

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).



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Foreword

New York State is engaged in a serious effort to raise standards for students. The strategy for raising standards, as clearly articulated by Commissioner Richard Mills, includes three elements:

1. Setting clear, high expectations/standards for *all* students and developing an effective means of assessing student progress in meeting the standards;
2. Building the local capacity of schools/districts to enable *all* students to meet standards; and
3. Making public the results of the assessment of student progress through school reports.

The learning standards approved by the Board of Regents reflect the intensive, collaborative work conducted over the past few years by the State Education Department and by national groups, such as the National Center for Restructuring Education, Schools and Teaching (NCREST), the Council of Chief State School Officers, and the New Standards Project.

Learning standards have two primary dimensions. **Content standards** describe what students should know, understand, and be able to do. **Performance standards** define levels of student achievement pertaining to content. However, the teaching and learning which takes place in between is the heart of the matter. This addresses **opportunity to learn standards** and is, perhaps, the most crucial element of the entire process.

Classroom teachers have a tremendous challenge. They must bring reality to the **teaching and learning** process in order to assure that *all* of their students will perform at higher levels. They also have a wonderful opportunity for both professional and personal growth. Numberless occasions are available for teachers to really examine their instructional practice, to share what it is they do each day with their students, to work in collaboration with other teachers and students and, thereby, to grow in their understanding of the craft of teaching. In his book, ***Teaching: Making Sense of an Uncertain Craft*** (Teacher's College Press, 1992), Joseph McDonald states that:

“Real teaching. . . happens inside a wild triangle of relations—among teachers, students, subject—and all points of the triangle shift continuously.”

This Resource Guide has been developed to get inside this triangle and provide some clarity, to demonstrate concretely how colleagues across the State are tackling the job of standards-based teaching and learning, and to offer examples of resource/research materials which can serve to inform local curriculum development. The standards define the points of the triangle; they are the starting point. Assessments are simultaneously ends and beginnings; they serve both as benchmarks to ascertain what and how well students are learning and as springboards for further teaching and learning. Real teaching shifts continuously in response to the needs of students as they strive to understand the content and to demonstrate their understanding in a variety of assessment contexts.

The Board of Regents recognizes the diversity of students in New York State, including students with disabilities, students with limited English proficiency, gifted students, and educationally disadvantaged students, and has made a strong commitment to integrating the education of all students into the total school program. The standards in the framework apply to all students, regardless of their experiential background, capabilities, developmental and learning differences, interests, or ambitions. A classroom typically includes students with a wide range of abilities who may pursue multiple pathways to learn effectively, participate meaningfully, and work toward attaining the curricular standards. Students with diverse learning needs may need accommodations or adaptations of instructional strategies and materials to enhance their learning and/or adjust for their learning capabilities.

The ***Health, Physical Education, and Family and Consumer Sciences Resource Guide*** has been conceptualized using these philosophical bases. The content has been selected to address important aspects of the teaching and learning process. It is our hope that all the partners in all learning communities in New York State will find the document useful, practical, and informative.

Health, Physical Education, and Family and Consumer Sciences Resource Guide

Introduction

The *Health, Physical Education, and Family and Consumer Sciences Resource Guide* is designed to serve as a companion document to the Framework and State Standards. The Guide has been developed with significant input from local districts, schools, teachers, and other educators who are currently working to align their instructional practices with the State standards. The document is not meant to be a finished product or comprehensive in nature. Yet, it provides teachers with a wealth of information, strategies, learning experiences, sample assessments, research, and specific discipline materials which can be used in the curriculum development process within each school/district.

The *Health, Physical Education, and Family and Consumer Sciences Resource Guide* is divided into three major sections:

Part I: Planning a Standards-Based Curriculum: Curriculum Essentials

The purpose of this section is to outline the essential elements in planning a standards-based Health, Physical Education, and Family and Consumer Sciences curriculum. It contains such information as a detailed scope and sequence for each State standard, examples of connections between the standards in Health, Physical Education, and Family and Consumer Sciences and other State standards, and samples of local curricula.

Part II: Planning a Standards-Based Curriculum: Learning Experiences

Standards-based learning experiences developed and reviewed by classroom teachers from across the State are presented in this section as examples of activities that can be used to bring the State standards to life in a classroom setting.

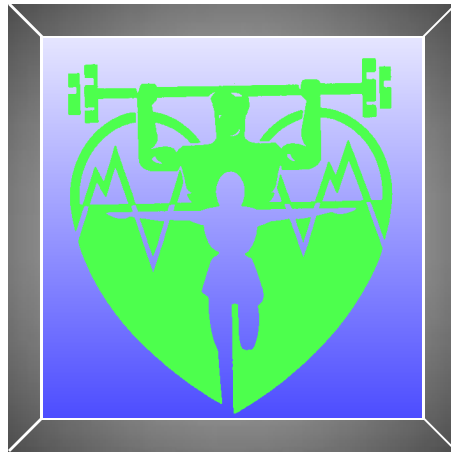
Part III: Planning a Standards-Based Curriculum: Assessment Models

Assessment is a critical component of the learning process. This section provides teachers with samples as well as generic guidelines and practices that will be helpful in creating local assessments. Information on the proposed State assessment program has also been provided.

This guide is not a final, complete document. Rather, the materials and learning experiences included in this edition represent a beginning. We are hopeful that many other educators in schools across the State will continue to make contributions to this document that will make it an even richer expression of teacher and administrator commitment to teaching and learning. It is our hope that teachers, schools, and districts will send us locally-developed curricular materials, assessments, learning experiences, and other resources that they would like to share with others.

The final version of the ***Health, Physical Education, and Family and Consumer Sciences Resource Guide*** will be available in hardcopy, as a Compact Disc for use on CD Rom, and is accessible on the Internet at the following address:

<http://www.nysed.gov>



Health, Physical Education, Family and Consumer Sciences

Resource Guide

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Introduction

As 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.

“

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



“

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

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.
-

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

Health 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.

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.

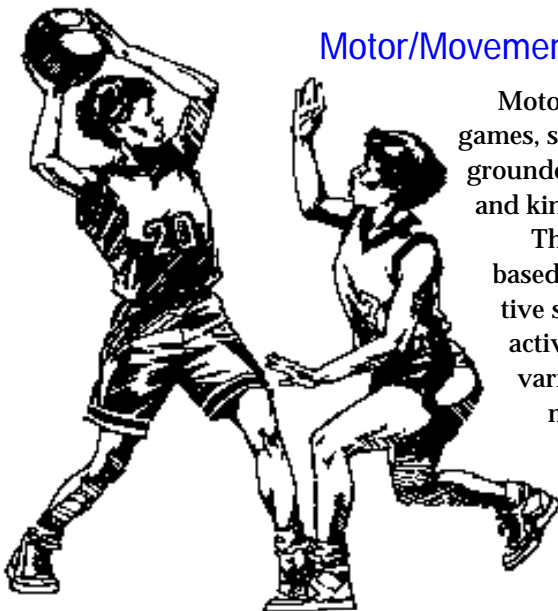
Physical Education

Physical 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.

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.

