

Health—Standard 1: Personal Health and Fitness

Commencement

Context

Your class has become the elected student leadership council for the high school. Increasingly, the council has been receiving complaints from students and staff concerning the amount of cigarette smoking going on in the bathrooms. Your job is to propose several solutions to this problem and to examine one of them more closely.

Performance Indicators

Students can:

... evaluate how the multiple influences which affect health decisions and behaviors can be altered.

Student Work Sample

Smoking/Group Project

Smoking is an overwhelming problem in the United States that needs immediate attention. It has an incredible health risk that not only affects the smoker, but everyone around them. We as the elected student leadership council for the high school have realized the increasing amount of cigarette smoking occurring in the rest rooms of the high school. The administration has already begun taking doors off the stall, and locking the entrance to the rest room. They have also hired additional personnel to watch and control both male and female rest rooms. None of these acts have eliminated the rest room smoking problem, they have only aroused anger in the student body, as well as the faculty. We propose the following solutions to the rest room smoking situation.

1. Putting smoke detectors in the bathrooms and around school.
2. Harsher penalties for being caught smoking
3. Equal penalties for both students and faculty who are caught smoking on school grounds.
4. Putting a lock on the bathroom windows.
5. Better smokers' clinic because the one that exists presently does not help.

One solution that we composed is to put special smoke detectors in the rest room. They would be encased in a metal container with a screen. This would prevent students from vandalizing the smoke detectors. A screen would still allow the smoke to reach it, while preventing damage. There should also be alarms on the windows to prevent students from opening them to ventilate the cigarette smoke within the bathroom. It should be a silent alarm for the detector and the window, so the students would not know when it goes off. There would be a buzzer in the main office that would notify authorities when someone was smoking. They would be able to take care of the problem immediately and before the student leaves the bathroom. We feel that the consequences for being caught smoking would be the same as the consequences that students would receive for pulling a regular fire alarm.

We, as the elected student leadership council feel that this is the best solution to this growing problem. Please consider this as a possible alternative to the current smoking policies of the school, seeing as these are found the least controversial. We have taken into consideration our budget of \$1500, and have composed an idea that fits this limit. Since the smoke detectors cost so much money, they should be placed in the bathrooms where this problem mostly occurs. Other funds could be appropriated by the PTA who we are sure would be willing to help in our fight against smoking. We have looked at the attitudes of the students and faculty and feel that this solution will help.

Commentary

The Sample:

- demonstrates that the class organized itself with an eye toward focusing on the activity
- proposes five solutions and the most appropriate course of action was chosen
- outlines the group's rationale for their decision in a written report.

Scoring Guide

Points	Criteria
4	Organized class focused on problem; proposed at least five solutions to problems; all solutions given included health implications; chose one alternative and explained why that one was the most appropriate solution; submitted a clear, concise and well documented written or computer disk report, outlining the group process and their rationale for their decision.
3	Organized class that focused on the problem; proposed four initial solutions; group chose, by consensus, one alternative and explained and documented why it was the most appropriate solution; submitted a written or computer disk report outlining the group process and their solution.
2	Class organized but failed to focus on the problem; proposed two or three solutions; majority of group agreed with the selected alternative, limited evidence as to why chosen alternative was the most appropriate solution; submitted a written or computer disk report outlining group process and their solution.
1	Students do not participate in group activity; students cannot identify their individual contributions or participation in the group; group did not agree on an alternative and or provides limited documentation; inadequate written report or computer disk.

Health—Standard 2: A Safe and Healthy Environment

Intermediate

Student Work Sample

Personal Environmental Impact Log

Context

- Students in an eighth-grade health class were asked to:
- complete a seven-day personal environmental impact log identifying actions or activities that have an impact on the environment
 - use research about how people's actions affect the environment, analyze his or her own behavior
 - identify at least five behaviors the student intends to do to maintain or improve the environment
 - develop an action plan for the above.

Performance Indicators

Students can:

... understand the need for personal involvement in improving the environment.

Commentary

The Sample:

- includes an action plan which is written as a pledge
- includes a log that is detailed and complete.

