

# Health, Physical Education, Family and Consumer Sciences

## Resource Guide

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**Note:** This document is a work in progress. Parts II and III, in particular, are in need of further development, and we invite the submission of additional learning experiences and local performance tasks for these sections. Inquiries regarding submission of materials should be directed to: The Health, Physical Education, and Family and Consumer Sciences Resource Guide, Room 681 EBA, New York State Education Department, Albany, NY 12234 (tel. 518-474-5922).



# Introduction

**A**s we near the beginning of the 21st century, education must keep pace with a rapidly changing world. Patterns of family living, changing demands in the workplace, the aging society, the role of technology in the transformation of active lifestyles, and the impact of health care costs are among the major issues we face. If our children are to prosper in the future and in a world of continual change, we must critically examine the depth and breadth of their preparation to become healthy and productive citizens, parents, and consumers.

The disciplines of health, physical education, and family and consumer sciences enable students to become competent and confident adults. These disciplines focus on the development of the whole person. Through active participation and hands-on-learning, students develop a better understanding of themselves and their world that enables them to analyze their academic, physical, social, and emotional well-being. By studying these disciplines, students set goals, make informed decisions, and learn to balance the demands of daily living.

There are three learning standards for the disciplines of health, physical education, and family and consumer sciences. These standards share a common focus of giving students knowledge to make wise choices about their own well-being, the skills to follow through on those choices, and the civic values to accept and carry out their responsibilities as members of society. Through these disciplines, students come to understand that they have the responsibility and capability for taking care of themselves and their environments. This concept of responsibility and ability is the cornerstone to all three disciplines.

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*By making the relatively small change from an inactive lifestyle to one that includes moderate but regular physical activity, even the most sedentary Americans can prevent disease and premature death and improve their quality of life.*

Florence Griffith Joyner and Tom McMillen  
Co-Chairs, President’s Council on Physical Fitness &  
SportsFamily and Consumer Sciences Educator

## 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.**

Through their education, students should develop the ability to take care of themselves. Such ability requires the acquisition of a significant body of knowledge. For example, planning a balanced diet requires knowledge of the food pyramid and its contribution to good health; designing a personal exercise program depends on an understanding of such terms as “target heart rate” and “aerobic training”; successfully participating in workplace, community, and family demands skills ranging from balancing a checkbook to recycling household materials appropriately. Physical fitness, exercise, nutrition, dangers of substance abuse, emotional health, and survival skills are areas of study related to this standard.

## Standard 2: A Safe and Healthy Environment

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

Students must know how to take care of those who depend on them (e.g., younger siblings, children for whom they babysit, their own future children, injured companions, the elderly, or ill relatives) and how to maintain safe and healthy conditions in their environment. The areas of study that will help a student meet this standard are safety, first aid, community health, sports and recreation, parenting and care giving, and family and human development.

## Standard 3: Resource Management

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

This standard requires the ability to take stock of one’s various resources and plan accordingly. The areas of study that will help a student meet this standard include planning of physical and health care; consumer and financial management; clothing and design; housing and environment repair and maintenance; and food preparation and preservation.



# Why Teach Health Education, Physical Education, and Family and Consumer Sciences?

# 6

reasons:

- to maintain health-related fitness
- to contribute to character development
- to explore individual talents and interests
- to acquire social and personal management skills
- to offer opportunities for team effort and cooperation
- to participate successfully in the workplace, community, and family

Each discipline makes a unique contribution to the development of the whole child. Together the disciplines mutually reinforce a comprehensive approach to personal well-being and managing one's life. They promote a responsible perspective for personal, family, and community life as well as career development.

The benefits for students are enhanced when professional staff in these three disciplines coordinate their efforts to provide a sequential, integrated course of study



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*The Family and Consumer Sciences National Standards reflect the vision of the discipline which states that individuals and families across the life span are empowered to manage the challenges of living and working in a diverse, global society and that the unique focus is on families, work, and their interrelationships. They address the essential living competencies that all individuals need for functioning in this society.*

Jewell Deene Ellis  
Family and Consumer Sciences Educator



# Benefits of Health, Physical Education and Family, and Consumer Sciences

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## Health Education

- prepares students to meet the challenges of healthy living
  - focuses on the whole person
  - requires collaboration of home, school, and community
  - provides knowledge and skills to enable individuals to make responsible and informed decisions and adapt and maintain healthy behaviors
  - prepares students to obtain, interpret, and understand basic health information and services
  - prepares students to meet the challenge of healthy living
  - focuses on all aspects of health and well-being—physical, mental, emotional, and social
  - provides knowledge, motivation, and skills.
- 

## Physical Education

- counteracts major risk factors of heart disease (high blood pressure, obesity, and sedentary lifestyles)
  - improves muscular strength, flexibility, and endurance
  - improves self-confidence, self-esteem, and self-control
  - teaches children to follow rules and established procedures
  - develops motor/movement skills
  - helps release tension and anxiety, and increases bone density
  - promotes a positive, lifelong attitude toward physical activity
  - provides opportunities for students to acquire and demonstrate social skills, cooperative skills, diligent work habits, respect for others, and integrity.
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## Family and Consumer Sciences

- prepares individuals to be competent, confident, and responsible in managing personal, family, and career lives
- provides individuals with knowledge and skills in:

Personal Resource Management	Housing and Environment
Family and Human Development	Consumerism and Financial Management
Early Childhood Education	Career Awareness and Planning
Nutrition and Food Preparation	Parenting and Care Giving
Clothing and Design	
- helps students meet challenges of daily living
- provides laboratory experiences that foster leadership and group skills.



# Health Education

**H**ealth education instills in students the knowledge and skills needed to examine alternatives and make responsible health-related decisions. Drawing on knowledge from the biological, environmental, psychological, social, physical, and medical sciences, health education helps students learn to prevent and manage health problems.

## *Areas of Study in Health Education*

- Human growth and development
- Nutrition
- Family life
- Alcohol, tobacco, and other drugs
- Safety, first aid, and survival
- Community health
- Environmental health
- Diseases and disorders
- Consumer health
- Emotional health
- Healthful life styles

## Human Growth and Development

Knowing the human body and understanding the characteristics and natural progression of development in the life cycle for taking actions that promote health at each developmental stage.

## Nutrition

Understanding the role of nutrition in the promotion and maintenance of health for establishing sound nutritional practices.

## Family Life

Appreciating the role of the family in society in preparing each member for the responsibilities of family membership and adulthood, including marriage and parenthood.

## Alcohol, Tobacco, and Other Drug Substances

Understanding the factors involved in using drug substances appropriately and preventing abuse.

## Safety, First Aid, and Survival

Recognizing how safe environments promote health and well-being and learning procedures to reduce safety risks and respond effectively in emergencies.

## Community Health

Understanding the importance of developing health services responsive to present and projected community needs and for becoming a contributor to the health of the community.

## Environmental Health

Recognizing that environmental factors have a direct effect on the health of the individual and of society and for taking actions that protect and improve the environment.

## Diseases and Disorders

Understanding diseases and disorders and taking actions to prevent or to limit their development.

## Consumer Health

Understanding the factors involved in consumer health for making wise decisions in selecting and using health information, products, and services.

## Emotional Health

Recognizing the relationships among emotional reactions, social relationships, and health for establishing patterns of behavior that promote emotional health and sound interpersonal relationships.

## Healthful Life Styles

Appreciating the need for responsibility and planning for developing and maintaining a healthful life style.

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## Comprehensive School Health: What Is It?

*Comprehensive school health is defined as:*

A planned and coordinated school-based program designed to enhance child and adolescent health and is comprised of eight components:

- healthful school environment
- health services
- health education
- physical education
- counseling and psychological and social services
- nutrition services
- parent and community involvement
- health promotion for staff.

Comprehensive school health is delivered by a set of integrated, planned, and sequential school-affiliated strategies, activities, and services designed to promote the physical, emotional, social, and educational development of students.

*Comprehensive school health embraces a broad mission:*

To promote collaboration between family and community resources so that all in the school and the community share responsibility for promoting good health.

*Comprehensive school health represents an expansion of traditional elements of school health:*

- health education
- health services
- a healthy school environment.

*Comprehensive school health programs:*

- involve and support families
- are determined by community needs, resources, requirements, and standards
- are coordinated by a multidisciplinary team
- are accountable to the community
- improve health from childhood on
- reduce health care costs.

Community school health is recognized by government and educators as a promising approach to achieving the nation's health and education goals.

Adapted from *Comprehensive School Health Program Infrastructure Development Process Evaluation Manual*, (CDC/DASH).

# Changing the Emphases of Health Education Content

## Less Emphasis On

Knowing **health facts** and information

Studying subject matter disciplines for their own sake

**Separating** health knowledge content

Covering **many** health concepts

## More Emphasis On

Understanding health **concepts** and developing health skills

Learning subject matter disciplines in the context of **inquiry, technology, health in personal and social perspectives and history and nature of health**

**Integrating** all aspects of health

Studying a **few** fundamental health concepts

# Changing the Emphases of Health Education to Promote Health Literacy

## Less Emphasis On

Activities that focus on **health content**

Activities **confined** to one class period

Processing skills **out of context**

Getting an **answer**

Doing few activities in order to leave time to cover **large amounts of content**

## On More Emphasis On

Activities that provide practice in using content to apply **health skills**

Activities over **extended** periods of time

Processing skills **in context**

Using skills to develop a **healthy life style**

Doing **more activities** to develop understanding, knowledge of health content, and health skills

# Changing the Emphases of Health Education Assessment

## Less Emphasis On

Assessing what is **easily measured**

Assessing **discrete facts**

Assessing health **knowledge**  
concepts

Assessing to learn what students  
**do not know**

Assessing only **achievement**

**End-of-term** assessments  
by teachers

Development of external  
assessments by **measurement**  
**experts alone**

## More Emphasis On

Assessing what is most **highly**  
**valued**

Assessing well-structured  
knowledge of **relationships** of facts

Assessing **understanding** of health

Assessing to learn what students  
**can do**

Assessing achievement and  
**opportunity to learn**

Students engaged in  
**ongoing** assessment of their work  
and that of others

**Teachers involved** in the  
development of external  
assessments



# National Health Education Standards

- 1.** Students will comprehend concepts related to health promotion and disease prevention.
- 2.** Students will demonstrate the ability to access valid health information and health-promoting products and services.
- 3.** Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
- 4.** Students will analyze the influence of culture, media, technology, and other factors of health.
- 5.** Students will demonstrate the ability to use interpersonal communication skills to enhance health.
- 6.** Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
- 7.** Students will demonstrate the ability to advocate for personal, family, and community health.

Source: *National Health Education Standards: Achieving Health Literacy.*

# Physical Education

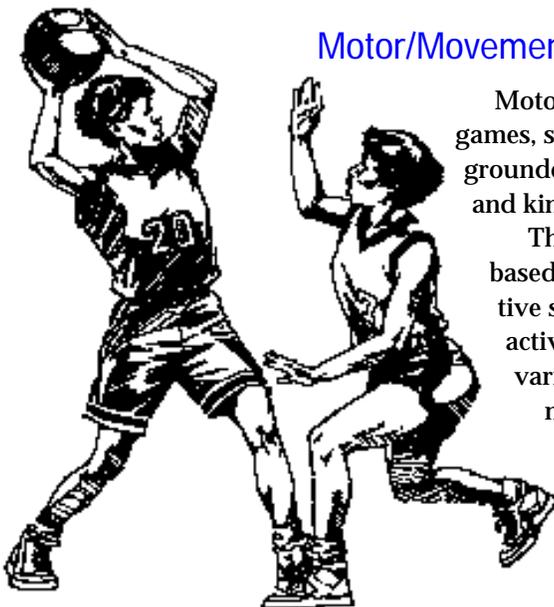
**P**hysical education is based upon the acquisition of knowledge and skills as a foundation for engaging in physical activity. However, the mere acquisition of knowledge and skills is not enough. The mission of physical education is to enable all students to sustain regular, lifelong physical activity as a foundation for a healthy, productive, and fulfilling life.

Physical education is a sequential educational program based on physical activities undertaken in an active, caring, supportive, and non-threatening atmosphere in which every student is challenged and successful. Students with disabilities are provided with a learning environment that is modified, when necessary, to allow for maximum participation. As the result of a quality K-12 physical education experience, students will:

- acquire the knowledge and skill necessary to perform basic motor and manipulative skills and attain competency in a variety of physical activities and proficiency in a few select complex motor and sport activities
- design personal fitness programs to achieve and maintain physical fitness
- know the benefits of engaging in regular physical activity
- demonstrate responsible personal and social behavior while engaged in physical activity
- understand that participation in physical activity promotes inclusion of diverse people and understanding of differences among people
- understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication
- participate regularly in health-enhancing physical activities.

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## Areas of Study in Physical Education



### Motor/Movement Skill Development

Motor/movement skills are basic to the actions of daily life and of games, sports, and recreational activities. Teaching movement skills is grounded in the disciplines of anatomy, motor learning, biomechanics, and kinesiology.

Through a developmentally appropriate progression of activities, based on a strong foundation of motor, nonlocomotor, and manipulative skills, all students regardless of ability can engage in physical activity with competence and confidence. In order to participate in a variety of physical activities throughout life, the student needs to master a number of motor/movement skills at a very young age.