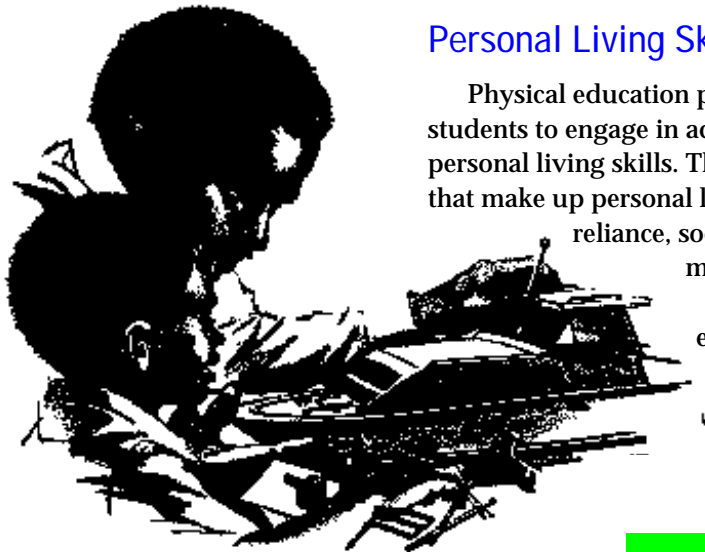
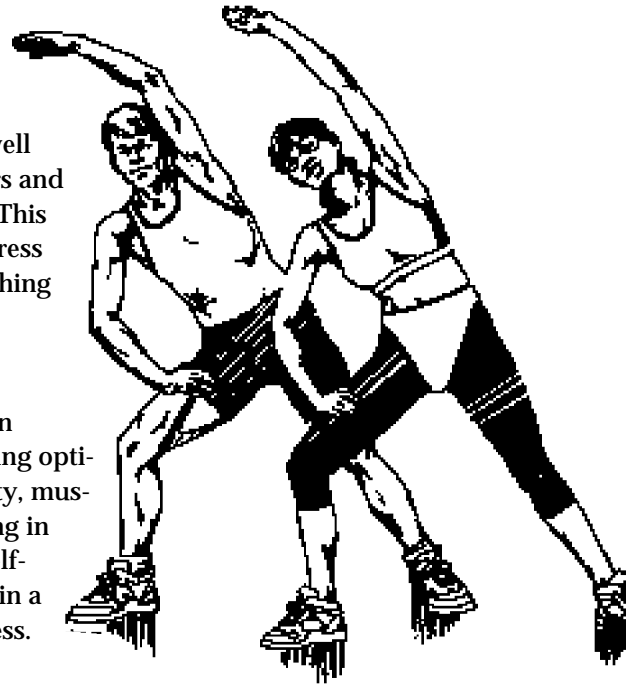
All students need to demonstrate competency in a wide variety of activities and mastery in a few selected ones, preferably those that can be enjoyed throughout adult life.

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.

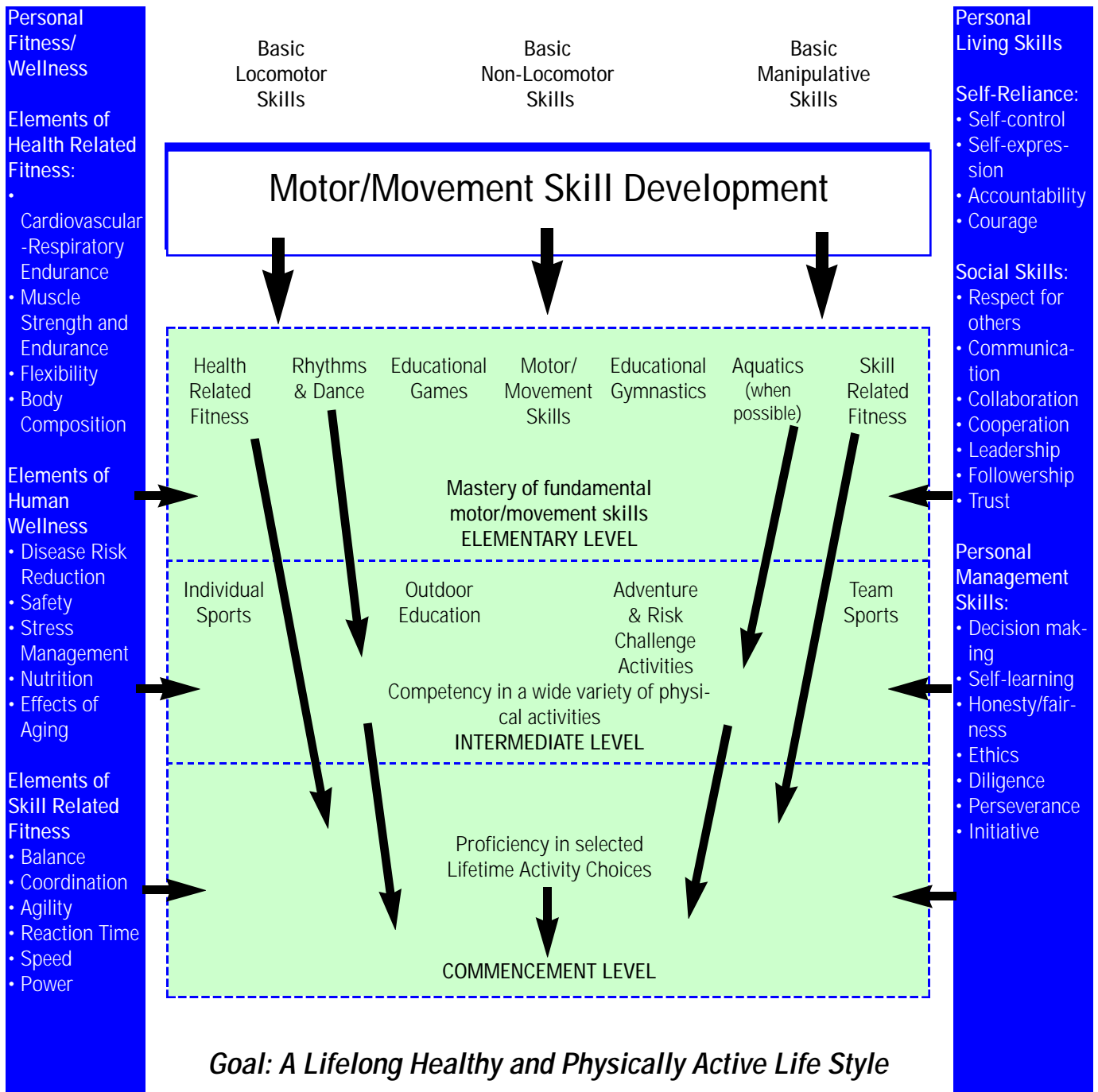
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Children are born intrinsically motivated to be physically active. That motivation if kept alive by physical success, freedom, and fun will do more than promote the fitness behaviors that add years to life. It will maintain the physical zest that adds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

Family 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.