PERSONAL ENVIRONMENTAL IMPACT LOG			IMPACT ON ENVIRONMENT
DAY	TIME	ACTIVITY	
9/29/95	6:30 am	Used non-recyclable items (plastic (3))	Buildup of garbage which can seep into water supply Wasted the limited resource of clean, fresh water Pollutants from burning gas
	6:50 am	Left water running while brushing teeth	
	7:00 am	Got a ride in a car instead of riding bike	Helped save some trees which supply us with oxygen Wasted our water supply
	9:00 am	Used a recycled pencil at school	
	5:00 am	Took a shower and left water running the whole time	

Research:

1. CD-ROM; The New Grolier Multimedia Encyclopedia
2. Desk Encyclopedia

5 ways people's actions affect the environment

1. Dumping toxic waste seeps into ground water and poisons it.
2. Using non-recyclable items limits our supply of natural resources.
3. Use automobiles that burn gas and send pollutants into the air which cause acid rain and ozone depletion.
4. Leave lights on while not in use wastes our supply of electricity.
5. Leaving water wastes the limited resource of clean and fresh water.

5 ways the environment affects people's health

1. Dirty water can be drunk and can cause disease.
2. You can get lung cancer from breathing in too many pollutants in the air.
3. You can get skin cancer from too much sun.
4. Cold weather can cause frostbite or pneumonia.
5. Windburn can be caused by high winds blowing directly on someone frequently.

5 of my behaviors that enhance/detract from environment

1. Leaving water on while brushing my teeth wastes clean, drinkable water.
2. Got many rides in cars which burn gas and send pollutants into the air (ozone depletion).
3. Recycled soda cans which helped reduce garbage pollution and helped conserve aluminum.
4. Washed my hands which helped prevent communicable diseases from being spread.
5. I threw a candy wrapper on the ground which helps the build up of garbage pollution.

5 environmentally friendly behaviors/action plan

I, promise to always turn off the water when brushing my teeth so that I will save clean water. Next, I promise to try to ride my bike as much as possible instead of riding in a car. I will turn off the lights in my home to save electricity and recycle whenever possible to conserve our resources. Lastly, I will try not to ever litter so there won't be so much garbage.

Scoring Guide

Points	Criteria
4	Maintained a log that included at least 5 entries per day for 7 days. Included at least 2 current environmental books, magazines, videos, etc. Identified at least 5 ways in which people's actions/activities affect the environment. Identified at least 5 ways the environment affects people's health. Compared at least 5 of one's own behaviors that enhance or detract from the environment. Produced a written action plan that included 5 behaviors one intends to do to maintain or improve the environment and/or people's health.
3	Maintained a log that included at least 4 entries per day for 7 days. Written action plan included at least 2 current environmental books, magazines, videos, etc. Identified at least 4 ways in which people's actions/activities affect the environment. Identified at least 4 ways the environment affects people's health. Compared at least 4 of one's own behaviors that enhance or detract from the environment. Produced a written action plan that included 4 behaviors one intends to do to maintain or improve the environment and/or people's health.
2	Maintained a log that included at least 4 entries per day for 4 days. Included at least 1 current environmental book, magazine, video, etc. Identified at least 3 ways in which people's actions/activities affect the environment. Identified at least 3 ways the environment affects people's health. Compared at least 3 of one's own behaviors that enhance or detract from the environment. Produced a written action plan that included 3 behaviors one intends to do to maintain or improve the environment and/or people's health.
1	Maintained a log with inconsistent entries for 3 or less days. Included no bibliography. Identified 2 or fewer ways in which people's actions/activities affect the environment. Identified 2 or fewer ways the environment affects people's health. Compared 2 or fewer ways one's own behaviors enhance or detract from the environment. Produced a written action plan that included 2 or fewer behaviors one intends to do to maintain or improve the environment and/or people's health.

Physical Education—Standard 1: Personal Health

Elementary

Student
Work
Sample

Cardio-
respiratory
Fitness Log

Context

Students in a sixth-grade class studied basic cardiorespiratory concepts while participating in a variety of related activities. Students were required to calculate their target heart rates and maintain a record of activities in a personal fitness log.

Performance Indicators

Students can:

... 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.

