

New York State Health Standards

Standard 1—Personal Health and Fitness

Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.

Students will:

- demonstrate the necessary knowledge and skills to promote healthy development into adulthood.
- apply prevention and risk reduction strategies which can delay the onset or reduce the risk of potential health problems into adulthood.
- evaluate how the multiple influences which affect health decisions and behaviors can be altered.

This is evident, for example, when students:

- ▲ identify the consequences associated with engaging in high risk behaviors which compromise health, such as driving under the influence of alcohol/drugs.
- ▲ evaluate how marijuana impacts the developing brain, learning and memory.
- ▲ identify how marijuana distorts visual information, impairs reaction time and useful field of vision.

Standard 2—A Safe and Healthy Environment

Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.

Students will:

- recognize hazardous conditions in the home, school, work place, and community and propose solutions to eliminate or reduce them.
- recognize how individual behavior affects the quality of the environment.

This is evident, for example, when students:

- ▲ evaluate the negative impact impaired driving has on the self and the public.
- ▲ demonstrate how marijuana can impact planning, navigating and accomplishing a task.
- ▲ recognize laws that are designed to keep drivers and the public safe on the road.

Standard 3—Resource Management

Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.

Students will:

- identify characteristics of valid health information and health-promoting products and services and know where to locate them.

This is evident, for example, when students:

- ▲ identify public health campaigns, such as NHSTA's, "If You Feel Different, You Drive Different", which promotes healthy and safe living.