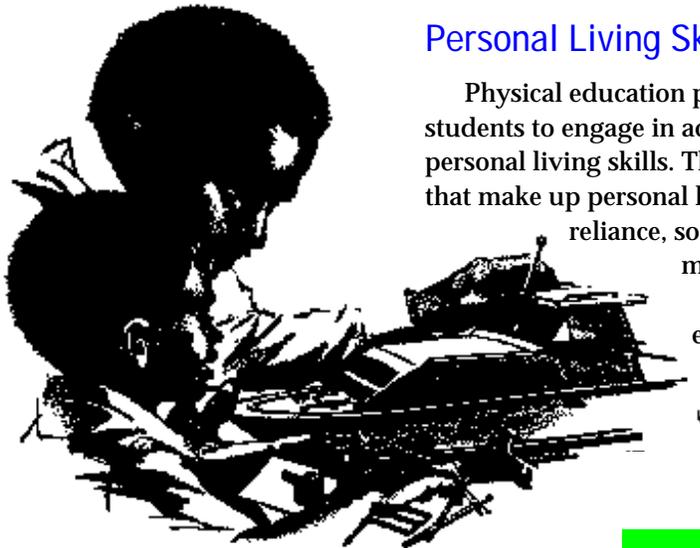
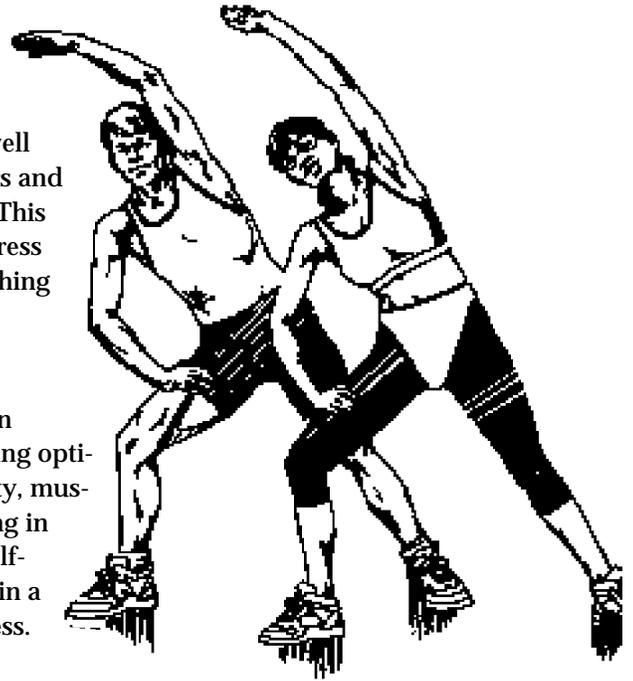
All students need to demonstrate competency in a wide variety of activities and mastery in a few selected ones, preferably those that can be enjoyed throughout adult life.

*Adapted from the Content Standards of the National Association for Sports and Physical Education.*

## Personal Fitness/Wellness

Personal fitness/wellness, a focus of study that has become well established in the past 20 years, is based on a balance of behaviors and actions that enhance good health, quality of life, and well-being. This balance extends beyond physical fitness to disease prevention, stress management, substance abuse control, nutrition, and safety. Teaching physical fitness is grounded in concepts from physiology and physiology of exercise.

In physical education, physical fitness can be taught as a unit of instruction or in the context of physical activities. Students gain an understanding of the importance of developing and maintaining optimum fitness in the areas of cardiorespiratory endurance, flexibility, muscular strength and endurance and body composition. Participating in physical activity is one of the best ways of developing positive self-esteem. It is an opportunity for students of all abilities to engage in a variety of group activities to increase their levels of physical fitness.



## Personal Living Skills

Physical education provides a unique opportunity for students to engage in activities that foster the growth of personal living skills. There are three primary categories that make up personal living skills. They include self-reliance, social skills, and personal management skills. The schematic that follows highlights the specific skills encompassed in these categories.

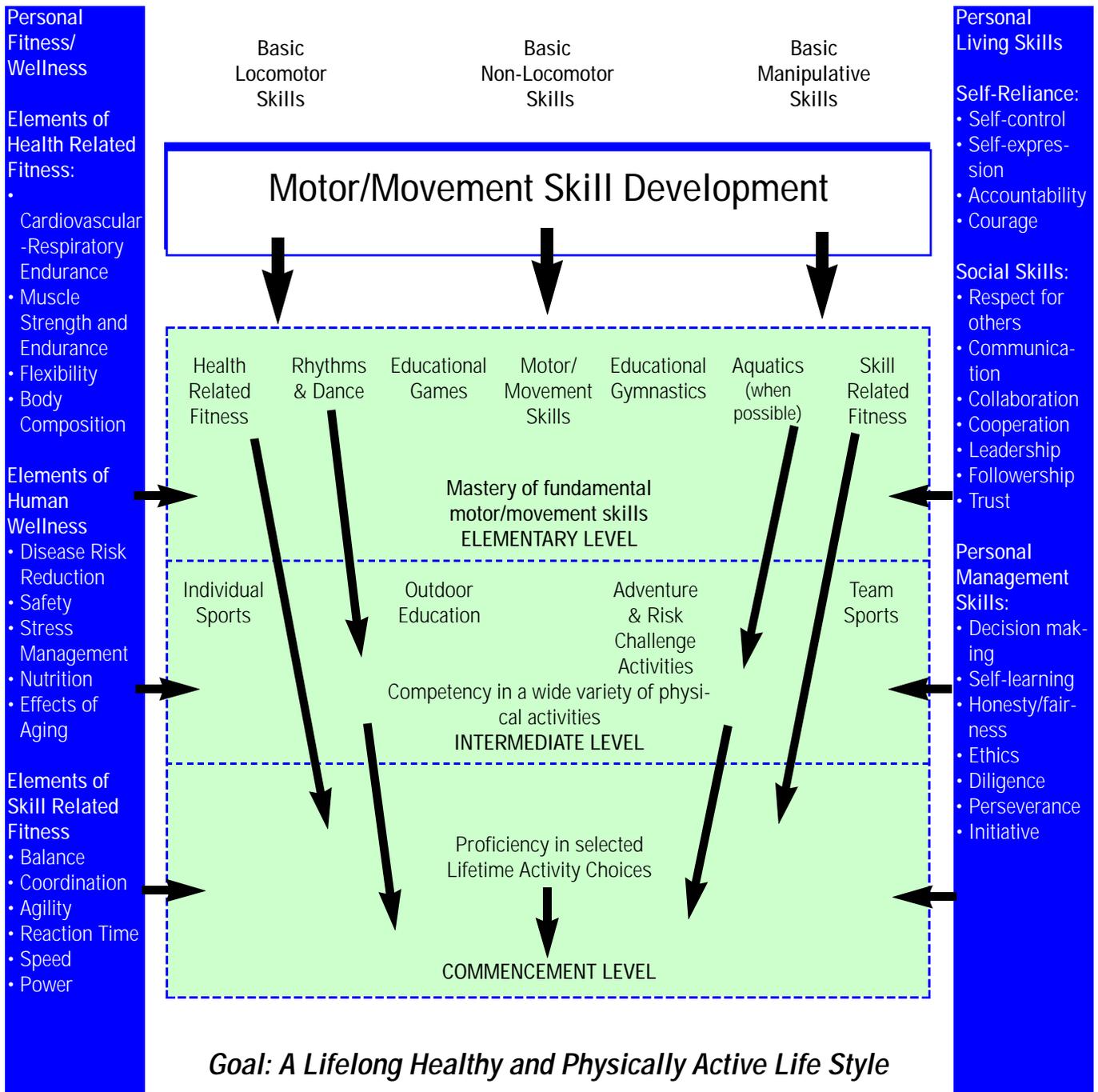
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*Children are born intrinsically motivated to be physically active. That motivation if kept alive by physical success, freedom, and fun will do more than promote the fitness behaviors that add years to life. It will maintain the physical zest that adds life to the years.”*

Dr. James Whitehead,  
The University of North Dakota,  
Grand Forks, North Dakota, 1993.

# The K-12 Physical Education Program

The following graphic depicts the areas of study encompassed in a quality K-12 physical education.



# Content Standards in Physical Education

*A physically educated person:*

- 1. Demonstrates competency in many movement forms and proficiency in a few movement forms.**
- 2. Applies movement concepts and principles to the learning and development of motor skills.**
- 3. Exhibits a physically active life style.**
- 4. Achieves and maintains a health-enhancing level of physical fitness.**
- 5. Demonstrates responsible personal and social behavior in physical activity settings.**
- 6. Demonstrates understanding and respect for differences among people in physical activity settings.**
- 7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.**

*Moving Into the Future: National Standards for Physical Education (1995).* National Association for Sport and Physical Education, St. Louis, MO: Mosby.



# Family and Consumer Sciences

**F**amily and consumer sciences focuses on strengthening the family and teaching individuals how to help themselves and their families to manage resources. Through family and consumer sciences, individuals learn to be competent, confident, and responsible in their personal, family, and career lives.

Family and consumer sciences applies knowledge gained from research in many disciplines to the practical concerns of individuals and families. The components of this discipline range from nutrition, food preparation, and wellness, to consumer issues and financial management, home maintenance and repair, and housing and environmental concerns.

## Personal Resource Management

Managing personal resources effectively is critical to success in the home, school, community, and workplace. Students must learn to budget not only their money, but also their time, energy, and talents in meeting the demands of daily living.

## Family and Human Development

The family is the basic social unit. A strong and stable family, which can provide for economic, physical, and emotional needs, helps children grow in all aspects of development.

Human development is a sequential process. From birth to death, there are stages of physical, intellectual, social, and emotional development. Knowing what to expect during each phase helps people to understand changes in themselves and others and to plan more realistically for the future.

## Early Childhood Education

Knowledge of the principles of child development and supervised learning experiences with young children give students an understanding of the demands of child care and some skills for meeting those demands. This knowledge and these skills prepare all students to take care of children in their present and future families and give some students a basis to explore careers in child care and education.

## Nutrition and Food Preparation

Understanding good nutrition and proper food preparation is important for all students, male and female. Being able to select a healthy diet and to prepare food so as to preserve nutrients and avoid contamination is a basic requirement for healthy living.

## Clothing and Design

Clothing relates culture, history, social, and economic situations. Selecting, constructing, and maintaining clothing for various occasions and purposes requires knowledge of textiles, construction techniques, and consumer skills.

## Housing and Environment

Setting up one's living space starts in childhood, often by helping to arrange one's room and choosing small accessories. Selecting housing and furnishings intelligently becomes very important when one leaves home to set up one's own household. Environmental considerations such as radon levels, air quality, and proximity to toxic waste sites influence housing choices.

Students need to understand how their daily living can affect the environment. They should be able to analyze the effects of recycling and composting, using aluminum foil and plastic bags, and energy-saving house construction.

## Consumerism and Financial Management

Many teens work and have discretionary money. Children and teens are targeted as important consumers in advertising campaigns. Yet, 18-to-24-year-olds are most likely to go through personal bankruptcy. This implies that young people need instruction in budgeting, consumer spending, and overall financial management.

## Career Awareness and Planning

The formation of diligent work habits and the investigation of careers related to one's interests and talents begin in early childhood and become more focused as a student progresses through school. Students should be developing work-related skills and investigating their importance for particular careers.

## Parenting and Care Giving



At some point in life, most individuals are faced with the responsibility of caring for others. This responsibility extends from parenting to caring for the sick and elderly. A skilled care provider supports a person's physical, intellectual, social, and emotional well-being.



# National Family and Consumer Sciences Draft Content Standards

## CORE

### Family, Career, and Community Connections

- 1.0 Integrate multiple life roles to enable individuals to connect family, career, and community responsibilities.

### Human Development

- 2.0 Promote optimal growth and development of self, family members, and others across the life span.

### Family

- 3.0 Analyze how the well-being of individuals and society is dependent upon the family.

### Interpersonal Relationships

- 4.0 Demonstrate respectful and caring relationships in the family, workplace, and community.

### Parenting

- 5.0 Analyze parenting roles and responsibilities and their impact on strengthening the well-being of individuals and families.

### Nutrition and Wellness

- 6.0 Evaluate nutritional and wellness practices to promote individual and family well-being across the life span.

## Occupational Clusters

### Family and Consumer Resources

- 7.0 Analyze the roles managing human, economic, and environmental resources have on enabling individuals, families, and communities to achieve self-sufficiency.

### Family and Community Services

- 8.0 Integrate practices in family and community services to address the unique needs of individuals and families.

## Early Childhood, Education, and Services

9.0 Develop practices that promote optimal growth and development of children.

## Food Production and Services

10.0 Develop career competencies in all aspects of food production and service.

## Food Science, Dietetics, and Nutrition

11.0 Develop career competencies in all aspects of food science, dietetics, and nutrition that promote health and wellness of individuals and families.

## Hospitality, Tourism, and Recreation

12.0 Develop career competencies in all aspects of the hospitality related industry.

## Facilities Management and Maintenance

13.0 Develop career competencies in all aspects of the facilities management and maintenance careers.

## Housing, Interiors, and Furnishings

14.0 Develop skills and knowledge that relate to housing, interior design, and furnishings careers, and promote aesthetic, healthful, and practical family living and work environments.

