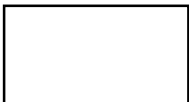
Elementary

## 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



# Standard 1—Personal Health and Fitness

Intermediate

Health Education

Physical 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
-

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

Intermediate

## 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 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
- apply principles of food safety and sanitation
- recognize the mental, social, and emotional aspects of good health
- apply decision making process to dilemmas related to personal health.

This is evident, for example, when students:

- ▲ plan a personal diet that accommodates nutritional needs, activity level, and optimal weight
- ▲ prepare a meal with foods from the food groups described in the food guide pyramid, handling food safely to avoid contamination, and using appropriate cooking equipment safely and responsibly
- ▲ practice techniques to help reduce stress (e.g., time management)
- ▲ identify the impact risky behavior can have on long-term goals (e.g., health, career).

STANDARD 1



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

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:

- apply knowledge of food choices and menus to plan a balanced diet, use new technologies to plan and prepare nutritious meals for a variety of dietary needs
- adjust their own diet to accommodate changing levels of activity or to meet their nutritional needs throughout the life cycle
- identify ways to meet basic needs of all family members
- take reasoned action toward reaching personal health goals.

This is evident, for example, when students:

- ▲ plan and prepare meals that meet the nutritional needs and dietary restrictions of each family member (e.g., reduce sugar for a diabetic, reduce fat and sodium for those at risk for heart disease)
- ▲ create family menus taking into consideration budget, individual tastes, and family schedules over a period of time
- ▲ use current technology for diet analysis, meal planning, and food preparation
- ▲ are aware of and can access community resources available for helping with dietary needs
- ▲ practice communication skills that foster positive interpersonal relationships and optimum health for all family members
- ▲ apply decision making process to health-related situations.

STANDARD 1





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

Elementary

## Family and Consumer Sciences

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.

Students:

- understand some basic requirements of nurturing people

T h e i s t i



# 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 of safe physical conditions (equipment, facilities) as well as the emotional conditions essential for safety
- develop skills of cooperation and collaboration, as well as fairness, sportsmanship, and respect for others
- work constructively with others to accomplish a goal in a group activity, demonstrating consideration for others involved
- understand the physical and uations T\*(pularsical acrate rness, sportsr exd

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



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

Intermediate

## Family and Consumer Sciences

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.

Students:

- demonstrate the principles of safe and healthy child care
- know the basics of managing a safe and healthy home
- use age-appropriate techniques to select and maintain clothing.

This is evident, for example, when students:

- ▲ describe the normal range of differences among children of the same age and respond appropriately to the different abilities
- ▲ describe and demonstrate safe and healthy procedures for clothing, feeding, and supervising children at various stages of development
- ▲ appropriately interact with younger children entrusted to their care
- ▲ develop a fire safety plan for the home
- ▲ develop a list of telephone numbers that would be useful in emergency situations
- ▲ demonstrate skills related to a wide variety of household tasks
- ▲ use and store appliances, cleaning materials, and tools properly and safely
- ▲ read labels and evaluate products for selection, use, and safety
- ▲ maintain and organize personal property and living space
- ▲ demonstrate appropriate clothing care, maintenance, and selection.

STANDARD 2

# Standard 2—A Safe and Healthy Environment

Commencement

**Health Education**

**Physical Education**

1. Students will demonstrate personally and socially

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

Commencement

## Family and Consumer Sciences

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.

Students:

- understand the stages of child development and apply this knowledge to activities designed to enrich the physical, social, mental, and emotional development of a young child
- apply housing principles (e.g., design and safety) to meet the needs of family members of all ages and abilities
- understand essential requirements for selecting and maintaining a home
- apply basic rules of health and safety to a variety of home and work place situations.

This is evident, for example, when students:

- ▲ plan a daily program of balanced activity for preschoolers based on knowledge and understanding of patterns of child growth and development
- ▲ describe effective ways of promoting positive behavior in children
- ▲ identify characteristics of a safe and nurturing home and work environment
- ▲ describe criteria for home selection (e.g., safety for children, access for handicapped family members, environmental concerns)
- ▲ identify safety risks in case studies related to the home and workplace
- ▲ identify ways in which to childproof a home.

STANDARD 2

# Standard 3—Resource Management

Elementary

## 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:

- 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:

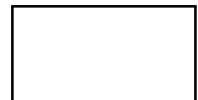
- ▲ describe how to access resources in the home, school and community to assist with health problems
- ▲ demonstrate how to use “911” or similar emergency services
- ▲ describe how culture influences personal health behaviors such as selection of food
- ▲ identify the ways various media promote products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

## 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.

.lness, injTc 0 Tw T\*(spor31. )TjEMC /P <</MCID 12 >>BDC -0.009

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



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



# Standard 3—Resource Management

## Intermediate

### 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:

- 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 and communities
- ▲ analyze the consequences of invalid information on the health of individuals, families and communities
- ▲ analyze cultural influences on health and the use of health services.

### 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:

- should be informed consumers, aware of the alternatives available to them within their communities for physical activity and should be able to evaluate facilities and programs available
- demonstrate the ability to locate physical activity information, products, and services
- know some career options in the field of physical fitness and sports.

This is evident, for example, when students:

- ▲ plan and participate in family and community activities
- ▲ describe the difference between good-quality equipment and inferior equipment
- ▲ participate in community-sponsored sports programs
- ▲ describe some career choices in fitness and sports fields, including the required academic training and job responsibilities.

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

STANDARD 3



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

Intermediate

## 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 how the family can provide for the economic, physical, and emotional needs of its members
- understand the resources available to them, make informed decisions about the use of those resources, and know some ways to expand resources
- are able to budget their time and money
- understand how working contributes to a quality living environment
- identify their own abilities and interests as possible guides to career choice.

This is evident, for example, when students:

- ▲ explain ways that families can provide for the economic, physical, and emotional needs of its members
- ▲ explain wise use of resources and energy conservation, describing the relationships between family decisions and the environment
- ▲ analyze space needs to accommodate purposes such as individual and group activity in a household
- ▲ select, care for, and repair clothing
- ▲ identify community resources that help families and individuals
- ▲ plan a schedule to provide time for schoolwork, recreation and exercise, family activity, and adequate sleep
- ▲ develop a personal financial plan, keeping in mind short- and long-term goals
- ▲ analyze the influence of marketing and advertisements on purchases
- ▲ read and understand labels and consumer information to make informed purchases
- ▲ set short- and long-term career goals and take some steps toward those goals (e.g., selecting particular courses of study, visiting workplaces with parents or other relatives)
- ▲ analyze their involvement in school and community activities to develop an inventory of experiences and abilities related to career interests
- ▲ apply decision making, problem solving, and management skills in everyday situations
- ▲ participate in youth leadership organizations.

STANDARD 3

# Standard 3—Resource Management

Commencement

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:

- 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.

Key ideas are identified by numbers (1).

Performance indicators are identified by bullets (•).

Sample tasks are identified by triangles (▲).

messages

• 34

se, vocclud advboth Tle hrhvio promot7 individuyouersro refer fo97.0220.0594 Tc

messages

• 36n Tcity T\*jTopport

This is evident, for example, when studen38:





# 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.