Commentary

The Sample:

- explored a variety of appropriate cardiorespiratory activities
- prepared a complete fitness log
- calculated the resting heart rate and target heart rate range.

RESTING HEART RATE (RHR) = 62 (Pulse for 60 seconds)
 MAXIMUM HEART RATE (MHR) = 206 (220 - Your Age)

TARGET HEART RATE RANGE CALCULATIONS

LOW END POINT ← HIGH END POINT

MHR - RHR ----- 144	STEP 1 (Subtraction)	MHR 206 - RHR 62 ----- 144
x .70 ----- 100	STEP 2 (Multiply by)	x .85 x .85 ----- 122
+ RHR ----- 162	STEP 3 (Add)	+ RHR 62 ----- 184
162	TARGET HEART RATE RANGE	184

← TARGET HEART RATE RANGE →

DATE	ACTIVITY	ACTIVITY DURATION	WHR
2/9	Jump rope	10 MIN	240
2/13	Giant jump rope training	15 min	130
2/15	Circuit Activity	15 min	200
2/20	Step Aerobics	15 min	200

Scoring Guide

Points	Criteria
4	Chooses and participates in a minimum of 2 different cardiorespiratory activities at least 4 times per week. Submits complete and accurate pre and post log of CR participation
3	Chooses a minimum of 2 different CR activities at least 3 times per week. Submits accurate but incomplete post log
2	Chooses and participates in cardiorespiratory activities at least 2 times per week. Submits incomplete and inaccurate post log.
1	Chooses and participates in cardiorespiratory activities between zero and two times per week. Does not submit post log.

Physical Education—Standard 1: Personal Health

Commencement

Context

Students of all levels of ability and conditioning need to understand the effects of activity on the body, the risks associated with inactivity, and the basic components of health-related fitness (cardiorespiratory, muscle strength, muscle endurance, flexibility, and body composition), demonstrate and assess their fitness by performing exercises or activities related to each component, and establish personal goals to improve fitness.

Performance Indicators

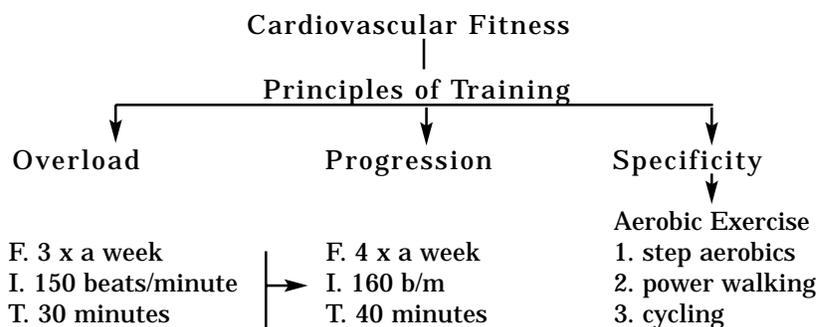
Students can:

... should know the components of personal wellness (nutrition and weight control, disease prevention, stress management, safety, and physical fitness), be able to establish a personal wellness profile, establish fitness/wellness goals and engage in appropriate activities to improve or sustain their fitness.

Student
Work
Sample

Cardiovascular
Fitness

The schematic diagram below outlines the process in which cardiovascular fitness is built. Write, in paragraph form, a complete explanation of what this diagram means. Be sure to define each word in your explanation.



Cardiovascular fitness is exercise in which the heart and lungs are strengthened and improved through time by this exercise. To improve cardiovascular fitness, you must incorporate the principles of training which are standards to follow in order to improve your health. Three principals of training are over load—doing more exercise than before on a weekly basis—progression—gradually increasing the amount of exercise you do based on the FIT formula—and specificity choosing an activity, aerobically (with free oxygen) so that excellent cardiovascular health will come from this activity. The F.I.T. formula I mentioned is used to modify the principles of overload and progression by suing frequency—the number of times per week you exercise and intensity—how hard you exercise, which is established by monitoring your heartrate. Your pulse, in order to achieve cardiovascular fitness, should be in your target heartrate (pulse) zone. You can find your target heart rate zone by using this formula:

$$(220 - \text{your age}) 65 - 85\%$$

If you are a beginner you should start at the 65th percentile, up to the 85th but any higher is dangerous. The third F.I.T. component is time. This means how many minutes per workout you exercise. As a beginner, 15 minutes is sufficient, but in order to achieve cardiovascular fitness, the F.I.T. formula must be used in progression with aerobic exercise. An aerobic exercise is an exercise that lets oxygen flow freely to the muscles to that you do not get muscle fatigue. It is important to use the principle specificity and choose an aerobic exercise for these reasons.