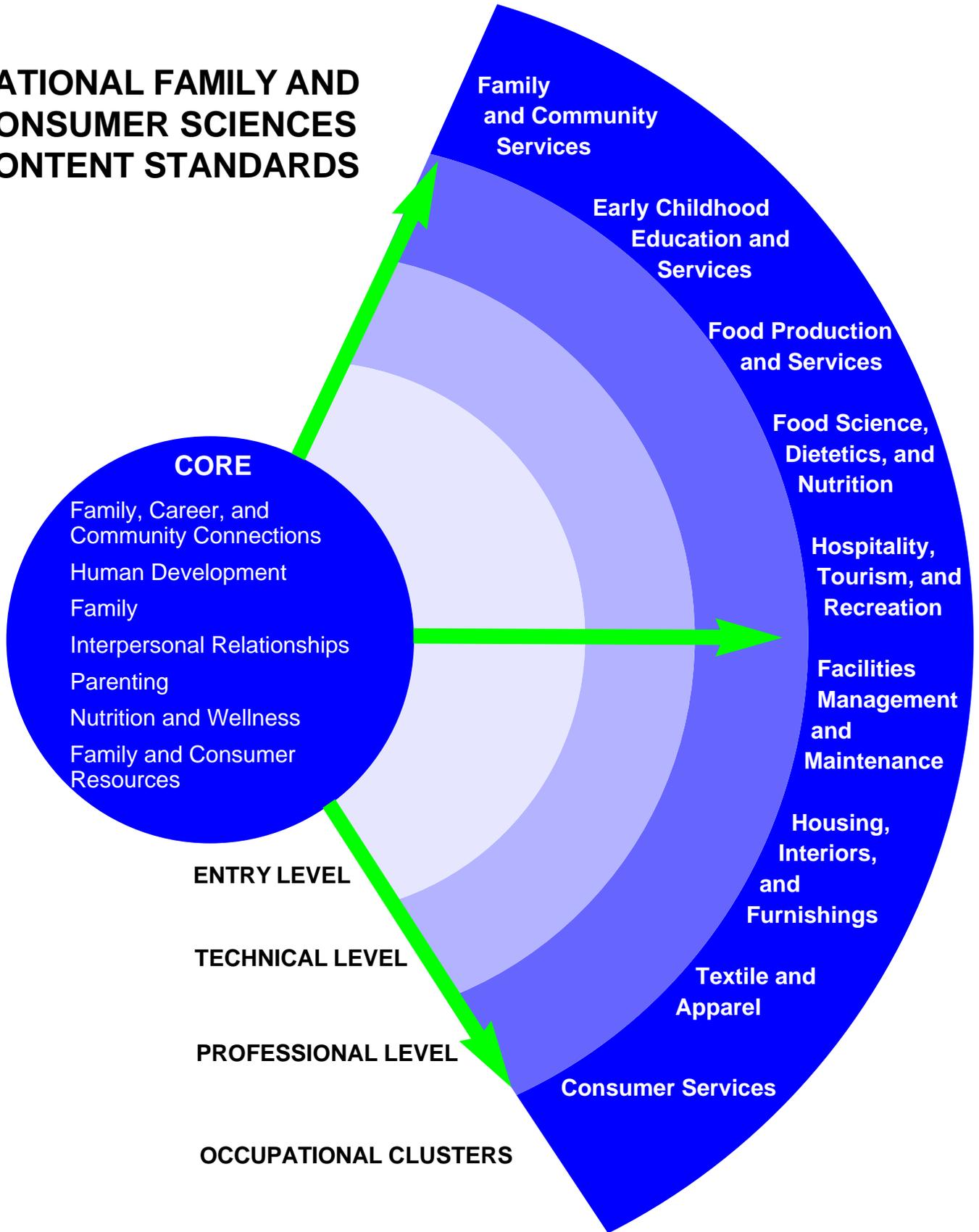
## Textiles and Apparel

15.0 Develop skills and knowledge that focus on careers in textiles and apparel which promote the enhancement of individuals and their surroundings.

## Consumer Services

16.0 Develop skills and strategies that focus on careers in consumer services.

# NATIONAL FAMILY AND CONSUMER SCIENCES CONTENT STANDARDS



# Health Education: Content Outline

This content outline for health education, developed by two health educators, links New York State learning standards to the areas of study for K-12 Health Education. The number(s) in bold after each performance indicator reference the appropriate learning standard.

## Human Growth and Development

ELEMENTARY Standard(s)	INTERMEDIATE Standard(s)	COMMENCEMENT Standard(s)
<p>At the elementary level, students will:</p> <ul style="list-style-type: none"> <li>recognize and use appropriate (anatomical) terms for body parts and functions <b>1</b></li> <li>recognize that individuals develop in a sequence with varying rates and unique patterns <b>1</b></li> <li>understand that a person's physical appearance is determined by both heredity and family patterns <b>1</b></li> <li>identify the biological differences between males and females <b>1</b></li> <li>relate personal health practices to changes that occur during puberty. <b>1</b></li> </ul>	<p>At the intermediate level, students will:</p> <ul style="list-style-type: none"> <li>respect an individual's right to privacy while acknowledging the need to communicate effectively concerning the parts and functions of the human body <b>1, 2</b></li> <li>relate developmental changes in their own lives to family patterns <b>1</b></li> <li>analyze how their physical appearance is related to family patterns <b>1</b></li> <li>comprehend how the biological differences between males and females contribute to an individual's role in reproduction <b>1</b></li> <li>understand the need to alter health practices to meet the changes occurring in their bodies as a result of the changes associated with puberty. <b>1</b></li> </ul>	<p>At the commencement level, students will:</p> <ul style="list-style-type: none"> <li>respect the complex interactions of the human body's parts and their respective functions <b>1</b></li> <li>appreciate the unique patterns of development and change that occur throughout the life cycle <b>1</b></li> <li>select physical activities appropriate to an individual's body type, family background, and life style <b>1</b></li> <li>appreciate the responsibilities associated with sexuality throughout the life cycle <b>1</b></li> <li>give priority to the personal health practices associated with the changes that occur throughout the life cycle. <b>1</b></li> </ul>
<p><b>Summary:</b> Elementary students recognize how the basic body systems function together in individual patterns of development. Students understand the basic patterns of development that govern the changes that occur as males and females mature.</p>	<p><b>Summary:</b> Intermediate level students integrate knowledge of the basic body systems with an understanding of the changes that accompany puberty. As part of this understanding students alter their own personal health practices to respond to and meet the changing nature of their own development.</p>	<p><b>Summary:</b> Commencement level students integrate a thorough knowledge of individual patterns of growth and development with health practices appropriate for their life.</p>

Source: Robert Winchester, Niskayuna Central Schools, and Shari Keller, Guilderland Central Schools.

## Emotional Health

ELEMENTARY Standard(s)	INTERMEDIATE Standard(s)	COMMENCEMENT Standard(s)
<p>At the elementary level, students will:</p> <ul style="list-style-type: none"> <li>recognize healthy and unhealthy ways to deal with emotional conflict <b>1, 2</b></li> <li>show consideration for the emotional needs and feelings of others <b>2</b></li> <li>recognize that emotional problems can become serious enough to require professional help. <b>2, 3</b></li> </ul>	<p>At the intermediate level, students will:</p> <ul style="list-style-type: none"> <li>demonstrate healthy ways to deal with emotional conflict <b>1, 2</b></li> <li>describe how a person's emotional needs and feelings contribute to overall health <b>1</b></li> <li>identify age-appropriate resources individuals may use to assist them with personal, family, or work-related emotional problems. <b>3</b></li> </ul>	<p>At the commencement level, students will:</p> <ul style="list-style-type: none"> <li>employ several different skills to successfully resolve conflicts <b>2</b></li> <li>demonstrate a respect for the emotional needs and problems that others face <b>2</b></li> <li>demonstrate an understanding of how to obtain appropriate assistance for their own or family members' emotional problems <b>2</b></li> <li>understand methods of helping others obtain appropriate assistance for emotional problems. <b>3</b></li> </ul>
<p><b>Summary:</b> Elementary level students learn to identify positive means of dealing with emotions while learning to recognize and reduce unhealthy responses. Students learn positive methods of dealing with conflicts including how to seek help for problems.</p>	<p><b>Summary:</b> Intermediate level students examine their behavior and that of others for positive and negative ways of dealing with their emotions. Students learn to use appropriate resources to assist them in dealing with problems.</p>	<p><b>Summary:</b> Commencement level students will utilize good emotional health practices and numerous skills to improve their own and others' emotional health. Students will demonstrate an ability to obtain age-appropriate assistance for those with emotional health problems.</p>



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When health is absent, wisdom cannot reveal itself, art cannot become manifest, strength cannot be exerted, wealth becomes useless, and reason is powerless.

Herophilus, 300 B.C.

## Nutrition

ELEMENTARY Standard(s)	INTERMEDIATE Standard(s)	COMMENCEMENT Standard(s)
<p>At the elementary level, students will:</p> <ul style="list-style-type: none"> <li>• identify nutrient groups found in food (protein, carbohydrates, fat, vitamins, minerals, and water) <span style="float: right;">1</span></li> <li>• explain how eating nutritionally-balanced meals and snacks has a positive effect on one's health <span style="float: right;">1</span></li> <li>• discuss how family and friends influence one's food choices <span style="float: right;">1</span></li> <li>• discuss guidelines for the safe storage of food <span style="float: right;">2</span></li> <li>• identify opportunities to reduce food waste and promote recycling <span style="float: right;">2</span></li> <li>• examine how advertising affects personal food choices. <span style="float: right;">1</span></li> </ul>	<p>At the intermediate level, students will:</p> <ul style="list-style-type: none"> <li>• select foods that are needed to maintain health <span style="float: right;">1</span></li> <li>• discuss nutrients and explain how food supplies the nutrients needed for growth, development, repair, and maintenance of the body <span style="float: right;">1</span></li> <li>• recognize factors that influence food choices (social, cultural, economic, availability, and production) <span style="float: right;">1</span></li> <li>• identify local, state, and federal agencies responsible for food safety and sanitation <span style="float: right;">2, 3</span></li> <li>• demonstrate ways to positively influence recycling to reduce food waste and maintain safety <span style="float: right;">2, 3</span></li> <li>• identify resources available for evaluating nutritional information. <span style="float: right;">1, 3</span></li> </ul>	<p>At the commencement level, students will:</p> <ul style="list-style-type: none"> <li>• assess personal dietary patterns to adjust nutrient and caloric intake depending on age, activity level, and physiological state <span style="float: right;">1</span></li> <li>• develop dietary plans to incorporate changing nutritional requirements that occur throughout one's life <span style="float: right;">1</span></li> <li>• use problem solving strategies to solve food access issues and nutrition-related problems <span style="float: right;">1, 3</span></li> <li>• apply principles of food safety and sanitation in selecting and preparing food <span style="float: right;">2</span></li> <li>• develop a plan to reduce waste and increase recycling and food safety within the community <span style="float: right;">2, 3</span></li> <li>• employ skills related to reading nutritional information on labels when selecting food. <span style="float: right;">1</span></li> </ul>
<p><b>Summary:</b> Elementary students identify the functions of nutrient groups and how they affect health. They recognize many influences on food choices. They learn to store food safely and seek ways to promote recycling.</p>	<p><b>Summary:</b> Intermediate level students can select healthy foods and understand their importance to health. They recognize factors affecting food choices. They can identify resources to make healthy decisions regarding food safety and sanitation.</p>	<p><b>Summary:</b> Commencement level students analyze personal dietary habits and indicate ways to improve or maintain optimum health. They address nutritional deficiencies caused by social, political, and economic factors. Students apply food safety and sanitation principles to their community and identify ways they can contribute positively.</p>

## Environmental Health

ELEMENTARY Standard(s)	INTERMEDIATE Standard(s)	COMMENCEMENT Standard(s)
<p>At the elementary level, students will:</p> <ul style="list-style-type: none"> <li>• identify resources that individuals may consult for accurate information concerning the environment <b>3</b></li> <li>• identify the personal, emotional, social, and physical elements of the environment that contribute to an individual's safety, well being, and enjoyment of life <b>1, 2, 3</b></li> <li>• understand their responsibility to have a positive personal impact on the environment. <b>2, 3</b></li> </ul>	<p>At the intermediate level, students will:</p> <ul style="list-style-type: none"> <li>• use resources to assess the impact of personal decisions on the environment <b>2, 3</b></li> <li>• initiate changes in their personal environment that contribute to the development of a safer and healthier environment <b>2</b></li> <li>• understand the need for personal involvement in improving the environment. <b>3</b></li> </ul>	<p>At the commencement level, students will:</p> <ul style="list-style-type: none"> <li>• participate in making decisions to improve the overall quality of the environment <b>2, 3</b></li> <li>• practice environmentally safe and healthy lifestyles <b>1, 2</b></li> <li>• advocate for a healthy environment for individuals, families, and society. <b>2, 3</b></li> </ul>
<p><b>Summary:</b> Elementary students identify how they may use resources to make decisions that improve the quality of their personal environment. They learn to accept limited responsibility for their personal impact on the environment.</p>	<p><b>Summary:</b> Intermediate level students learn to use resources to assess how their personal actions can contribute to the development of a safer and healthier environment.</p>	<p><b>Summary:</b> At the commencement level, students accept responsibility for their role in creating a healthy environment. Students participate in environmental decisions and advocate for an environmentally healthy life.</p>

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Health is directly linked to educational achievement, quality of life, and economic productivity.

