

# 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, understand and be

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# Standard —Personal Health and Fitness

Elementary

Health Education

Physical Education

. Students will understand human growth and development and recognize the relationship between behaviors and health 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

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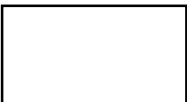
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# Standard —Personal Health and Fitness

Intermediate

Health Education

Physical Education

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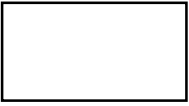
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# Standard 2—A Safe and Health Environment

Elementar

Health Education

Physical Education

Students will demonstrate personal and social responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize the risk.

Students:

- understand basic safety rules
- recognize potentially dangerous situations and know how to avoid or reduce their risk
- know some personal and social skills which contribute to individual safety
- recognize characteristics of the environment that contribute to health.

This is evident, for example, when students:

- ▲ describe personal safety rules to avoid such things as abuse, abduction, poisoning, and accidents



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

Elementary

## Family and Consumer Science

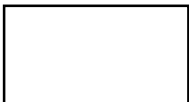
Student will know the basic principles of home and community safety. They can demonstrate the skills necessary to maintain their home and workplace in a safe and comfortable condition. They can provide a safe and nurturing environment for themselves and others.

Student:

- understand some basic requirements of nurturing people of various ages, and demonstrate appropriate ways to interact with them
- know some conditions necessary for a safe and healthy home and school environment and recognize the various ways individuals contribute to that environment.

They will be able to demonstrate, for example, when student:

- ▲ demonstrate procedures to be followed in case of fire, flood, other natural disaster, or personal danger
- ▲ describe procedures for safe handling and storage of hazardous material (e.g., cleaning material)
- ▲ describe aspects of a nurturing and safe environment for self and others
- ▲ assist with simple classroom maintenance by disposing of litter properly and keeping aisles and doorways free of obstacles
- ▲ describe safe and appropriate toys and activities for young children at different ages
- ▲ describe



# Standard 2—A Safe and Health Environment

Intermediate

Health Education

Physical Education

Students will demonstrate personal and social responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize the risks.

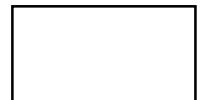
Students:

- 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 and growth 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 ways to use both the physical environment.

Key ideas are identified by numbers ( ).





# Standard 2—A Safe and Health Environment

## Competent Health Education

## Physical Education

Students will demonstrate personal and social responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize the risk.

Students:

- recognize hazardous conditions in the home, school, workplace, and community and propose solutions to eliminate or reduce the risk
- 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



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# Standard 3—Resource Management

Elementar

## Health Education

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 health 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

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:

- 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
- become discriminating consumers of fitness information, health-related fitness activities in their communities, and fitness and sports equipment
- demonstrate the ability to apply the decision-making process to physical activity.

This is evident, for example, when students:

- ▲ identify community facilities for recreational activities, such as parks, swimming pools, and skating rinks
- ▲ identify community programs, such as YMCA/YWCA, Boys/Girls Clubs, Sport Camps, Youth Sports Leagues
- ▲ describe how the family influences one's physical activity
- ▲ identify community agencies that advocate for physically active individuals, families, and communities.

Key ideas are identified by numbers (1-4).  
Performance indicators are identified by bullets (•).  
Sample tasks are identified by triangles (▲).

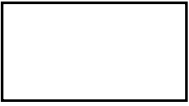
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# Standard 3—Resource Management

Intermediate

## Health Education

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 health 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 with individuals, families and schools advocating for health
- 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 health 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.

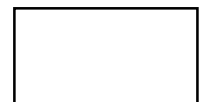
## Physical Education

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

Key ideas are identified by numbers (1-4).  
Performance indicators are identified by bullets (•).  
Sample tasks are identified by triangles (▲).

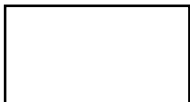




Student will understand and be able to manage their personal and community resources.

Intermediate

**Family and Consumer Science**



# Standard 3—Resource Management

Competency

Health Education

Physical Education

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 health 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, community, and

Student will understand and be able to manage their personal and community  
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# 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 picture to emerge.