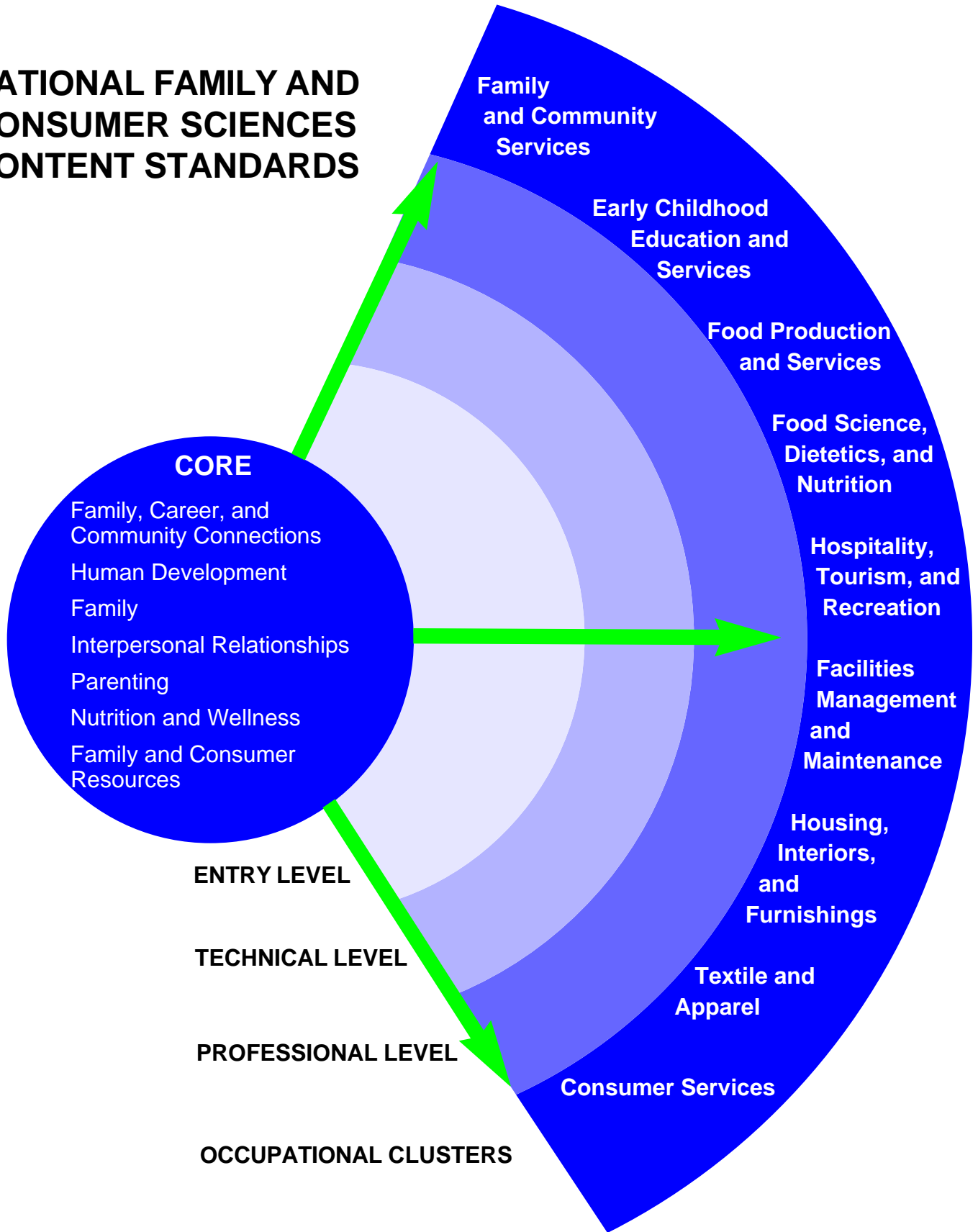
Textiles and Apparel

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"> recognize and use appropriate (anatomical) terms for body parts and functions 1 recognize that individuals develop in a sequence with varying rates and unique patterns 1 understand that a person's physical appearance is determined by both heredity and family patterns 1 identify the biological differences between males and females 1 relate personal health practices to changes that occur during puberty. 1 	<p>At the intermediate level, students will:</p> <ul style="list-style-type: none"> respect an individual's right to privacy while acknowledging the need to communicate effectively concerning the parts and functions of the human body 1, 2 relate developmental changes in their own lives to family patterns 1 analyze how their physical appearance is related to family patterns 1 comprehend how the biological differences between males and females contribute to an individual's role in reproduction 1 understand the need to alter health practices to meet the changes occurring in their bodies as a result of the changes associated with puberty. 1 	<p>At the commencement level, students will:</p> <ul style="list-style-type: none"> respect the complex interactions of the human body's parts and their respective functions 1 appreciate the unique patterns of development and change that occur throughout the life cycle 1 select physical activities appropriate to an individual's body type, family background, and life style 1 appreciate the responsibilities associated with sexuality throughout the life cycle 1 give priority to the personal health practices associated with the changes that occur throughout the life cycle. 1
<p>Summary: 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>Summary: 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>Summary: 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"> • recognize healthy and unhealthy ways to deal with emotional conflict 1, 2 • show consideration for the emotional needs and feelings of others 2 • recognize that emotional problems can become serious enough to require professional help. 2, 3 	<p>At the intermediate level, students will:</p> <ul style="list-style-type: none"> • demonstrate healthy ways to deal with emotional conflict 1, 2 • describe how a person's emotional needs and feelings contribute to overall health 1 • identify age-appropriate resources individuals may use to assist them with personal, family, or work-related emotional problems. 3 	<p>At the commencement level, students will:</p> <ul style="list-style-type: none"> • employ several different skills to successfully resolve conflicts 2 • demonstrate a respect for the emotional needs and problems that others face 2 • demonstrate an understanding of how to obtain appropriate assistance for their own or family members' emotional problems 2 • understand methods of helping others obtain appropriate assistance for emotional problems. 3
<p>Summary: 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>Summary: 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>Summary: 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"> • identify nutrient groups found in food (protein, carbohydrates, fat, vitamins, minerals, and water) 1 • explain how eating nutritionally-balanced meals and snacks has a positive effect on one's health 1 • discuss how family and friends influence one's food choices 1 • discuss guidelines for the safe storage of food 2 • identify opportunities to reduce food waste and promote recycling 2 • examine how advertising affects personal food choices. 1 	<p>At the intermediate level, students will:</p> <ul style="list-style-type: none"> • select foods that are needed to maintain health 1 • discuss nutrients and explain how food supplies the nutrients needed for growth, development, repair, and maintenance of the body 1 • recognize factors that influence food choices (social, cultural, economic, availability, and production) 1 • identify local, state, and federal agencies responsible for food safety and sanitation 2, 3 • demonstrate ways to positively influence recycling to reduce food waste and maintain safety 2, 3 • identify resources available for evaluating nutritional information. 1, 3 	<p>At the commencement level, students will:</p> <ul style="list-style-type: none"> • assess personal dietary patterns to adjust nutrient and caloric intake depending on age, activity level, and physiological state 1 • develop dietary plans to incorporate changing nutritional requirements that occur throughout one's life 1 • use problem solving strategies to solve food access issues and nutrition-related problems 1, 3 • apply principles of food safety and sanitation in selecting and preparing food 2 • develop a plan to reduce waste and increase recycling and food safety within the community 2, 3 • employ skills related to reading nutritional information on labels when selecting food. 1
<p>Summary: 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>Summary: 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>Summary: 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"> • identify resources that individuals may consult for accurate information concerning the environment 3 • identify the personal, emotional, social, and physical elements of the environment that contribute to an individual's safety, well being, and enjoyment of life 1, 2, 3 • understand their responsibility to have a positive personal impact on the environment. 2, 3 	<p>At the intermediate level, students will:</p> <ul style="list-style-type: none"> • use resources to assess the impact of personal decisions on the environment 2, 3 • initiate changes in their personal environment that contribute to the development of a safer and healthier environment 2 • understand the need for personal involvement in improving the environment. 3 	<p>At the commencement level, students will:</p> <ul style="list-style-type: none"> • participate in making decisions to improve the overall quality of the environment 2, 3 • practice environmentally safe and healthy lifestyles 1, 2 • advocate for a healthy environment for individuals, families, and society. 2, 3
