

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, exercises) that provide conditioning for each fitness area
- develop physical fitness skills through regular practice, effort, and perseverance
- demonstrate mastery of fundamental motor, non-locomotor, and manipulative skills, and understand fundamental principles of movement
- 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)
- 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
- understand the relationship between physical activity and individual well being.

This is evident, for example, when students:

- ▲ demonstrate basic motor skills (run, climb, hop), manipulative skills (throw, catch, strike), and non-locomotor skills (balance, weight transfer) using mature motor patterns while engaged in a variety of activities
- ▲ apply the concepts and principles of human movement to the development of new skills (e.g., catching objects while moving, throwing objects using opposition)
- ▲ adjust performance of skill as a result of monitoring or assessing previous performance (e.g., moves closer to target or throws at altered angle of release following toss that falls short)
- ▲ do additional push-ups each day to improve upper body strength, additional stretches to improve flexibility, and additional running to develop cardiorespiratory fitness
- ▲ engage in physical activity and frequent monitoring of pulse rate to reach and maintain a target heart rate for an appropriate amount of time
- ▲ perform appropriate warm-up and cool-down exercises before and after vigorous activity to avoid muscle injury
- ▲ set a personal physical activity goal and track progress toward its achievement.

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

STANDARD 1

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 2—A Safe and Healthy Environment

Elementary

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:

- 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
- ▲ discuss how following safety rules help to protect people at home and in the school and community
- ▲ apply safety rules to prevent injury
- ▲ demonstrate ways to avoid and reduce threatening situations
- ▲ identify ways to care for and show respect for self and others
- ▲ demonstrate refusal skills to protect health
- ▲ identify ways to protect and preserve a healthy environment
- ▲ develop a safety plan for healthy living.

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:

- contribute to a safe and healthy environment by observing safe conditions for games, recreation, and outdoor activities
- come to know and practice appropriate participant and spectator behaviors to produce a safe and positive environment
- work constructively with others to accomplish a variety of goals and tasks
- know how injuries from physical activity can be prevented or treated
- demonstrate care, consideration, and respect of self and others during physical activity.

This is evident, for example, when students:

- ▲ handle equipment safely
- ▲ wear proper attire and protective gear as necessary
- ▲ demonstrate appropriate skill in fundamental movement tasks (e.g., lifting, carrying, climbing)
- ▲ properly use facilities with attention to safety hazards
- ▲ create a dance with a partner that combines movement to music from a specific culture
- ▲ modify a game so that individuals with less ability may participate more
- ▲ demonstrate self-control and the ability to cope with success and failure
- ▲ take turns in playing various roles in games
- ▲ follow directions to perform safely and correctly
- ▲ accept teammates regardless of ability and treat opponents with respect and courtesy
- ▲ know and demonstrate practices necessary to insure safe conditions for physical activity
- ▲ demonstrate responsible personal and social behavior while engaged in physical activities.

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

STANDARD 2

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 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.

This is evident, for example, when students:

- ▲ demonstrate procedures to be followed in case of fire, floods, other natural disasters, or personal danger
- ▲ describe procedures for safe handling and storage of hazardous materials (e.g., cleaning materials)
- ▲ 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
- ▲ demonstrate procedures for getting emergency assistance (e.g., calling a neighbor, 911, police)
- ▲ maintain personal belongings.

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.

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.

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Sample tasks are identified by triangles (▲).

STANDARD 3

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 performing those jobs.

This is evident, for example, when students:

- ▲ use the decision making process to make informed decisions related to their own resources of talent, time, energy, and money
- ▲ identify family, school, and community members who can assist with personal decisions
- ▲ participate in a school community service project (e.g., water conservation or recycling program)
- ▲ select clothing appropriate for their activities
- ▲ describe the relationship between jobs and money
- ▲ identify some procedures for keeping money safe
- ▲ contribute to a class decision on how to raise and spend funds
- ▲ identify specific careers related to personal interests.

STANDARD 3