By acquiring health-related knowledge, values, skills, and practices, children can be empowered to pursue a healthy life and to work as agents of change for the health of their communities and nations. To improve school performance, we cannot ignore health, just as we cannot improve health if we ignore education.

What is needed is a commitment to health and a structure and a process to achieve it. By promoting healthy schools in healthy cities and communities, we can encourage everyone to recognize the inextricable ties between health and education

Adapted from *Creating Healthy Communities*. . . Together  
American Association for World Health, 1996



# Family Life Education

ELEMENTARY Standard(s)	INTERMEDIATE Standard(s)	COMMENCEMENT Standard(s)
<p>At the elementary level, students will:</p> <ul style="list-style-type: none"> <li>• recognize that various family structures exist <span style="float: right;">3</span></li> <li>• realize that any tasks, jobs, or occupations can be done by males and females <span style="float: right;">1,3</span></li> <li>• demonstrate qualities of friendship <span style="float: right;">1</span></li> <li>• identify how bodies change as children grow <span style="float: right;">1</span></li> <li>• recognize, refuse, and report incidences of abuse or neglect. <span style="float: right;">2, 3</span></li> </ul>	<p>At the intermediate level, students will:</p> <ul style="list-style-type: none"> <li>• summarize various kinds of families and how family members nurture one another <span style="float: right;">1</span></li> <li>• differentiate roles and relationships within the family <span style="float: right;">1</span></li> <li>• predict how and why friendships change <span style="float: right;">1</span></li> <li>• clarify reasons for abstinence from sexual activity <span style="float: right;">1, 2</span></li> <li>• explain emotional and physical changes that occur during puberty <span style="float: right;">1</span></li> <li>• define and describe positive/healthy relationships between and among males and females <span style="float: right;">1, 2</span></li> <li>• demonstrate techniques for preventing and reporting various types of abuse and neglect including date rape, sexual assault, incest, and molestation. <span style="float: right;">2, 3</span></li> </ul>	<p>At the commencement level, students will:</p> <ul style="list-style-type: none"> <li>• analyze the skills, attitudes, and behaviors necessary to become a competent parent <span style="float: right;">2, 3</span></li> <li>• explore careers and discuss how families are affected by career choice <span style="float: right;">3</span></li> <li>• compare and contrast mature and immature love <span style="float: right;">1</span></li> <li>• evaluate responsibilities and consequences of sexual activity <span style="float: right;">1, 2</span></li> <li>• understand personal, psychological, emotional, and physical benefits of delaying sexual activity <span style="float: right;">1</span></li> <li>• explore the changes in physical and sexual functioning that occur throughout the life cycle <span style="float: right;">1</span></li> <li>• research various methods of contraception and the effectiveness of each <span style="float: right;">1</span></li> <li>• analyze psychological and sociological assets which reduce or eliminate dating violence, date rape, and sexual assault. <span style="float: right;">2</span></li> </ul>
<p><b>Summary:</b> Elementary level students describe different kinds of families and how members care for one another. They examine qualities of friendship. They recognize how bodies grow and change. They can recognize, refuse, and report sexual abuse.</p>	<p><b>Summary:</b> Intermediate level students recognize how families shape values and attitudes. Adolescent issues are examined. Puberty changes are identified. Abstinence from sexual activity is recognized as the safest way to prevent sexually transmitted diseases. Refusal skills are demonstrated to resist sexual abuse.</p>	<p><b>Summary:</b> Commencement level students examine how the family is the basic unit of society. They analyze skills, attitudes, and behaviors needed to become a responsible parent. Students learn how dating, teen pregnancy, and sexual activity affect friendships. Consequences of sexual activity are evaluated with an emphasis on abstinence as the most effective method of contraception and of preventing sexually transmitted diseases.</p>

## Diseases and Disorders

ELEMENTARY Standard(s)	INTERMEDIATE Standard(s)	COMMENCEMENT Standard(s)
<p>At the elementary level, students will:</p> <ul style="list-style-type: none"> <li>• compare and contrast infectious and non-infectious diseases <b>1</b></li> <li>• examine the chain of infection and know how to break it <b>1, 2</b></li> <li>• understand the role of personal behavior in health promotion and disease prevention <b>1, 2, 3</b></li> <li>• appreciate how many diseases can be avoided or minimized by one's personal health behaviors <b>1, 2</b></li> <li>• protect themselves and others by taking age-appropriate steps to avoid the spread of disease <b>1, 2</b></li> <li>• identify possible causes, effects, and treatment of disabilities and methods of prevention <b>1</b></li> <li>• discuss resources available for dealing with diseases and disorders. <b>3</b></li> </ul>	<p>At the intermediate level, students will:</p> <ul style="list-style-type: none"> <li>• demonstrate an understanding of infectious disease transmission <b>1</b></li> <li>• assess the relationship between the body's immune system and the disease process <b>1</b></li> <li>• identify and practice health-related behaviors which promote health and reduce health risks related to sedentary life style; nutrition; tobacco, alcohol, and other drug use; sexual activity; and injury <b>1, 2</b></li> <li>• respect how personal health behaviors enhance health and reduce or minimize disease <b>1, 2</b></li> <li>• promote health behaviors that reduce risks associated with diseases and disorders <b>1, 2</b></li> <li>• describe how hereditary, environmental, and life style factors affect health <b>1</b></li> <li>• select community resources available for dealing with diseases and disorders. <b>3</b></li> </ul>	<p>At the commencement level, students will:</p> <ul style="list-style-type: none"> <li>• project how infectious disease transmission can be interrupted <b>1</b></li> <li>• evaluate the body's defense mechanisms for interrupting the disease process <b>1</b></li> <li>• practice health-related behaviors which promote health and reduce lifetime risks, risks of cancer, cardiovascular disease, and other life style-related diseases <b>1, 2</b></li> <li>• advocate the positive effects of behavioral choices related to diseases <b>2, 3</b></li> <li>• understand that behaviors can reduce the risk of diseases, disorders, and disabilities <b>1, 2</b></li> <li>• predict the consequences of negative environmental and life style factors on diseases, disorders, and reproductive health <b>1, 2</b></li> <li>• obtain community resources for dealing with diseases and disorders when needed. <b>3</b></li> </ul>
<p><b>Summary:</b> Elementary level students are knowledgeable about factors that lead to the development of diseases and disorders. They demonstrate an understanding between personal health behaviors and diseases. They appreciate the personal responsibility involved in reducing risks associated with disease and disability.</p>	<p><b>Summary:</b> Intermediate level students understand how diseases develop and ways to prevent or control diseases. They examine the relationships between personal health behaviors and diseases. They learn to respect how these behaviors reduce or minimize preventable diseases.</p>	<p><b>Summary:</b> Commencement level students can predict how infectious disease transmission can be interrupted. They practice behaviors to minimize risk, and they advocate the positive effects of behavioral choices related to diseases. They develop personal, family, and community goals related to the reduction of diseases and disorders. They promote the enhancement of health and well-being.</p>

## Tobacco, Alcohol, and Other Drugs

ELEMENTARY Standard(s)	INTERMEDIATE Standard(s)	COMMENCEMENT Standard(s)
<p>At the elementary level, students will:</p> <ul style="list-style-type: none"> <li>• identify the harmful effects of misusing or abusing alcohol, tobacco, and other drugs <span style="float: right;">1, 2</span></li> <li>• articulate a variety of ways to say no to alcohol, tobacco, and drugs. <span style="float: right;">1, 2</span></li> </ul>	<p>At the intermediate level, students will:</p> <ul style="list-style-type: none"> <li>• differentiate among the short- and long-term effects of alcohol, tobacco, and other drug use <span style="float: right;">1, 2</span></li> <li>• develop an understanding of the manner in which the home, the school, and the community can influence, alcohol, tobacco, and other drug use behaviors <span style="float: right;">1, 2, 3</span></li> <li>• practice a variety of problem-solving, communication, and stress-management skills to resist alcohol, tobacco, and other drugs. <span style="float: right;">1, 2</span></li> </ul>	<p>At the commencement level, students will:</p> <ul style="list-style-type: none"> <li>• formulate appropriate strategies for dealing with a person's alcohol or drug use in the home, in a motor vehicle, or within a school or work site. <span style="float: right;">1, 2, 3</span></li> <li>• identify how alcohol, tobacco, and other drug use can affect pregnancy, newborns, and child growth and development <span style="float: right;">1</span></li> <li>• initiate a variety of problem-solving, communication, and stress-management skills to resist alcohol, tobacco, and other drugs. <span style="float: right;">1, 2</span></li> </ul>
<p><b>Summary:</b> Elementary level students are knowledgeable about the general effects of alcohol, tobacco, and other drug use, misuse, and abuse. They demonstrate the personal, social, and resistance skills needed to promote non-use of alcohol, tobacco, and other drugs. Students understand the skills needed to make healthful choices related to the non-use of alcohol, tobacco, and other drugs.</p>	<p><b>Summary:</b> Intermediate level students will comprehend the short- and long-term effects of alcohol, tobacco, and other drug use, misuse, and abuse. They articulate the personal, social, and resistance skills needed to promote non-use of alcohol, tobacco, and other drugs.</p>	<p><b>Summary:</b> Commencement level students evaluate the adverse short- and long-term effects of alcohol, tobacco, and other drug use, misuse, and abuse. They pursue the personal, social, and resistance skills needed to promote non-use of alcohol, tobacco, and other drugs.</p>



## Consumer Health

ELEMENTARY Standard(s)	INTERMEDIATE Standard(s)	COMMENCEMENT Standard(s)
<p>At the elementary level, students will:</p> <ul style="list-style-type: none"> <li>• identify people who can help if illness or injury occurs <b>3</b></li> <li>• discuss health care practices and products <b>1</b></li> <li>• identify reliable sources of consumer health information. <b>3</b></li> </ul>	<p>At the intermediate level, students will:</p> <ul style="list-style-type: none"> <li>• identify reasons for selecting health care products or services <b>1</b></li> <li>• explain state and federal laws that protect the consumer <b>3</b></li> <li>• discuss criteria for being an informed consumer. <b>3</b></li> </ul>	<p>At the commencement level, students will:</p> <ul style="list-style-type: none"> <li>• evaluate criteria for selecting health care products or services <b>1, 3</b></li> <li>• participate in consumer rights and practice responsibilities <b>3</b></li> <li>• develop knowledge necessary to determine whether advertising claims are accurate, misleading, or deceptive. <b>3</b></li> </ul>
<p><b>Summary:</b> Elementary level students identify people who can help when illness or injury occurs. They identify products or services that contribute to health. They examine the reliability of advertising claims.</p>	<p><b>Summary:</b> Intermediate students learn the importance of being an informed consumer. They identify consumer protection agencies. Health issues of various populations are addressed; students assess how these populations might be susceptible to consumer fraud.</p>	<p><b>Summary:</b> Commencement level students identify criteria to measure the accuracy, reliability, and validity of claims for health care products or services. Students demonstrate an understanding of how to act responsibly when health care products or services are not adequate or accurate.</p>

## Safety/First Aid

ELEMENTARY Standard(s)	INTERMEDIATE Standard(s)	COMMENCEMENT Standard(s)
<p>At the elementary level, students will:</p> <ul style="list-style-type: none"> <li>• recognize an unsafe condition and take appropriate action to reduce the hazard <span style="float: right;">2</span></li> <li>• participate in safety drills and basic first aid training <span style="float: right;">2</span></li> <li>• discuss precautions and procedures to follow in dangerous events such as weather conditions or natural disasters <span style="float: right;">2</span></li> <li>• identify steps used in conflict resolution. <span style="float: right;">2</span></li> </ul>	<p>At the intermediate school level, students will:</p> <ul style="list-style-type: none"> <li>• anticipate situations that could increase the risk of injury and select risk-reducing strategies to effectively deal with that situation <span style="float: right;">2</span></li> <li>• demonstrate and prioritize emergency procedures to be followed when injury, illness, or accidents occur <span style="float: right;">2</span></li> <li>• distinguish between hazards in the environment that are produced by people and those that are a result of natural phenomena <span style="float: right;">2</span></li> <li>• compare and contrast violent behavior with conflict resolution skills. <span style="float: right;">2</span></li> </ul>	<p>At the commencement level, students will:</p> <ul style="list-style-type: none"> <li>• design and implement a plan to improve safety in the home, school, work place, or community <span style="float: right;">2</span></li> <li>• using universal precaution, apply first aid, CPR and/or other emergency procedures appropriately <span style="float: right;">2</span></li> <li>• recognize how fatigue, drugs, alcohol, and stress increase accidents and injury <span style="float: right;">2</span></li> <li>• employ conflict resolution skills within the home, school, work place, and community. <span style="float: right;">2</span></li> </ul>
<p><b>Summary:</b> Elementary level students understand basic safety rules to prevent accidents and injury. They are active participants in safety drills and first aid. They recognize when something is potentially dangerous and analyze how to minimize the risk involved.</p>	<p><b>Summary:</b> Intermediate level students apply the knowledge of safety education and first aid. They begin to recognize how some hazards are environmental, while others are caused by people. They practice risk-reduction strategies.</p>	<p><b>Summary:</b> Commencement level students appreciate how safety education and first aid training prevents accidents and injury. They expand their application of these principles from themselves to the world around them.</p>