<p>Summary: 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>Summary: 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>Summary: 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"> • recognize that various family structures exist 3 • realize that any tasks, jobs, or occupations can be done by males and females 1,3 • demonstrate qualities of friendship 1 • identify how bodies change as children grow 1 • recognize, refuse, and report incidences of abuse or neglect. 2, 3 	<p>At the intermediate level, students will:</p> <ul style="list-style-type: none"> • summarize various kinds of families and how family members nurture one another 1 • differentiate roles and relationships within the family 1 • predict how and why friendships change 1 • clarify reasons for abstinence from sexual activity 1, 2 • explain emotional and physical changes that occur during puberty 1 • define and describe positive/healthy relationships between and among males and females 1, 2 • demonstrate techniques for preventing and reporting various types of abuse and neglect including date rape, sexual assault, incest, and molestation. 2, 3 	<p>At the commencement level, students will:</p> <ul style="list-style-type: none"> • analyze the skills, attitudes, and behaviors necessary to become a competent parent 2, 3 • explore careers and discuss how families are affected by career choice 3 • compare and contrast mature and immature love 1 • evaluate responsibilities and consequences of sexual activity 1, 2 • understand personal, psychological, emotional, and physical benefits of delaying sexual activity 1 • explore the changes in physical and sexual functioning that occur throughout the life cycle 1 • research various methods of contraception and the effectiveness of each 1 • analyze psychological and sociological assets which reduce or eliminate dating violence, date rape, and sexual assault. 2
<p>Summary: 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>Summary: 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>Summary: 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"> • compare and contrast infectious and non-infectious diseases 1 • examine the chain of infection and know how to break it 1, 2 • understand the role of personal behavior in health promotion and disease prevention 1, 2, 3 • appreciate how many diseases can be avoided or minimized by one's personal health behaviors 1, 2 • protect themselves and others by taking age-appropriate steps to avoid the spread of disease 1, 2 • identify possible causes, effects, and treatment of disabilities and methods of prevention 1 • discuss resources available for dealing with diseases and disorders. 3 	<p>At the intermediate level, students will:</p> <ul style="list-style-type: none"> • demonstrate an understanding of infectious disease transmission 1 • assess the relationship between the body's immune system and the disease process 1 • 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 1, 2 • respect how personal health behaviors enhance health and reduce or minimize disease 1, 2 • promote health behaviors that reduce risks associated with diseases and disorders 1, 2 • describe how hereditary, environmental, and life style factors affect health 1 • select community resources available for dealing with diseases and disorders. 3 	<p>At the commencement level, students will:</p> <ul style="list-style-type: none"> • project how infectious disease transmission can be interrupted 1 • evaluate the body's defense mechanisms for interrupting the disease process 1 • practice health-related behaviors which promote health and reduce lifetime risks, risks of cancer, cardiovascular disease, and other life style-related diseases 1, 2 • advocate the positive effects of behavioral choices related to diseases 2, 3 • understand that behaviors can reduce the risk of diseases, disorders, and disabilities 1, 2 • predict the consequences of negative environmental and life style factors on diseases, disorders, and reproductive health 1, 2 • obtain community resources for dealing with diseases and disorders when needed. 3
<p>Summary: 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>Summary: 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>Summary: 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"> • identify the harmful effects of misusing or abusing alcohol, tobacco, and other drugs 1, 2 • articulate a variety of ways to say no to alcohol, tobacco, and drugs. 1, 2 	<p>At the intermediate level, students will:</p> <ul style="list-style-type: none"> • differentiate among the short- and long-term effects of alcohol, tobacco, and other drug use 1, 2 • develop an understanding of the manner in which the home, the school, and the community can influence, alcohol, tobacco, and other drug use behaviors 1, 2, 3 • practice a variety of problem-solving, communication, and stress-management skills to resist alcohol, tobacco, and other drugs. 1, 2 	<p>At the commencement level, students will:</p> <ul style="list-style-type: none"> • 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. 1, 2, 3 • identify how alcohol, tobacco, and other drug use can affect pregnancy, newborns, and child growth and development 1 • initiate a variety of problem-solving, communication, and stress-management skills to resist alcohol, tobacco, and other drugs. 1, 2
<p>Summary: 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>Summary: 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>Summary: 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"> • identify people who can help if illness or injury occurs 3 • discuss health care practices and products 1 • identify reliable sources of consumer health information. 3 	<p>At the intermediate level, students will:</p> <ul style="list-style-type: none"> • identify reasons for selecting health care products or services 1 • explain state and federal laws that protect the consumer 3 • discuss criteria for being an informed consumer. 3 	<p>At the commencement level, students will:</p> <ul style="list-style-type: none"> • evaluate criteria for selecting health care products or services 1, 3 • participate in consumer rights and practice responsibilities 3 • develop knowledge necessary to determine whether advertising claims are accurate, misleading, or deceptive. 3
<p>Summary: 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>Summary: 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>Summary: 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"> • recognize an unsafe condition and take appropriate action to reduce the hazard 2 • participate in safety drills and basic first aid training 2 • discuss precautions and procedures to follow in dangerous events such as weather conditions or natural disasters 2 • identify steps used in conflict resolution. 2 	<p>At the intermediate school level, students will:</p> <ul style="list-style-type: none"> • anticipate situations that could increase the risk of injury and select risk-reducing strategies to effectively deal with that situation 2 • demonstrate and prioritize emergency procedures to be followed when injury, illness, or accidents occur 2 • distinguish between hazards in the environment that are produced by people and those that are a result of natural phenomena 2 • compare and contrast violent behavior with conflict resolution skills. 2 	<p>At the commencement level, students will:</p> <ul style="list-style-type: none"> • design and implement a plan to improve safety in the home, school, work place, or community 2 • using universal precaution, apply first aid, CPR and/or other emergency procedures appropriately 2 • recognize how fatigue, drugs, alcohol, and stress increase accidents and injury 2 • employ conflict resolution skills within the home, school, work place, and community. 2
<p>Summary: 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>Summary: 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>Summary: 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>