If you use the principles of training at the F.I.T. formula to the best of our ability you will see results, cardiovascularly and physically also.

Commentary

The Sample:

- demonstrates that the student can identify and perform cardiorespiratory activities at an intensity level within the target heart range by using the principles of frequency, intensity and duration
- can apply knowledge of fitness concepts in the development of a program to increase their cardiovascular fitness.

Family and Consumer Sciences—Standard 1: Personal

Intermediate

Context

After viewing a video on snacking, taste testing and comparing snack foods (regular, low salt, low fat, etc.), finding various information on snack food labels and discussing snacks that are popular with students their age, students surveyed students in the middle school as to their snacking habits and they recorded the top three snacking preferences. This is part of the home and careers curriculum, Module H-1: Process Skills—How Do I Decide? and Module H-3—Nutrition Management.

Performance Indicators

Students can:

... understand the relationships among diet, health, and activities; evaluate their own eating patterns;

Student Work Sample

Snack Food Survey

snack foods	person A	person B	person C	person D	person E	person F
1 Potato Chips / Cheetos	2		2	1	3	3
2 Cookies / Brownies		1	3			
3 Popcorn	1	3		2		
4 Cheese + Crackers				3		
5 Pretzels					2	2
6 Candy Bars / Candy		2				
7 Vegetable / Celery / ect.					1	1
8 Pizza	3					
9 Nachos						
10 Toaster Strudel						

Commentary

The Sample:

- completes the survey to determine eating patterns
- shows complete and accurate display of results.

Scoring Guide

Points	Criteria
4 -	Survey 6 students at the middle school Survey is complete, neat and handed in on time Shows complete and accurate graphic display of results
3 -	Survey 4 or 5 students at the middle school Survey is neat, complete and handed in on time. Shows a graphic display of results
2 -	Survey 2 or 3 students at the middle school Survey is neat and handed in on time Graphic display of results inaccurate or incomplete
1 -	Survey 1 or 2 students at the middle school Survey incomplete and not handed in on time.

Family and Consumer Sciences—Standard 1: Personal

Intermediate

Context

Given a blank menu plan, a food pyramid, food models and criteria for balancing a healthy meal, students planned a nourishing meal and submitted a written menu plan. This task is part of the Home and Career Skills Curriculum, Module H-3, Nutrition Management.

Performance Indicators

Students can:

... understand the relationships among diet, health, and activities; evaluate their own eating patterns; and use appropriate technology and resources to make food selections and prepare simple, nutritious meals.

Student Work Sample

Meal Planning

	FOOD	CALORIES	FAT
Breakfast	1 cup yogurt	2198	23.9
	white toast	62	.79
	coffee	8	.09
	Fried egg	108	8.6 g.
Lunch	skim milk	86	.09
	1 cup chicken noodle soup	859	1.89
	Turkey sandwich	298	11.9
	Apple	80	.8.9
	Crackers	50	1
Dinner	Dinner Roll	85	2.9
	Spaghetti & Meatballs	332	11.7
	Corn	67	.09
	Greens	17	.29
	Red tea	134	.29
Snacks	Fruit salad	99	.69
	Angel Food cake	125	.09
	Chocolate milk shake	200	2.9
Labels			

Menu Planning

Commentary
The Sample:

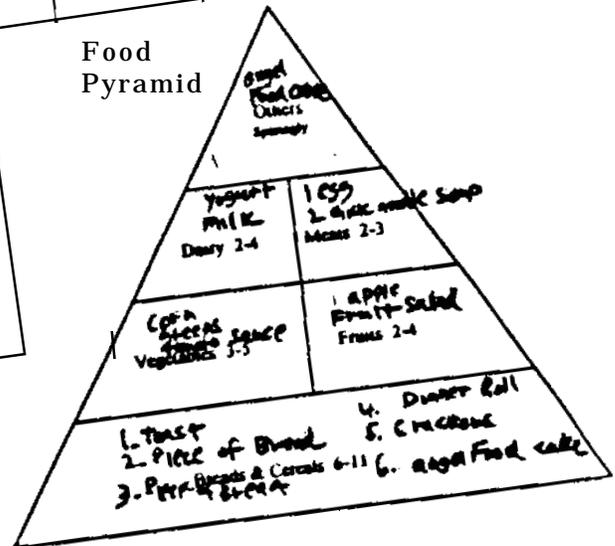
- indicates that students were able to complete the tasks assigned to them using the resources in the classroom
- using the self-management scoring guide, students evaluated their work.

FAT % MATH

1. Total fat grams X 9
2. Divide this number by the total Calories
3. Take this number and times it by 100

1. 437.4
2. .2147989
3. 21.4%

Food Pyramid



Health and Fitness

EVALUATION FOR MEAL PLANNING

For each of the items below, grade your meal plan using 1 as the lowest possible grade and 3 as the highest using the rubric scoring chart below.

Criteria	Group Evaluation	Teacher Evaluation
1. Minimum servings according to the pyramid	3	3
2. Fat percentage is between 20 - 30 %	3	3
3. Calorie content is between 1800 - 3200	3	3
4. Meals are colorful	3 2 3	3
5. Textures are complimentary in the meals	3	3
6. A variety of foods are in the meal plan	3	3
7. Shapes of the foods vary	3	3
8. Contrast of temperatures are in each meal	3	3
9. Time Management	3	3
10. All members performed their job responsibilities	3	3
Totals	30	30

Scoring Guide

100

Score level	3	2	1
Pyramid	minimum servings	one below minimum servings	two or more below minimum servings
Fat %	20 - 30 %	either 30 - 40% or below 20%	either 35% and above or below 15%
Calories	1800 - 3200	300 calories above or below minimum or maximum	500 calories below or above minimum or maximum
Colorful	at least 3 different colors	at least 2 different colors	monotone
Textures	various textures	some contrast in texture	no contrast in texture
Variety	at least 4 different foods	at least 3 different foods	less than 3 different foods
Shapes	at least 3 different shapes	at least 2 different shapes	all same shapes
Temperatures	various	some contrast	no contrast
Time Management	on time	1/2 period late	more than 1 period late
Job Responsibilities	share all responsibilities	did some of the job responsibilities	let one person do all of the work

Family and Consumer Sciences—Standard 3: Resource

Intermediate

Student Work Sample

Letters to Legislators

Context

Using accurate HIV-related terminology and HIV/AIDS information, the teacher will help to establish an awareness of the need for research at the State and Federal level for HIV/AIDS. This is part of the Home Economics Curriculum, Independent Living (FHT-2) Component: I.C Responsibilities of Selecting a Public Official; II.F My Future Life Style.

Performance Indicators

Students can:

... understand the resources available to them, make informed decisions about the use of those resources, and know some ways to increase resources.

Commentary

The Sample:

- presents a persuasive argument for use of government resources to support AIDS research
- recognizes the effects of reducing resources
- uses accurate data and terminology.

United States Senate
Washington, DC 20510

Dear Senator,

I am writing this letter because I am a seventeen year old student, who takes a strong stand against the battle of Aids. I am very concerned about the budget being cut, which means less money being spent on Aids research. Aids and Hiv are two very serious pandemics, which if anything we need to spend more money on. We need to continue to support funds for Aids research, it is our only hope for ending such a serious disease which takes the lives of millions of people throughout the world. Aids is the sixth leading cause of death among 15-24 year old Americans. That statistic alone says enough. We need to better Aids education for all generations, and make people aware of what they can do to fight the battle of Aids. Aids and Hiv affects everyone, regardless if you are infected or not. PLEASE lets not wait until it is too late to do anything. I firmly believe there is more our nation can do to find a cure and educate everyone. We need to stop spreading Aids & Hiv as well as fear. Thank you for your time.