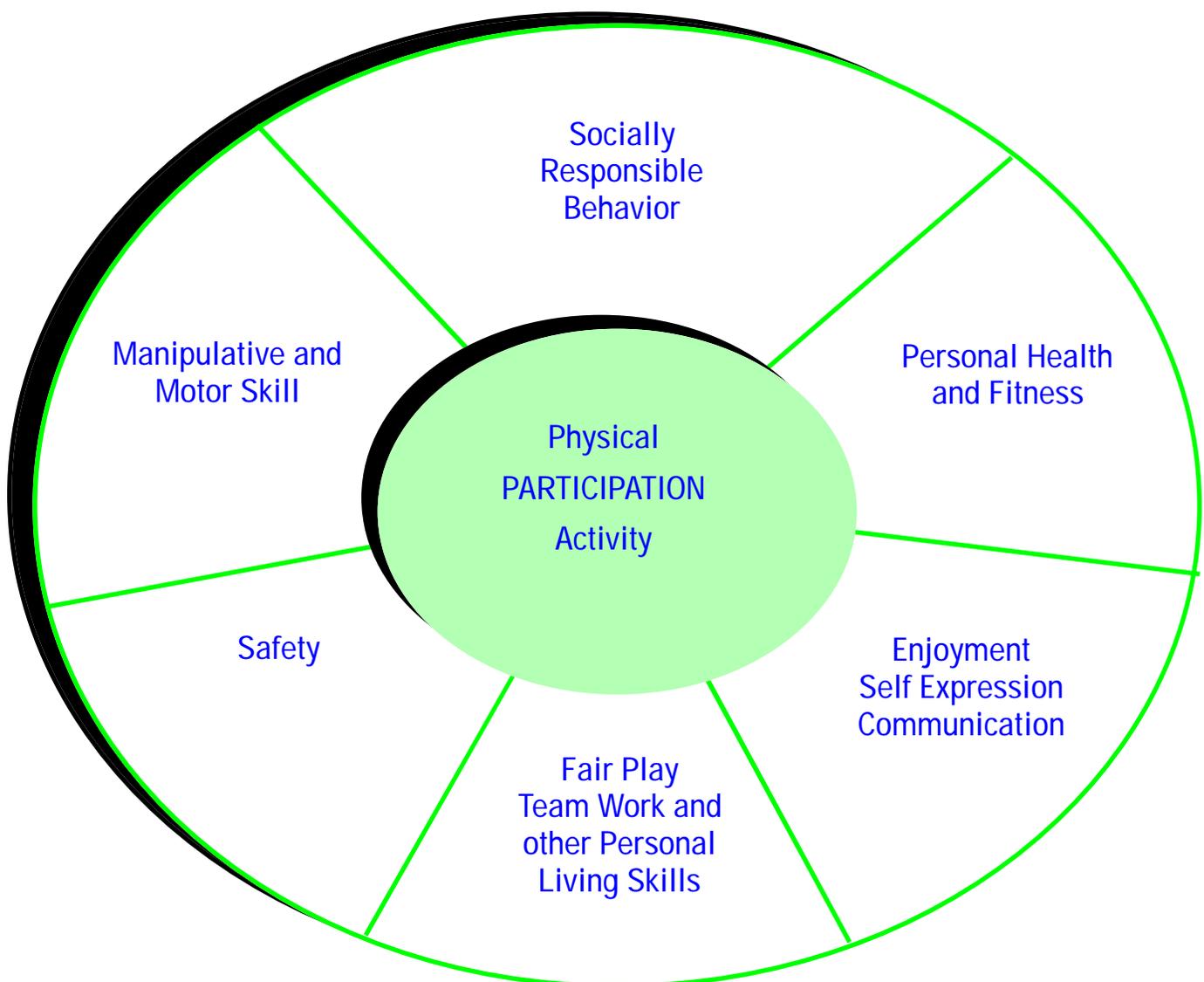
## Community Health

ELEMENTARY Standard(s)	INTERMEDIATE Standard(s)	COMMENCEMENT Standard(s)
<p>At the elementary level, students will:</p> <ul style="list-style-type: none"> <li>• identify community health resources appropriate for individuals and families <span style="float: right;">3</span></li> <li>• ask health care providers questions concerning health care needs <span style="float: right;">3</span></li> <li>• discuss how family members contribute to health care <span style="float: right;">3</span></li> <li>• practice good health care habits <span style="float: right;">1</span></li> <li>• discuss health decisions that need to be made when someone gets injured. <span style="float: right;">1</span></li> </ul>	<p>At the intermediate level, students will:</p> <ul style="list-style-type: none"> <li>• discuss community health services and community needs for services with classmates and families <span style="float: right;">3</span></li> <li>• recognize how public health strategies can be applied in the resolution of health care problems <span style="float: right;">3</span></li> <li>• express individual health care needs and concerns to family members and to health care providers <span style="float: right;">3</span></li> <li>• explain how personal health habits contribute to wellness <span style="float: right;">1</span></li> <li>• explain how priorities are established when an emergency occurs. <span style="float: right;">1</span></li> </ul>	<p>At the commencement level, students will:</p> <ul style="list-style-type: none"> <li>• demonstrate an understanding of how to obtain health services appropriate for individual health needs <span style="float: right;">3</span></li> <li>• promote health care planning strategies used at the local, state, national, and international levels <span style="float: right;">3</span></li> <li>• analyze community health care problems and propose strategies for their resolution <span style="float: right;">3</span></li> <li>• participate knowledgeably in personal health care decisions <span style="float: right;">1</span></li> <li>• prioritize critical health care decisions in their own lives, in their families life, and in public health care policy formation. <span style="float: right;">1</span></li> </ul>
<p><b>Summary:</b> Elementary students learn how to identify health resources, recognize who provides health services, and ask age- and culturally-appropriate questions concerning their own health care.</p>	<p><b>Summary:</b> Intermediate level students discuss health care services, categorize health resources, and recognize public health strategies. Students express their health care needs and concerns to family members and health care providers.</p>	<p><b>Summary:</b> Commencement level students determine which health care service(s) they need and access the appropriate service for themselves, friends, or family members. Students fully participate in health care planning, health care promotion, and in personal decisions related to health care.</p>

# Physical Education: Content Outline

## Philosophy of Physical Education

**P**hysical education in the Mamaroneck Union Free School District is an integral and required part of the total educational experience. Our program is child-centered and focuses on participation in physical activity. Although physical activity is the centerpiece, other unique and worthy objectives are attained through a well planned program that offers a variety of activities and experiences. The professional staff teaches sport and movement skills, integrating the concepts of health and wellness, fair play, teamwork, and personal living skills, thereby nurturing a healthy and active life style.



Source: Adapted from *Mamaroneck Physical Education Philosophy and Learning Standards K-12*. Mamaroneck Union Free School District.

# LEARNING STANDARDS

As a result of the K-12 physical education instructional program, Mamaroneck students will:

## Standard 1. Develop basic motor and manipulative skills which serve as a foundation for participation in a variety of physical activities.

	KNOWS	DOES	VALUES
<b>ELEMENTARY</b>	<ul style="list-style-type: none"> <li>• force is needed to change a motion</li> <li>• that the center of gravity changes with a change in position, e.g., sit-ups with hands behind neck versus across the chest</li> <li>• stability is increased by increasing the base of support.</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate, while moving, a variety of relationships with an object</li> <li>• demonstrate large and small body shapes while stationary or moving</li> <li>• combine shapes, levels, and pathways into simple sequences</li> <li>• jump a self-turned swinging rope</li> <li>• hop, gallop, slide, leap, jump, walk, and run using a mature motor pattern</li> <li>• distinguish between straight, curved, and zig-zag pathways while moving</li> <li>• demonstrate clear contrasts between slow and fast speeds while moving</li> <li>• form round, narrow, wide, and, twisted body shapes alone and with partner</li> <li>• maintain appropriate body alignment during activity (carry, lift, pull, push)</li> <li>• catch an object thrown by self and by partner</li> <li>• quickly change direction in response to a signal</li> <li>• jump and land using a combination of take-off and landings</li> <li>• roll, without hesitation, in different directions</li> <li>• combine various movement patterns in time to music</li> <li>• strike a moving and stationary object with various body parts and with an implement</li> <li>• kick a rolling ball</li> <li>• skip, walk, and run using mature motor patterns</li> </ul>	<ul style="list-style-type: none"> <li>• positive feelings resulting from involvement in physical activity</li> <li>• the role physical activity plays in maintaining one's health</li> <li>• participation in physical activity</li> <li>• participation in physical activity as an enjoyable experience</li> <li>• that skill development requires practice and effort.</li> </ul>

## Standard 1. continued

	KNOWS	DOES	VALUES
ELEMENTARY		<ul style="list-style-type: none"> <li>• move in and out of a swinging rope held by others</li> <li>• continuously jump a swinging rope held by self or others</li> <li>• throw a ball demonstrating a side orientation</li> <li>• catch a thrown ball</li> <li>• lift own body weight while climbing over a wall</li> <li>• hang from a bar for 15 seconds.</li> </ul>	

	KNOWS	DOES	VALUES
INTERMEDIATE	<ul style="list-style-type: none"> <li>• principles of absorption applied to catching and landing from a jump</li> <li>• the effects of friction, gravity, and water resistance on changes of force</li> <li>• principles of movement used to lift, climb, jump, and carry objects.</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate proficiency in basic rope jumping skills</li> <li>• demonstrate competence in a variety of basic foundation skills, such as running, jumping, leaping, hopping, and throwing</li> <li>• perform manipulative skills with mature motor patterns (strike a ball with a racquet or bat, dribble with hand or foot)</li> <li>• throw a variety of objects demonstrating mature motor patterns</li> <li>• dribble a ball by foot or hand in order to prevent it from being taken away</li> <li>• consistently throw and catch while in a guarded position</li> <li>• direct a ball where desired by striking, kicking, throwing, or batting</li> <li>• throw a variety of balls for accuracy and distance</li> <li>• demonstrate competence in a variety of aquatics, sports, and skills</li> <li>• demonstrate appropriate movement patterns for participation in a variety of sports and games</li> <li>• participate in moderate to vigorous activities for a sustained period of time</li> <li>• move in relationship to others in a variety of games and activities.</li> </ul>	<ul style="list-style-type: none"> <li>• participation in a wide variety of activities.</li> </ul>

## Standard 1. continued

	KNOWS	DOES	VALUES
COMMENCEMENT	<ul style="list-style-type: none"> <li>principles of movement used to throw and strike</li> <li>how to detect and correct errors in one's personal movement patterns.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate mature motor patterns throwing a variety of objects</li> <li>demonstrate mature motor patterns striking with a racquet, bat, paddle, or stick</li> <li>demonstrate competence in at least one activity from each of the six categories (aquatics, dance, outdoor pursuits, individual activity, dual activity, and team activity).</li> </ul>	<ul style="list-style-type: none"> <li>participation in physical activity as a lifelong and enjoyable experience.</li> </ul>

## Standard 2. Understand the principles, concepts, and practices involved in the development and maintenance of personal health and fitness.

	KNOWS	DOES	VALUES
ELEM ENTARY	<ul style="list-style-type: none"> <li>the components of health-related fitness</li> <li>the positive changes that occur to the body as a result of regular exercise</li> <li>the body deteriorates as a result of inactivity</li> <li>the role fats and cholesterol plays in blocking blood flow</li> <li>the causes of a heart attack</li> <li>heart rate increases with an increase in exertion</li> <li>the location of different body parts</li> <li>stretching helps to maintain and improve flexibility</li> <li>the heart is a pump that pushes blood and oxygen through the system</li> <li>location of the heart and pulse</li> <li>how to set a fitness goal</li> <li>how to identify positive health practices</li> <li>physical activity has positive effects upon the mind as well as the body</li> <li>physical activity promotes relaxation.</li> </ul>	<ul style="list-style-type: none"> <li>list and describe the components of health-related fitness</li> <li>demonstrate appropriate activities for each component of fitness</li> <li>regularly participate in warm-up and cool-down activities</li> <li>listens to the heart beat with a stethoscope</li> <li>sustain moderate forms of physical activity</li> <li>maintain an aerobic activity for a specified amount of time</li> <li>take pulse following participation in a variety of activities</li> <li>participate in self-assessment of fitness</li> <li>participate in fitness assessment of others</li> <li>hang from a bar for 15 seconds.</li> </ul>	<ul style="list-style-type: none"> <li>the role physical activity plays in maintaining one's health.</li> </ul>

## Standard 2. continued

	KNOWS	DOES	VALUES
<b>INTERMEDIATE</b>	<ul style="list-style-type: none"> <li>• problems associated with work in the heat/cold</li> <li>• principles of movement used to lift, climb, jump, and carry objects safely</li> <li>• therapeutic value of physical activity following a muscle injury</li> <li>• the role activity plays on weight control</li> <li>• the debilitating effects of drug abuse on the family and society</li> <li>• the negative effects of smoking</li> <li>• the effects of drugs on performance (cocaine, alcohol, steroids)</li> <li>• cues of poor fitness: heavy breathing after walking up a few flights of stairs</li> <li>• how to identify positive health habits</li> <li>• the effects of physical activity on the risk factors of heart disease</li> <li>• the time and effort needed for improvement in fitness</li> <li>• physiological changes that occur in the body as a result of training</li> <li>• the role of blood and oxygen in preventing fatigue</li> <li>• the many activities, games, and outdoor pursuits that help promote fitness</li> <li>• the differences between cardiovascular and muscular endurance</li> <li>• the various foods used for energy</li> <li>• negative influence on blood flow as a result of consumption of fat and cholesterol</li> <li>• role of beverages in fluid replacement</li> <li>• improvement in fitness requires work and effort.</li> </ul>	<ul style="list-style-type: none"> <li>• use proper form and technique when stretching</li> <li>• recover from moderate to vigorous activity in an appropriate period of time</li> <li>• evaluate and analyze the time and effort needed for improvement in fitness</li> <li>• sets a goal for each component of fitness</li> <li>• explore personal limits through self-testing</li> <li>• participate in a sustained moderate activity for a specified amount of time (20 minutes) while maintaining a target heart rate</li> <li>• demonstrate computation of the target heart rate</li> <li>• participate in self-assessment of each component of fitness.</li> </ul>	<ul style="list-style-type: none"> <li>• moderate physical activity as a prevention against disease and injury</li> <li>• that physical activity can help one's mental as well as physical health</li> <li>• importance of healthful nutrition.</li> </ul>

## Standard 2. continued

	KNOWS	DOES	VALUES
COMMENCEMENT	<ul style="list-style-type: none"> <li>wellness implies a positive life style</li> <li>how to prepare a personal fitness program designed to improve the components of fitness.</li> </ul>	<ul style="list-style-type: none"> <li>establish goals relative to interpersonal skills, cooperation, leadership, and self-responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>development and implementation of a program that relates to total wellness.</li> </ul>

## Standard 3. Demonstrate fair play, team work, and other personal living skills through cooperative and competitive activities.