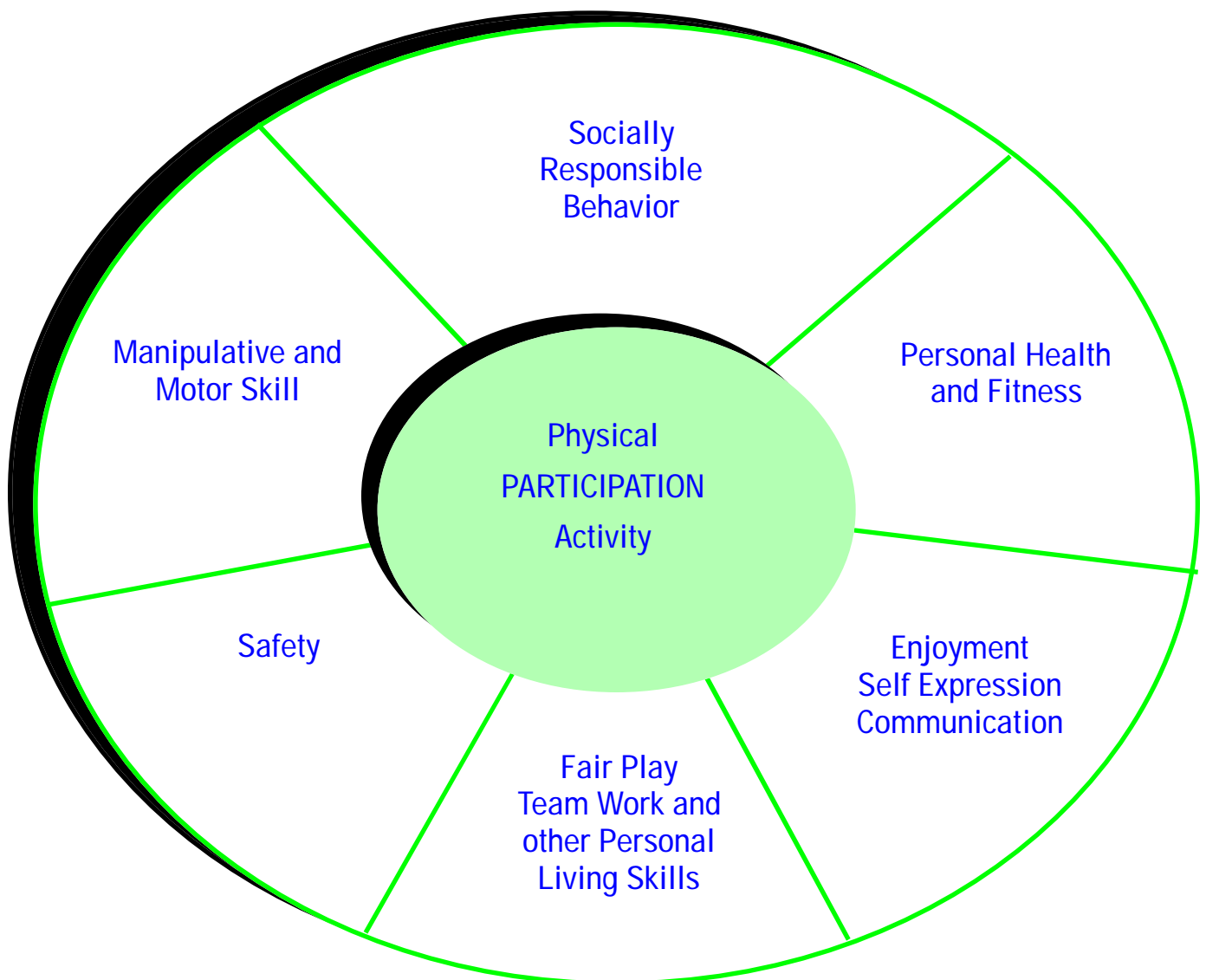
Community Health

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

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

Standard 1. continued

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

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

Standard 1. continued

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

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

Standard 2. continued

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

Standard 2. continued

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

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

Standard 3. continued

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

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

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

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

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

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

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

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

Standard 5. continued

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

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

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

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

Standard 6. continued

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

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

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

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



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 _____

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

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

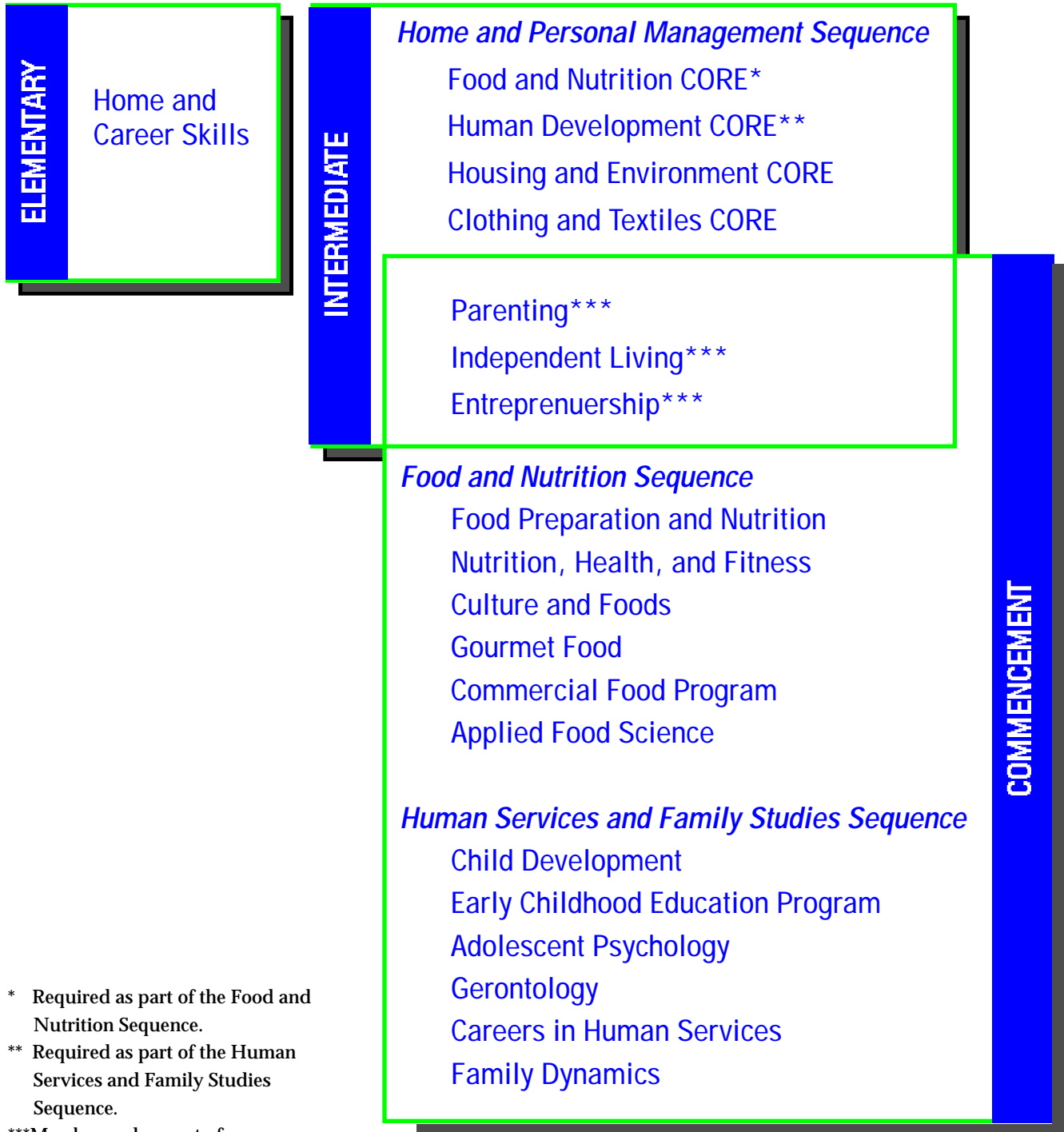
Weight Training

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

ELEMENTARY	Standards 1 2 3
	<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">• Personal Development<ul style="list-style-type: none">- Awareness of Self- Relationships with Others• Personal and Family Resource Management<ul style="list-style-type: none">- Consumer Skills- Financial Management- Nutrition and Wellness- Home and Personal Environment/Living Space• Career Planning<ul style="list-style-type: none">- Overview of Work- Career Plans- Entrepreneurship

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.

INTERMEDIATE	Standard 1
	<p>Food and Nutrition CORE</p> <p>Students will:</p> <ul style="list-style-type: none">• apply nutrition concepts to daily living• use basic food preparation skills to prepare nutritious foods safely• follow basic recipes to ensure successful products• plan and purchase foods in a nutritionally and economically sound manner for self and family• 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.

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

Commencement Sequences

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

Food and Nutrition Sequence

INTERMEDIATE	Food and Nutrition CORE	Standard 1
	<p>Students will:</p> <ul style="list-style-type: none">• apply nutrition concepts to daily living• use basic food preparation skills to prepare nutritious foods safely• follow basic recipes to ensure successful products• plan and purchase foods in a nutritionally and economically sound manner for self and family• 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.	

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

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.