Sincerely,
D.

Family and Consumer Sciences—Standard 3: Resource

Intermediate

Student Work Sample

Career Exploration

Context

Grade 8 students interview adults from different careers to obtain information about job duties and requirements.

Performance Indicators

Students can:

... understand the resources available to them, make informed decisions about the use of those resources, and know some ways to increase resources.

Commentary

The Sample:

- contains specific information about a career
- uses a standard form that allows for comparison of careers.

Student Work Sample

1. Name of person interviewed: (family member)
2. Job title: Fire Fighter (professional)
3. Place of employment: Albany Fire Department
4. Why did he/she choose this occupation or career? Interesting, challenging, exciting, job satisfaction.
5. How he/she became aware of job? Through the Paramedic fire fighters coming to the Emergency Room.
6. Job Factors: hours, working conditions, how long has he/she been employed at this particular job, etc. Twenty-four hour shifts, two times a week, good working conditions, good relationship with crew members, has been employed seven years.
7. Daily work tasks: Building inspections, medical and fire calls, house work, truck and equipment maintenance, drills and training.
8. Education and training needed: High School Diploma, age 21, EMT
9. Natural skills, talents, hobbies which helped get the job: Time of EMP Paramedic, basic interest in job, helps to be physically in shape.
10. Previous work experience: Albany Medical Center's ER as an ER Technician and was in the U.S. Army.
11. What he/she likes about the job? Greatest satisfaction: When you know that you have helped someone and did a good job.
12. What he/she dislikes about the job: City/union disagreements.
13. Would you recommend this job for young people today? Yes
14. Future in this job: There will always be a need to EMT and fire duty (personal).
15. Starting salary and fringe benefits provided: \$28,500, health insurance, 20-year retirement.
16. If forced to change jobs, what job would you like instead? Why? Would seek ER work. It is what she likes to do.
17. Would you have time to visit my H.C.S. class to discuss your career? If yes, indicate:
 - a. Telephone Number:
 - b. Are you available?
Period 6 - 11:32 - 12:14 _____
Period 7 - 12:17 - 12:59 _____
If not, indicate another time.

Family and Consumer Sciences—Standard 3: Resource

Commencement

Context

As part of the career exploration module of high school family and consumer sciences, students choose an entrepreneurial career option and investigate and evaluate their choice in relation to their abilities and interests. Students prepare a written report. One choice for the written report is a business plan.

Performance Indicators

Students can:

...analyze abilities and interests in relation to careers, set long-term career goals, and develop a plan for progressing toward their goals.

Student Work Sample

New York Cafe

Home and Careers

I Business Description

A. Services

1. I serve and prepare a variety of food for my customers

B. Hours of operation

1. Monday thru Saturday
2. 9 a.m. - 9 p.m.

C. Philosophy Statement

1. I believe that the customers always come first
2. I also believe that customers should be treated with respect

D. Population Served

1. My cafe runs in New York City

II Facility

A. Utilities

1. Water bill
2. Electric bill
3. Telephone
4. Oil bill (heat)

B. Emergency Procedures

1. There are a total of 4 fire exits, which are kept clear at all times

III Organizational Chart

JOB TITLES	TASK
Waiters	Serve food to customers
Waitresses	Serve food to customers
Chef	Cook and prepare the food
Bus boys	Clear and set the tables
Matridees	Seats customers at tables
Bar tender	Serves the alcoholic drinks

Commentary

The Sample:

- the beginning of the plan is shown here . The student's complete plan elaborated all ten components
- all ten components of a business plan are addressed
- plan is well organized.

Scoring Guide

Points	Criteria
4	addresses the ten components of a business plan in a comprehensive manner; plan is well organized; report is neat and submitted on time
3	addresses fewer than eight components of a business plan in a comprehensive manner; plan is organized; report is neat and submitted on time
2	addresses fewer than six components of a business plan in a comprehensive manner; plan is not well organized; report is submitted on time but is not neat
1	addresses fewer than 4 components of a business plan; plan is not well organized; report is not neat or not submitted on time