	KNOWS	DOES	VALUES
ELEMENTARY	<ul style="list-style-type: none"> <li>difference between positive and negative reinforcement.</li> </ul>	<ul style="list-style-type: none"> <li>celebrate successes and achievements in self and others</li> <li>self-officiate oneself in a game</li> <li>demonstrate consideration of others when participating in physical activities</li> <li>share equipment with others</li> <li>design a movement routine with a partner</li> <li>sets a fitness goal.</li> </ul>	<ul style="list-style-type: none"> <li>personal successes and achievements in others</li> <li>consideration of others.</li> </ul>

## Standard 3. continued

	KNOWS	DOES	VALUES
INTERMEDIATE	<ul style="list-style-type: none"> <li>personal and group conduct appropriate for engaging in physical activities and games</li> <li>ethical and unethical behavior during competition</li> <li>differences in appropriate fan and athlete behavior when comparing a professional and school game</li> <li>how to modify a game in order to allow for participation of the handicapped</li> <li>the importance of evaluating the physical limitations of self and others.</li> </ul>	<ul style="list-style-type: none"> <li>seek out, participate with, and show respect for persons of like and different skill levels</li> <li>seek out, participate with, and show respect for persons from different cultures</li> <li>accept constructive criticism</li> <li>use self-control when placed in a difficult situation</li> <li>assume role of leader or follower for good of the group</li> <li>demonstrate ability to work with teammates as well as opponents</li> <li>establish a goal relative to interpersonal skills such as cooperative leadership or self-responsibility</li> <li>Apply rules and courtesies when participating with others in physical activity</li> <li>demonstrate respect, dignity, and consideration for opponents and game officials</li> <li>conduct self with courtesy and tact</li> <li>participate in activities with fairness and honesty</li> <li>analyze behaviors of spectators and participants when viewing a professional or school sport.</li> </ul>	<ul style="list-style-type: none"> <li>shared responsibility when completing a task</li> <li>the needs and rights of others</li> <li>acceptance of constructive criticism</li> <li>acceptance of others from different cultures and abilities</li> <li>team membership and cooperation regardless of ethnic or cultural diversity</li> <li>cooperative atmosphere when working with others</li> <li>need to treat one's opponent with respect and dignity</li> <li>appropriate fan behavior</li> <li>individual's effort regardless of score</li> <li>consideration of others</li> <li>celebration of others accomplishments</li> <li>teammates and opponents regardless of the outcome</li> <li>punctuality and preparation for class</li> <li>acceptance of self and others regardless of the outcome.</li> </ul>

	KNOWS	DOES	VALUES
COMMENCEMENT	<ul style="list-style-type: none"> <li>the value of competition as the process in competing rather than the outcome of the game</li> <li>the potential development of trust and respect among teammates.</li> </ul>	<ul style="list-style-type: none"> <li>establish goals relative to interpersonal skills, cooperation, leadership, and self-responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>that conflict resolution among peers may be handled in a variety of ways</li> <li>teammates and opponents regardless of the outcome of the game.</li> </ul>

## Standard 4. Demonstrate a willingness to try new skills and activities including those that involve risk and challenge.

	KNOWS	DOES	VALUES
ELEMENTARY	<ul style="list-style-type: none"> <li>that success is based upon an individual's personal best performance and effort</li> <li>that achievement in personal best performance or improvement requires practice and effort</li> <li>that physical activity has positive effects upon the mind as well as the body</li> <li>that failure is an integral part of learning a skill.</li> </ul>	<ul style="list-style-type: none"> <li>explore appropriate risk-taking activities</li> <li>explore individual and group challenge and problem-solving activities</li> <li>explore appropriate risk-taking activities</li> <li>form round, narrow, wide, and twisted body shapes alone and with partner</li> <li>participate in games, sports, and dance activities representative of different cultural background.</li> </ul>	<ul style="list-style-type: none"> <li>solving movement problems with others</li> <li>the benefits that accompany cooperation and sharing</li> <li>team membership and cooperation regardless of ethnic or cultural diversity</li> <li>consideration of others</li> <li>individual regardless of differences.</li> </ul>

	KNOWS	DOES	VALUES
INTERMEDIATE	<ul style="list-style-type: none"> <li>the benefits of participation in a wide range of activities</li> <li>how to modify activities</li> <li>appropriate safety and spotting techniques for a variety of activities</li> <li>that participation in new activities builds one's experiential background.</li> </ul>	<ul style="list-style-type: none"> <li>participate in a variety of games and activities</li> <li>participate in new activities which may require new skills</li> <li>set goals on the process as well as the outcome of an activity.</li> </ul>	<ul style="list-style-type: none"> <li>the intrinsic rewards which occur from participation in risk and challenge activities</li> <li>the celebration of accomplishment</li> <li>effort for its own sake</li> <li>acceptance of self and others regardless of outcome</li> <li>the experience for its own merit.</li> </ul>

	KNOWS	DOES	VALUES
COMMENCEMENT	<ul style="list-style-type: none"> <li>the benefits of participation in a variety of activities</li> <li>appropriate safety and spotting techniques for a variety of activities.</li> </ul>	<ul style="list-style-type: none"> <li>explore appropriate individual and group challenge and problem-solving activities</li> <li>explore appropriate risk-taking activities.</li> </ul>	<ul style="list-style-type: none"> <li>the learning of new skills and games</li> <li>the enjoyment and self-esteem of accomplishment</li> </ul>

## Standard 5. Demonstrate responsible, personal, and social behavior as a participant and spectator.

	KNOWS	DOES	VALUES
ELEMENTARY	<ul style="list-style-type: none"> <li>• how to keep score in a variety of individual and group activities</li> <li>• appropriate behaviors when participating with others in a game</li> <li>• acceptable behavior during competition</li> <li>• that achievements include more than winning</li> <li>• that competition involves more than the score.</li> </ul>	<ul style="list-style-type: none"> <li>• celebrate successes and achievements in self and others</li> <li>• self-officiate</li> <li>• demonstrate consideration of others when participating in physical activities</li> <li>• apply rules and courtesies when participating in physical activities</li> <li>• demonstrate respect and dignity for one's opponent</li> <li>• demonstrate acceptance of others with different abilities</li> <li>• describe appropriate behavior in a game situation</li> <li>• demonstrate respect for individuals from different cultures</li> <li>• demonstrate appropriate use and care of equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• importance of playing by the rules</li> <li>• consideration of others</li> <li>• trust by others</li> <li>• differences and similarities in others' abilities</li> <li>• individuals regardless of differences</li> <li>• team membership and cooperation regardless of ethnic or cultural diversity</li> <li>• benefits that accompany sound competition</li> <li>• benefits that accompany cooperation and sharing</li> <li>• acceptance of self and others regardless of the outcome</li> <li>• acceptance of one's feelings resulting from physical activity</li> <li>• teammates and opponents regardless of the outcome</li> <li>• players (as a fan) regardless of the outcome.</li> </ul>

	KNOWS	DOES	VALUES
INTERMEDIATE	<ul style="list-style-type: none"> <li>• personal and groups conduct appropriate for engaging in physical activities and games</li> <li>• ethical and unethical behavior during competition</li> <li>• differences in appropriate fan and athlete behavior when comparing a professional and school game</li> <li>• how to modify a game in order to allow for participation by the handicapped.</li> </ul>	<ul style="list-style-type: none"> <li>• seek out, participate with, and show respect for persons from different cultures</li> <li>• accept constructive criticism</li> <li>• use self-control when placed in a difficult situation</li> <li>• apply rules and courtesies when participating with others in physical activities</li> <li>• seek out, participate with, and show respect for persons of like and different skill levels</li> <li>• demonstrate ability to work with teammates as well as opponents</li> <li>• officiate a game</li> <li>• conduct self with courtesy and tact</li> <li>• respect opponents and officials</li> <li>• congratulate opponents</li> <li>• describe appropriate personal and group conduct when participating in games</li> </ul>	<ul style="list-style-type: none"> <li>• shared responsibility when completing a task</li> <li>• the needs and rights of others</li> <li>• acceptance of constructive criticism</li> <li>• acceptance of others from different cultures and abilities</li> <li>• cooperative atmosphere when working with others</li> <li>• need to treat one's opponent with respect and dignity</li> <li>• appropriate fan behavior</li> <li>• individual's effort regardless of score</li> <li>• celebration of others accomplishments</li> <li>• punctuality and preparation for class.</li> </ul>

## Standard 5. continued

	KNOWS	DOES	VALUES
COMMENCEMENT	<ul style="list-style-type: none"> <li>the value of competition as the process in competing rather than the outcome of the game</li> <li>the potential development of trust and respect among teammates.</li> </ul>	<ul style="list-style-type: none"> <li>establish goals relative to interpersonal skills, cooperation, leadership, and self-responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>that conflict resolution among peers may be handled in a variety of ways</li> <li>teammates and opponents regardless of the outcome of the game.</li> </ul>

## Standard 6. Understand and demonstrate the importance of safety when participating in physical activity.

	KNOWS	DOES	VALUES
ELEMENTARY	<ul style="list-style-type: none"> <li>stretching helps to maintain and improve flexibility</li> <li>lifting of heavy objects from the floor is best done by the legs</li> <li>potential risks associated with physical activity</li> <li>principles of movement used to safely lift, climb, jump, and carry</li> <li>stability is increased by increasing the base of support</li> <li>appropriate behaviors when participating with others in a game.</li> </ul>	<ul style="list-style-type: none"> <li>lift own body weight while climbing over a wall</li> <li>regularly participate in warm-up and cool-down activities</li> <li>maintain appropriate body alignment during activity (carry, lift, pull, push)</li> <li>demonstrate appropriate use and care of equipment</li> <li>demonstrate safety precautions while participating in a variety of activities</li> <li>demonstrate consideration of others when participating in physical activities.</li> </ul>	<ul style="list-style-type: none"> <li>importance of playing by the rules</li> <li>potential danger from misused and abused equipment.</li> </ul>

	KNOWS	DOES	VALUES
INTERMEDIATE	<ul style="list-style-type: none"> <li>principles of absorption applied to catching and landing from a jump</li> <li>muscle shortens unless it is made to move through the full range of motion</li> <li>the contraindicated forms of exercise, as in squats, leg raise, etc.</li> <li>how to use equipment in appropriate fashion.</li> </ul>	<ul style="list-style-type: none"> <li>use appropriate conduct when participating in games and activities</li> <li>describe appropriate personal and group conduct when participating in games and activity</li> <li>apply rules and courtesies when participating with others in physical activity</li> <li>analyze, evaluate, and modify performance in lifting safely</li> <li>use self-control when placed in a difficult situation</li> <li>use proper form and technique when stretching</li> <li>list potential risks associated with physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>the need to monitor the behavior of self and others in potentially dangerous situations.</li> </ul>

## Standard 6. continued

	KNOWS	DOES	VALUES
COMMENCEMENT	<ul style="list-style-type: none"> <li>• how to use equipment in an appropriate fashion</li> <li>• physiological principles behind warm-up and cool-down procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• appreciate and respect the environment when participating in physical activity</li> <li>• demonstrate proper use and care of equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• the need to monitor the behavior of self and others in potentially dangerous situations</li> <li>• dangers of misusing equipment.</li> </ul>

## Standard 7. Understands that physical activity provides the opportunity for enjoyment, self expression, and communication.