Food and Nutrition Sequence, continued

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

Human Services and Family Studies Sequence

INTERMEDIATE	Human Development CORE	Standards 1 2
	Students will: <ul style="list-style-type: none">• 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.	

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

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

Family 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

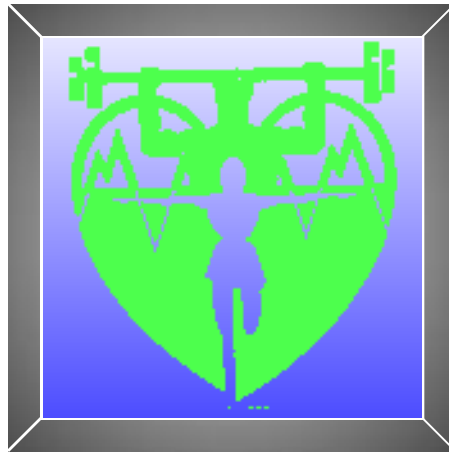
Goal

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

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



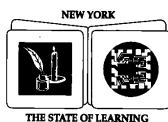
Health, Physical Education, Family and Consumer Sciences

Resource Guide

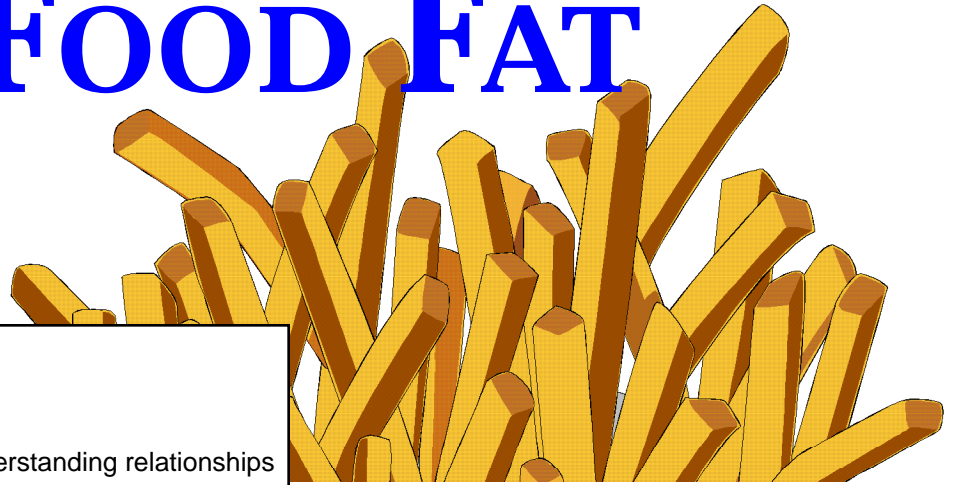
PART II.1

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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).



FOOD FAT



HEALTH
PE
F&CS
1

▲ understanding relationships among diet, health, and physical activity

This is a high interest activity that can be part of a larger unit, an introductory activity, or a lesson by itself.

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Mynderse Academy

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Grades 9-12

Name of snack _____

Serving size _____

Calories per serving _____

Fat (grams) per serving _____

% of Calories from fat _____

Calculated by: $\frac{\text{fat grams} \times 9 \text{ calories}}{\text{total calories}}$

of Minutes to run or walk (circle)
to burn off these calories _____

In the past, this activity has been included in the Food and Nutrition classes, but this year it is a part of an interdisciplinary unit for Health, Physical Education, and Family and Consumer Science students combining Heart Health, Aerobics, and Healthy Food Choices.

The purpose of Food Fat is for teenagers to evaluate snack foods dealing with calories and fat and to use this information to make informed and wise food choices.

Students will be able to identify the amount of fat in common snack foods, and graphically see the fat in a container by measuring the equivalent of the food fat with shortening. Students can also determine what kind and amount of physical exercise would be needed to burn off the same number of calories from this snack food.

Students should have a general knowledge of nutrition and should be able to read a food label or nutrition chart. In some instances, students will need to perform basic math skills such as changing a fraction to a percent when calculating percent of calories from fat and simple multiplication or division to determine the length of exercise time to burn off snack food.

One class period is needed for the completion of the activity, with additional time on another day for formal sharing of results and processing of the activity.

Teacher

What The Students Do:

Using a snack food label or information from a nutrition chart, students work individually or in pairs to determine the following information:

- serving size
- calories per serving
- grams of fat
- percent of calories from fat

Continue working in pairs to determine the amount of food fat in each snack. Use shortening to represent the food fat equivalent (approximately 1 tsp. of shortening = 4 gms. of food fat) and measure that amount into a labeled container. (Wash any measuring equipment.)

Use a chart with calorie usage to determine how long a typical student would need to walk or run to burn off the calories from the snack. This information is also placed on an index card.

Report results and compare the amount of fat in common snack foods. Discuss whether their snack food was a good, fair, or poor snack choice based on fat and calories. Predict if this project will influence snack choices in the future and why by completing the assessment.

After approximately two to three weeks, complete the written assessment again to determine if healthier snack choices were being made.

Blueberry Bagels

1 bagel

190 calories

2 gms fat

10% calories from fat

Walk for 38 minutes
(avg. 143 pounds)

Corn Chips

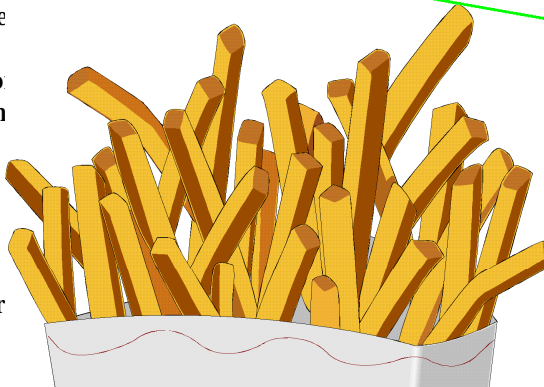
Serving Size - 1/4 oz. bag

Calories - 190

Total Fat - 12 gms

% Calories from Fat - 60%

Need to Walk 36 min. to burn 190 calories
(based on someone weighing 143 lbs.)



French Fries

37 - 1" pieces

140 calories

30% Calories from fat

6 gms. fat

Run for 15 min.

What The Teachers Does:

Assign different snacks to each student or pair of students. Provide reference materials such as nutritional charts for snacks from fast food restaurants and other charts indicating calorie expenditures for exercising such as running and walking.

Assist students needing individual help and facilitate reporting/discussion.

Provide access to a sink and detergent for washing measuring spoons.

V. Assessment Tools and Techniques

Students could be graded for completion of the classroom project and from the classroom discussion.

An individual written assessment could also be given from students' responses to the following questions:

1. What did you or others learn from this classroom activity?
2. How can this activity help you or other teenagers make healthier food choices?
3. What are at least 10 healthy food choices for snacks that are low in fat?
4. Write a brief statement about your snack habits, whether they usually include foods high or low in fat, and what you could do to improve your snack habits, if applicable.

Guide for rating class project:

3-completed all required info. for index card	2-completed most required info. for index card	1-completed little required info. for index card
3-all information accurate	2-most information accurate	1-little information accurate
3-measured shortening accurately	2-measured shortening but was off a little	1-measured shortening but was not close
3-shared information with class	2-shared most of information with class	1-shared little information with class

Guide for rating written assessment:

3-explained 5 or more things learned	2-explained 3 - 4 things learned	1-explained 1 -2 things learned
3-clearly articulated how project could help improve snack choices	2-explained, but was not clear how project could help improve snack choices	1-tried but was not able to articulate how project could help improve snack choices
3-listed 8-10 healthy snacks	2-listed 6-8 healthy snacks	1-listed 3-5 healthy snacks
3-statement included snack assessment information	2-statement included most of snack assessment information	1-statement included some of snack assessment information

Assessment

REFLECTION

This activity actively engages the students to determine fat content in foods and can be personalized when students analyze their most frequent or popular snack items. *The drawback with any awareness activity is that, despite an understanding of information, a behavior change or making better choices is not a guaranteed result.* Therefore, this activity could be enhanced with additional reinforcement activities, heart disease issues, and by stressing the relationship of exercise and health.

Creation of An Educational Toy, Game, or Story

HEALTH
PE
F&CS

2

▲ describe safe and appropriate toys and activities

Laurie Skinner

Palmyra-Macedon Central

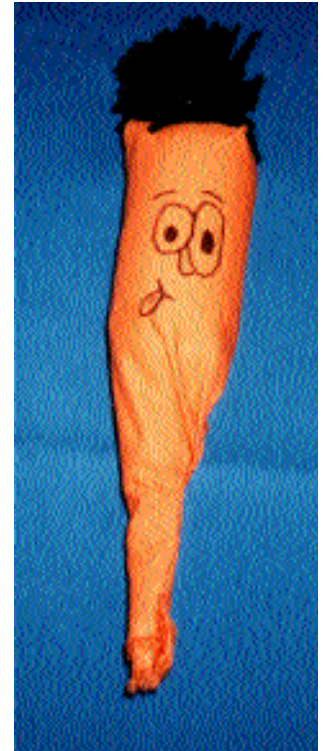
Palmyra-Macedon Middle School

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Grade 7



The instructions are to create a toy, game, or story suitable for a young child from birth to six years.

It is helpful to have some examples of toys, games, and stories for reference.

This project is not expensive.

Items can be created with things found around the home such as clean socks for a puppet, cardboard for a puzzle, construction paper for a book, etc.

This activity is part of a child care and development unit in the seventh grade.

It is a homework assignment—student are given a week to 10 days to complete it.

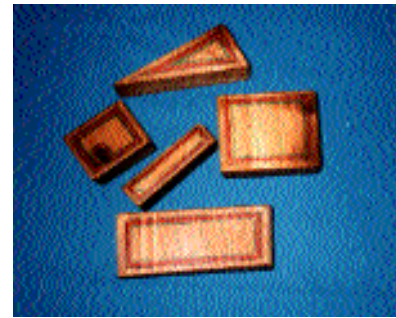
Students have studied growth, development, and play of children in this age range in other lessons.





ASSESSMENT

Does It Work?



- puppet** Does the "mouth " stay on the fingers?
- puzzle** Do the pieces link together?
- game** Does it have clear, easily followed directions?
- blocks** Can they be used to build with?
- mobile** Is the design on all sides and does it hang well?
- story book** Does it read smoothly and is the theme appropriate?
- color book** Are both primary and secondary colors shown?
- letter book** Does the book have both upper and lower case letters and an appropriate picture?
- number book** Does the book have the number (1), word written out correctly (one), and a picture representation?

Educational Toy, Game or Story Evaluation

Name _____
Date _____ Period _____

Student:

- Age for which the project is designed _____.
- Value of project for the child (What will child learn?) _____

SELECTING A GOOD TOY -Place a check mark for each question in the appropriate column.

Points T = Teacher S = Student	4 Excellent		3 Good		2 Fair		1 Poor	
	T	S	T	S	T	S	T	S
1. Does it work? (see criteria)								
2. Is it safe? No loose pieces No small pieces that could come off easily No sharp edges or staples								
3. Is it sturdy, durable, well constructed?								
4. Is it easily cleaned?								
5. Is the color lasting and harmless?								
6. Can it be used in different ways?								
7. Is it designed to meet specific needs for the child's age? Can he/she use and develop his/her skills with this toy?								
8. Is the cost reasonable?								
Total Points								
Teacher Total								
Student Total								

Comments:

Educational Toy, Game or

Name Kelly

Story Evaluation

98

Date _____ Period A

Student:

1. Age for which the project designed 3-4 yr. olds

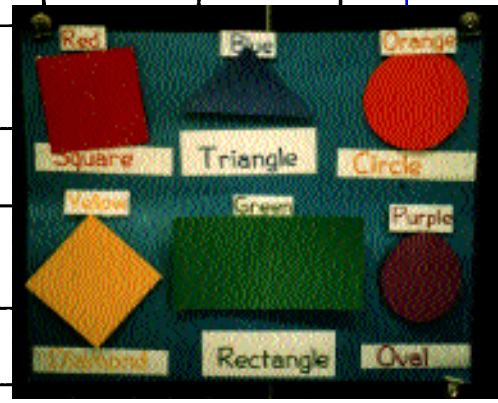
2. Value of project for the child (What will child learn?) eye hand coordination, shapes, letters, color skills

Do NOT write below.