	KNOWS	DOES	VALUES
ELEMENTARY	<ul style="list-style-type: none"> <li>• physical activity has positive effects upon mind as well as body</li> <li>• physical activity promotes relaxation</li> <li>• that achievements include more than winning</li> <li>• that competition involves more than the score</li> <li>• appropriate behaviors when participating with others in a game.</li> </ul>	<ul style="list-style-type: none"> <li>• continuously move to music</li> <li>• combine various movement patterns in time to music</li> <li>• design a movement routine with a partner</li> <li>• design a movement routine without a partner</li> <li>• enjoy participation in physical activity alone and in a group</li> <li>• participate in games, sports, and dance activities representative of different cultural background</li> <li>• identify activities that contribute to personal feelings of joy</li> <li>• enjoy participation in physical activities alone and in a group.</li> </ul>	<ul style="list-style-type: none"> <li>• positive feelings resulting from involvement in physical activity</li> <li>• participation in physical activity</li> <li>• personal successes and achievements in others</li> <li>• teammates and opponents regardless of the outcome of the game</li> <li>• the joy of participation.</li> </ul>

	KNOWS	DOES	VALUES
INTERMEDIATE	<p><b>Intermediate</b></p> <ul style="list-style-type: none"> <li>• that beside physical benefit, physical activity may improve one's ability to relax and concentrate</li> <li>• physical activity is part of a life style that produces enjoyment, self-expression, and reflection</li> <li>• physical activity has beneficial effects on the mind</li> <li>• that one may enhance one's self-esteem, reduce stress, and improve one's self-discipline through participation in physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>• participate in a wide variety of games and activities</li> <li>• participate in moderate to vigorous activity for a sustained period of time</li> <li>• compile a list of areas in the community where one may participate in activity</li> <li>• exercise at home for personal enjoyment.</li> </ul>	<ul style="list-style-type: none"> <li>• physical activity as part of a life style that produces enjoyment, self expression, and reflection</li> <li>• participation in physical activity as an enjoyable experience</li> <li>• exercise at home for personal enjoyment</li> <li>• that physical activity can help one's mental as well as physical health</li> <li>• satisfaction in the aesthetic and creative aspects of physical activity.</li> </ul>

	KNOWS	DOES	VALUES
COMMENCEMENT	<ul style="list-style-type: none"> <li>• physical activity may act as a positive habit in one's life</li> <li>• physical activity is a part of a life style that produces enjoyment, self-expression, and reflection.</li> </ul>	<ul style="list-style-type: none"> <li>• enjoy participation in physical activity</li> <li>• participate in physical activity for enjoyment, self-expression, and reflection.</li> </ul>	<ul style="list-style-type: none"> <li>• the environment as a place for physical activity and enjoyment</li> <li>• participation in physical activity as a joyful experience.</li> </ul>



# Herricks High School

## Department of Physical Education Curriculum Checklist

Teachers in Herricks High School's Physical Education Department developed this Curriculum Checklist to organize the various skills and activities options to be taught to students throughout high school.

Student's Name \_\_\_\_\_

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9	10	11	12	Addictive Behavior Instruction
9	10	11	12	AIDS Prevention Curriculum
9	10	11	12	Alpine Skiing
9	10	11	12	Archery
9	10	11	12	Asthma Information
9	10	11	12	Badminton
9	10	11	12	Basketball
9	10	11	12	Blood Pressure
9	10	11	12	Bocce Ball
9	10	11	12	Bowling
9	10	11	12	Caloric Expenditure
9	10	11	12	Camping
9	10	11	12	Conoeing

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## Cardiorespiratory Equipment

9	10	11	12	Aerodyne Stepper
9	10	11	12	Bicycling (exercise)
9	10	11	12	Rowing Machine
9	10	11	12	Circus Arts
9	10	11	12	Cooking (Outdoor)
9	10	11	12	Field Hockey
9	10	11	12	Fishing
9	10	11	12	Fitness Testing**
9	10	11	12	Football
9	10	11	12	Golf
9	10	11	12	Handball
9	10	11	12	Indoor Soccer
9	10	11	12	Horseshoes
9	10	11	12	Jogging
9	10	11	12	Jump Roping

**\*\*mandated twice each year**

Source: Herricks High School, Herricks Union Free School District.

9	10	11	12	Knot Making
9	10	11	12	Lacrosse (STX)
9	10	11	12	Nutritional Log
9	10	11	12	Orienteering
9	10	11	12	Photography (Outdoor)
9	10	11	12	Paddleball
9	10	11	12	Personal Fitness Goals
9	10	11	12	Physio Balls
9	10	11	12	Pickleball
9	10	11	12	Project Adventure Activities
9	10	11	12	Self Defense
9	10	11	12	Shuffleboard
9	10	11	12	Softball
9	10	11	12	Speedball
9	10	11	12	Square Dancing
9	10	11	12	Step Aerobics
9	10	11	12	Steroid Instruction
9	10	11	12	Stress Reduction
9	10	11	12	Stretch Bands
9	10	11	12	Table Tennis
9	10	11	12	Team Handball
9	10	11	12	Tennis
9	10	11	12	Thermabands
9	10	11	12	Volleyball
9	10	11	12	Walking

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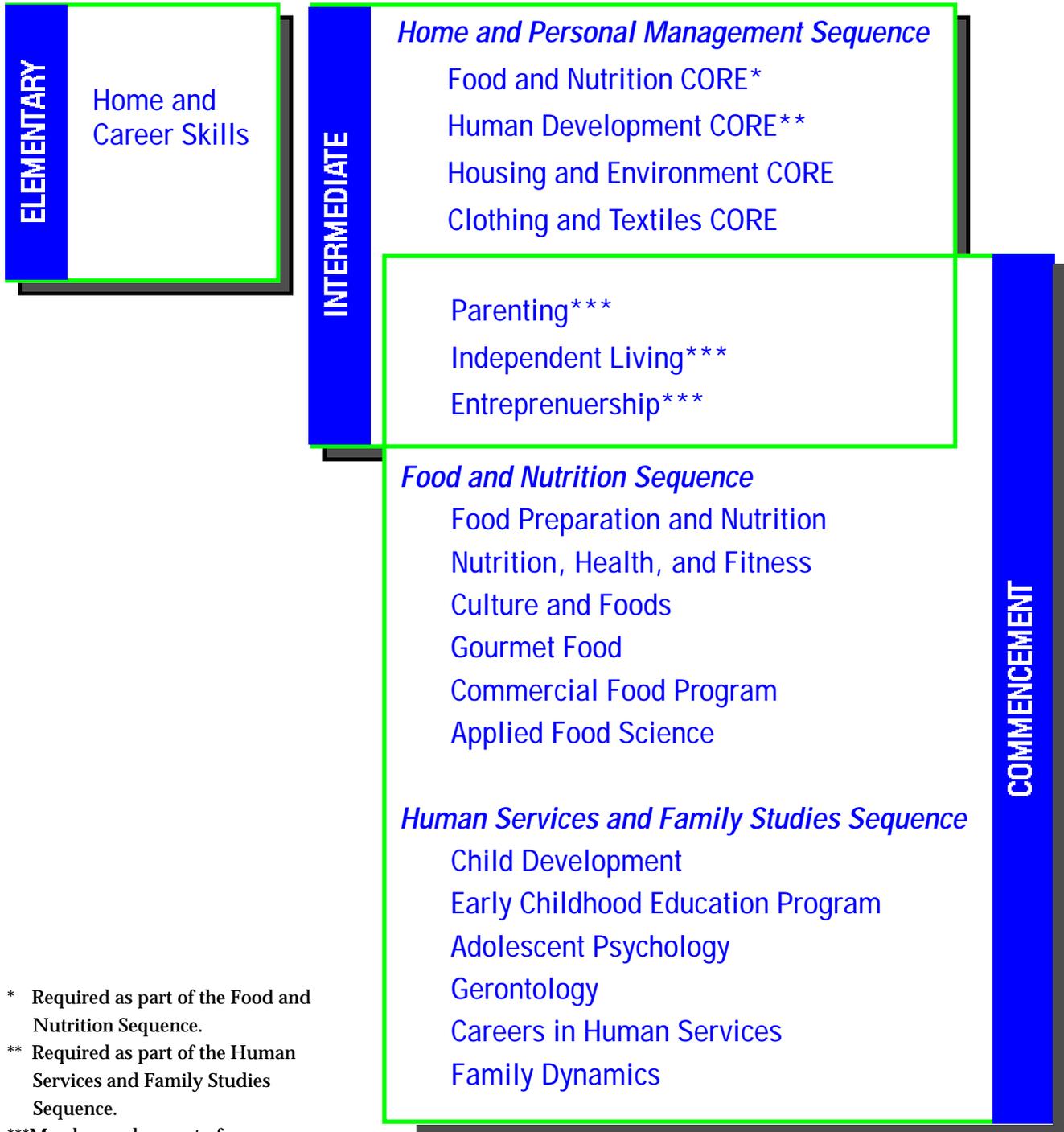
## Weight Training

9	10	11	12	Free Weight
9	10	11	12	Hoist Machine
9	10	11	12	Universal Machine
9	10	11	12	Wellness Unit
9	10	11	12	Wiffleball

## COURSE CHECKLIST

9	10	11	12	Personal Fitness
9	10	11	12	Outdoor Living Skills
9	10	11	12	Outdoor Education
9	10	11	12	Physiology of Exercise
9	10	11	12	Sports Medicine
9	10	11	12	IMA
9	10	11	12	Dance I - African/Tap
9	10	11	12	Dance II - Jazz
9	10	11	12	Dance III - Modern/Social
9	10	11	12	Dance IV - Competition & Performance
9	10	11	12	Physical Education
9	10	11	12	Adapted Physical Education
9	10	11	12	Leadership

# Family and Consumer Sciences: Content Outline



\* Required as part of the Food and Nutrition Sequence.

\*\* Required as part of the Human Services and Family Studies Sequence.

\*\*\*May be used as part of any sequence.

# Family and Consumer Sciences: Content Outline

<b>ELEMENTARY</b>	Standards <span style="background-color: #00FF00; padding: 2px;">1</span> <span style="background-color: #00FF00; padding: 2px;">2</span> <span style="background-color: #00FF00; padding: 2px;">3</span>
	<p>Home and Career Skills</p> <p>The home and career skills programs (Grades 5-8) prepares students to apply the principles and process skills of decision making, problem solving, and management to all areas of daily life. These include:</p> <ul style="list-style-type: none"><li>• Personal Development<ul style="list-style-type: none"><li>- Awareness of Self</li><li>- Relationships with Others</li></ul></li><li>• Personal and Family Resource Management<ul style="list-style-type: none"><li>- Consumer Skills</li><li>- Financial Management</li><li>- Nutrition and Wellness</li><li>- Home and Personal Environment/Living Space</li></ul></li><li>• Career Planning<ul style="list-style-type: none"><li>- Overview of Work</li><li>- Career Plans</li><li>- Entrepreneurship</li></ul></li></ul>

## Home and Personal Management Sequence

The intermediate level comprises four CORE courses. The Food and Nutrition CORE provides the foundation for the Food and Nutrition Sequence. The Human Development CORE is the foundation for the Human Services and Family Studies Sequence. These two courses plus Clothing and Textile CORE and Housing and Environment CORE are needed for the Home and Personal Management Sequence. This sequence also includes three commencement-level courses: Parenting, Independent Living, and Entrepreneurship.

<b>INTERMEDIATE</b>	Standard <span style="background-color: #00FF00; padding: 2px;">1</span>
	<p>Food and Nutrition CORE</p> <p>Students will:</p> <ul style="list-style-type: none"><li>• apply nutrition concepts to daily living</li><li>• use basic food preparation skills to prepare nutritious foods safely</li><li>• follow basic recipes to ensure successful products</li><li>• plan and purchase foods in a nutritionally and economically sound manner for self and family</li><li>• select meal service options appropriate for various occasions, investigate food and nutrition career opportunities, and evaluate suitability of personal characteristics in relation to various careers.</li></ul>

# Home and Personal Management Sequence, continued

## INTERMEDIATE

### Human Development CORE

Standards

1

2

Students will:

- identify and describe unique characteristics of the adolescent period
- analyze life roles in relation to family, career, and community responsibilities
- become aware of considerations in relating to younger children
- describe ways to relate to and learn from adults
- identify and analyze careers in relation to human development.

### Housing and Environment CORE

Standards

2

3

Students will:

- understand housing options and relate them to life style, life cycle, and economic considerations
- identify cultural influences on housing
- demonstrate an understanding of the elements and principles of design
- assess housing space in relation to individual and family requirements
- use consumer skills to evaluate appliances, equipment, and furnishings
- practice conservation of natural resources
- understand comfort and safety considerations
- identify career opportunities in housing.

### Clothing and Textiles CORE

Standard

3

Students will:

- understand the ways clothing relates to culture, history, and social and economic situations
- explore clothing and textiles as a medium for artistic expression
- use consumer skills to evaluate the quality of ready made garments
- explain physiological, psychological, and sociological reasons why humans wear clothing and/or decorate their bodies
- demonstrate basic skills of pattern selection, alteration, and layout
- demonstrate basic and specialized techniques in the construction of a garment
- explore employment opportunities related to clothing construction.

These courses may be used as part of any Family and Consumer Sciences sequence:

COMMENCEMENT	<b>Parenting</b>	Standards <b>1</b> <b>2</b> <b>3</b>
	<b>Students will:</b>	
	<ul style="list-style-type: none"><li>• recognize the factors which influence the development of an unborn child</li><li>• identify the responsibilities of parents</li><li>• investigate how families care for children with special needs</li><li>• recognize that parenting is for life and requires adjustments in life style, careers, and relationships</li><li>• examine choices available to new parents who need support</li><li>• determine what to look for in order to create and promote quality child-care situations</li><li>• understand importance of caring for one's personal health</li><li>• identify ways to meet the physical, emotional, and social needs of individuals and families.</li></ul>	
	<b>Independent Living</b>	Standards <b>1</b> <b>2</b> <b>3</b>
	<b>Students will:</b>	
	<ul style="list-style-type: none"><li>• identify major adult responsibilities throughout the life cycle</li><li>• understand how to manage and protect financial resources</li><li>• apply management principles to meet individual and family needs/wants in relation to food, shelter, clothing, health care, and transportation</li><li>• define a personal life style and make plans for attaining it, basing decisions on interests, goals, abilities, and occupational choices</li><li>• identify leadership skills needed to obtain goals</li><li>• analyze the interrelationship between the economic system and consumer decisions and actions</li><li>• use information systems and technology to meet individual and family needs.</li></ul>	
	<b>Entrepreneurship</b>	Standards <b>1</b> <b>2</b> <b>3</b>
	<b>Students will:</b>	
	<ul style="list-style-type: none"><li>• assess personal characteristics in relation to those of successful entrepreneurs</li><li>• explain the advantages and disadvantages of business ownership</li><li>• conduct a market survey</li><li>• develop a marketing strategy</li><li>• construct a sound business plan</li><li>• identify the start-up costs for a business</li><li>• evaluate sources of new venture financing</li><li>• explain a profit and loss statement and construct a balance sheet</li><li>• develop an accounting system and plan the organizational structure for a business</li><li>• establish long and short-term goals for a business</li><li>• participate in the operation of a business.</li></ul>	

## Commencement Sequences

There are two commencement level sequences: **Food and Nutrition** and **Human Services and Family Studies**.

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## Food and Nutrition Sequence

INTERMEDIATE	Food and Nutrition CORE	Standard <b>1</b>
	<p>Students will:</p> <ul style="list-style-type: none"><li>• apply nutrition concepts to daily living</li><li>• use basic food preparation skills to prepare nutritious foods safely</li><li>• follow basic recipes to ensure successful products</li><li>• plan and purchase foods in a nutritionally and economically sound manner for self and family</li><li>• select meal service options appropriate for various occasions, investigate food and nutrition career opportunities, and evaluate suitability of personal characteristics in relation to various careers.</li></ul>	

COMMENCEMENT	Food Preparation and Nutrition	Standards <b>1</b> <b>2</b>
	<p>Students will:</p> <ul style="list-style-type: none"><li>• describe the role of food in growth, maintenance, and functioning of the body</li><li>• explain the factors that must be considered in making a plan for weight loss, weight gain, and weight maintenance</li><li>• perform the basic skills and techniques for food preparation</li><li>• apply nutrition concepts to daily living</li><li>• explore the employment opportunities related to food preparation and nutrition</li><li>• apply the steps of the decision-making process in selecting and preparing food for good nutrition and health.</li></ul>	
	Nutrition, Health, and Fitness	Standard <b>1</b>
	<p>Students will:</p> <ul style="list-style-type: none"><li>• assess personal fitness and eating habits</li><li>• explain the risks associated with special diets</li><li>• explain the effect of gender on physical performance</li><li>• design a personal plan for lifetime fitness</li><li>• estimate the energy requirements of various athletic sports</li><li>• differentiate between safe and unsafe nutritional practices related to various athletic sports</li></ul>	

## Food and Nutrition Sequence, continued

### COMMENCEMENT

- explain the importance of complex carbohydrates in the diet
- differentiate between healthy and unhealthy levels of fat in a diet
- explain the importance of protein in the human diet throughout the life cycle
- explain the effects of excesses and deficiencies in vitamin intake
- analyze sample diets for adequate mineral content
- weigh personal career opportunities in relation to a career in nutrition.

#### Culture and Foods

Standard **1**

Students will:

- explain how culture affects food choices
- explain how location and climate affect food supply
- identify why food patterns differ from region to region and country to country
- prepare a variety of foods that are typical of the country being studied and compare to regions where that population migrated in the United States
- examine the difference between chronic hunger, malnutrition, and famine
- determine how finite resources can be used to meet worldwide needs
- appreciate a variety of family customs, traditions, and differences related to foods
- investigate new methods of feeding a growing population.

#### Gourmet Food

Standards **1 3**

Students will:

- understand the factors that contribute to culinary excellence
- prepare and present a variety of gourmet foods
- use skills involved in a variety of related careers such as food photography, journalism, and styling
- understand how to use specialized equipment.

#### Commercial Food Program

Standards **1 2 3**

Students will:

- evaluate career paths within the food and service industries
- use effective communication skills
- demonstrate food safety and sanitation procedures
- select, use, and maintain food production equipment
- plan menu items based on standardized recipes to meet customer needs
- prepare all categories of menu items utilizing commercial materials to produce a variety of food products
- implement food service management functions
- demonstrate the concept of internal and external customer service.

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## Food and Nutrition Sequence, continued

<b>COMMENCEMENT</b>	Applied Food Science	Standard <b>1</b>
	Students will consider: <ul style="list-style-type: none"><li>• food health and safety issues</li><li>• chemical and material science applications<ul style="list-style-type: none"><li>- chemical terminology</li><li>- chemical reactions</li><li>- chemical hazards</li><li>- materials science and testing</li></ul></li><li>• food science application<ul style="list-style-type: none"><li>- science of food preparation</li><li>- science of food processing</li></ul></li><li>• food industry occupations.</li></ul>	

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## Human Services and Family Studies Sequence

<b>INTERMEDIATE</b>	Human Development CORE	Standards <b>1</b> <b>2</b>
	Students will: <ul style="list-style-type: none"><li>• identify and describe unique characteristics of the adolescent period</li><li>• analyze life roles in relation to family, career, and community responsibilities</li><li>• become aware of considerations in relating to younger children</li><li>• describe ways to relate to and learn from adults</li><li>• identify and analyze careers in relation to human development.</li></ul>	

<b>COMMENCEMENT</b>	Child Development	Standards <b>1</b> <b>2</b> <b>3</b>
	Students will: <ul style="list-style-type: none"><li>• understand the stages of child development from prenatal through adolescence</li><li>• understand the issues and concerns of parents of children with special needs</li><li>• investigate the ways infants communicate their needs and how these needs are identified and satisfied</li></ul>	

## Human Services and Family Studies Sequence, continued

### COMMENCEMENT

- interact with children in a variety of situations
- apply principles of child development and psychology in choosing guidance and discipline techniques
- recognize ways to evaluate each child's progress
- examine ways to deal with problems such as stress, addiction, divorce, and death, and examine ways to deal with these problems to minimize the negative effect on children.

#### Early Childhood Education Program

Standard

2

Students will:

- identify the types of programs serving children and characteristics of these programs
- evaluate a program to determine the quality of care it provides for children
- identify desirable characteristics of an early childhood center's indoor and outdoor space design
- list reasons for establishing goals in a child care program
- plan, prepare, and present activities for organizing the physical, interpersonal, and learning environment of a child care program
- assist in the daily operation of an early childhood education center
- observe policies of centers concerning work schedules, absences, and health regulations.

#### Adolescent Psychology

Standard

2

Students will:

- define self-concept and ways to foster feelings of positive self-esteem
- recognize and practice skills needed for effective communication with all age levels
- examine the physical, cognitive, and psycho-social development of the adolescent
- examine the changing roles of males and females
- identify, analyze, and apply the functions of group dynamics
- define self-empowerment and apply to personal needs and choices
- explain how the adolescent's relationships with parents, siblings, peers, and other persons change over time
- identify stressful and crisis situations for adolescents and how to manage them
- identify community agencies and hot line numbers and investigate the services they provide
- plan ways to use acquired skills in service to the community.

# Human Services and Family Studies Sequence, continued

## COMMENCEMENT

### Gerontology

Standards

1 2 3

Students will:

- identify common myths about aging and positive facts to dispel stereotyping
- recognize the aging process and identify factors that contribute to a productive and longer life
- identify the changes that occur throughout the aging process, the needs created by these changes, and ways to respond to the needs of the elderly
- recognize that adolescents and mature adults have similar interests, aspirations, and needs
- examine factors in the environment that make the elderly vulnerable to criminal acts and susceptible to accidents, and suggest ways of prevention
- examine the housing choices of the elderly and how choices are made
- research career opportunities in the field of gerontology.

### Careers in Human Services

Standard

2

Students will:

- understand the major stages of human development—physical, social, emotional, and psychological—and the problems that are part of the phases of human growth
- demonstrate understanding of and sensitivity to individual, ethnic, and cultural differences among individuals and families
- explore a variety of community-based human service agencies and careers
- demonstrate effective communication skills, decision-making strategies, and problem solving techniques with children, the elderly, the families of clients, and staff colleagues.

### Family Dynamics

Standard

2

Students will:

- explore stress management and coping techniques
- describe the changes that occur in families during their life cycle
- analyze life roles related to family, career, and community responsibilities.

# Parenting: Course Outline

**F**amily and Consumer Sciences educators are currently involved in the alignment of National Standards with New York's State learning standards. The New York State standards challenge every discipline to evaluate content and develop courses and learning experiences that promote lifelong learning, the development of a repertoire of skills, and a base of knowledge to meet the challenges of life in the 21st century. The disciplines of Health, Physical Education, and Family and Consumer Sciences provide learning experiences that facilitate this balance between preparation for the world of work and those multiple adult roles including roles as members of families, communities, and the work force. For our integrated disciplines, these connections center around quality of life issues.

One of the key objectives of educational programs in Family and Consumer Sciences is to help students recognize the critical role of families as the building blocks of a healthy community and the job of parents as the promoters and supporters of healthy family life and family values.



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*The Family and Consumer Sciences National Standards incorporate content, process elements and academic standards to assist the discipline in meeting needs of families, communities, and the workplace. These standards also will provide a framework that will help states to move into higher levels of application processes through the use of validated scenarios.*

Jewell Deene Ellis  
Family and Consumer Sciences Educator

## Goal

The purpose of this course, developed by the North Rose-Wolcott Central School District is to empower students to explore and define their goals and to become knowledgeable about the roles and responsibilities of becoming a parent. The chart that follows is a snapshot of a semester course of .5 units of credit.

Source: Bonnie Perkins, North Rose-Wolcott Central School District.

September or February	October or March	November or April	December or May	January or June
<i>Life Planning</i>	<i>Prenatal Development</i>	<i>Care and Development of Children: The Child in the Family</i>	<i>Responsible Caregiving</i>	<i>Community Networking</i>
<b>Decision-making</b> <ul style="list-style-type: none"> <li>• Self-esteem</li> <li>• Future Goals</li> <li>• Sexuality</li> </ul> <b>Choosing Parenthood</b> <b>Parenting: A Lifetime Commitment</b>	<b>Prenatal Decisions and Care</b> <ul style="list-style-type: none"> <li>• Influences <ul style="list-style-type: none"> <li>Hereditary</li> <li>Smoking</li> <li>Alcohol</li> <li>Drugs</li> <li>Maternal Age</li> <li>Environment</li> </ul> </li> <li>• Care of the Mother <ul style="list-style-type: none"> <li>Nutrition</li> <li>Exercise</li> <li>Sleep/Rest</li> <li>Previous Illness</li> </ul> </li> <li>• Adjustments During Pregnancy <ul style="list-style-type: none"> <li>Physical</li> <li>Emotional</li> <li>Mental</li> <li>Financial</li> </ul> </li> <li>• Prenatal Development</li> <li>• Delivery and Postnatal Care <ul style="list-style-type: none"> <li>Labor</li> <li>Birth Process</li> <li>Bonding</li> <li>Attachment to Neonate</li> </ul> </li> </ul>	<b>Care and Development of Children</b> <ul style="list-style-type: none"> <li>• Review of Research</li> <li>• Infants</li> <li>• Toddlers</li> <li>• Preschoolers</li> <li>• School-age</li> </ul> <b>The Family</b> <ul style="list-style-type: none"> <li>• Family Defined</li> <li>• Family Structures</li> <li>• Family Functions</li> <li>• Interpersonal Relationships</li> </ul>	<b>Parenting Skills</b> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Guidance</li> <li>• Fostering Learning <ul style="list-style-type: none"> <li>Preschool Readiness</li> <li>Lifelong Learning</li> </ul> </li> </ul>	<b>Community Resources Support Systems for Families</b> <ul style="list-style-type: none"> <li>• Balancing Work and Family</li> <li>• Crisis Management</li> </ul> <b>Careers</b> <ul style="list-style-type: none"> <li>• Transferable Skills</li> <li>• Career Development</li> <li>• Job Shadowing/ Mentoring</li> <li>• Employment Opportunities</li> </ul>

Source: Bonnie Perkins, North Rose-Wolcott Central School District.