* * * * *
SELECTING A GOOD TOY

31

Points	4 Excellent	3 Good	2 Fair	1 Poor
1. Does it work? <i>Good you have primary & secondary colors Very neatly done</i>	✓			
2. Is it safe?	✓			
3. Is it sturdy, durable, well-constructed?	✓			
4. Is it easily cleaned?		✓		
5. Is the color lasting and harmless?	✓			
6. Can it be used in different ways?	✓			
7. Is it designed to meet specific needs for the child's age? Can he/she use and develop his/her skills with this toy?	✓			
8. Is the cost reasonable?	✓			
Total Points	28	3		



Comments:

REFLECTION

I use former students' work for examples to encourage students. Magazines, catalogues, and child development texts have examples as well. Students do need encouragement and reminders.

REFLECTION:
REFLECTION:

Budgeting:

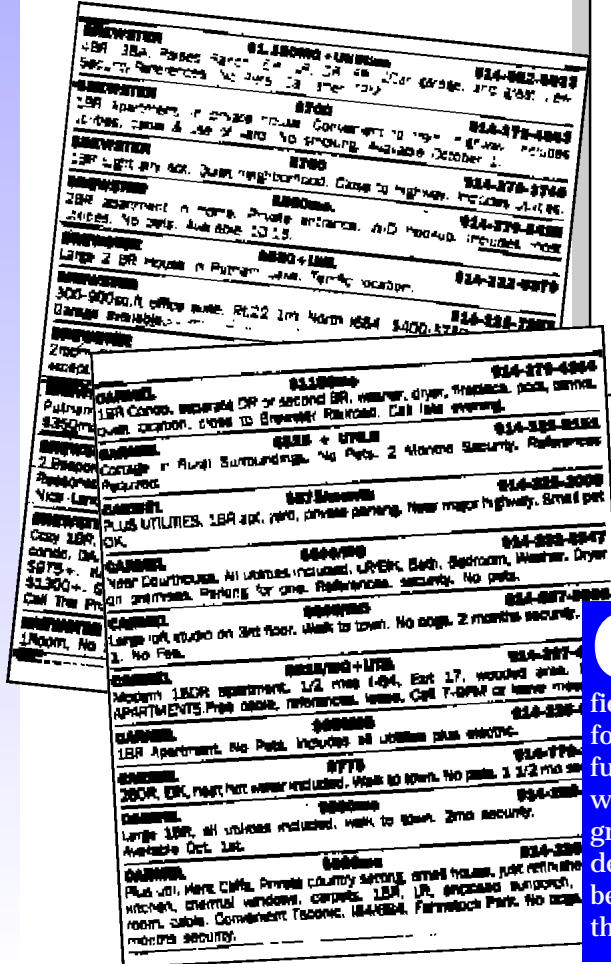
Can You Make It Out In The Real World?



HEALTH
PE
F&CS
1

▲ budget time and money by developing a financial plan

This is a unit taught immediately following lessons on principles of money management, and preceding financial awareness for post-secondary education.



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Grade 8

Students have five 40-minute periods to:

One - Select a job from local classified ads advertising employment opportunities for students with a high school diploma and no further training. Compute, on a net income worksheet, their take home pay based on their gross monthly salary, minus the standard deductions from their paycheck. This figure becomes the amount they have to work with for their monthly budget.

Administrative Assistant - training program, work on commission, flexible hours. Starting salary \$1,400 per month. No Benefits.

Administrative Assistant - some experience p
5 sick days per year. Profit sharing plan a
Some overtime expected. Good phone skills r

Marketing Representative - need outgoing, e

It is obvious from the work on the sheets that this student considered several alternatives when selecting groceries, and made adjustments to his flexible expenses in order to meet the requirements of the assignment.

Teacher

Single _____

Roommate _____

Position: Gas Station Attendant

Hourly Wage: \$6.00

ESTIMATE GROSS INCOME:

Hourly Wage 6 x number of hours worked 40 = 240 x 4 weeks
= \$960 (Monthly Gross Income)

CALCULATE NET INCOME

Income taxes = 15 percent (Gross income x .15)

\$144.00

Social Security = 6 percent (Gross income x .06)

\$57.60

Total Taxes withheld:

\$201.60

Other deductions

\$20.00

201.60
20.00

Gross income minus taxes and other deductions = Net Income

Find your net income: GROSS INCOME
MINUS TAXES
MINUS DEDUCTIONS
NET INCOME

BUDGET SHEET #1

960 The following is a shopping list of food two people would need to prepare three meals a day for one week. If you are single, divide your total by two.

ITEM	PRICE
1 package spaghetti	<u>70</u>
1 package cereal	<u>120</u>
2 cans spaghetti sauce	<u>2.90</u>
1 lb. potatoes	<u>95</u>
1 dozen eggs	<u>1.19</u>
1 gallon milk	<u>2.69</u>
1 loaf bread	<u>79</u>
1/2 lb. butter	<u>75</u>
2 cans orange juice	<u>1.20</u>
1 jar of jam	<u>1.29</u>
1 chicken	<u>3.00</u>
1 lb. hamburger meat	<u>2.00</u>
1 lb. apples	<u>1.00</u>
4 oranges	<u>1.00</u>
2 bananas (1 lb.)	<u>1.00</u>
1 head lettuce	<u>1.50</u>
1 instant dinner (Hamburger Helper, etc.)	<u>1.19</u>
1 lb. ...	<u>1.00</u>

Two - Fill out grocery prices by comparison shopping the food ads.

Students need to understand checking and savings accounts, loans and use of credit, insurance, paycheck deductions, and job benefits.

The following is a shopping list of food two people would need to prepare three meals a day for one week. If you are single, divide your total by two.

ITEM	PRICE
1 package spaghetti	<u>2.80</u>
1 package cereal	<u>1.20</u>
2 cans spaghetti sauce	<u>2.40</u>
1 lb. potatoes	<u>45</u>
1 dozen eggs	<u>1.19</u>
1 gallon milk	<u>2.69</u>
1 loaf bread	<u>79</u>
1/2 lb. butter	<u>75</u>
2 cans orange juice	<u>1.20</u>
1 jar of jam	<u>1.29</u>
1 chicken	<u>3.00</u>
1 lb. hamburger meat	<u>2.00</u>
1 lb. apples	<u>1.00</u>
4 oranges	<u>1.00</u>
2 bananas (1 lb.)	<u>1.50</u>
1 head lettuce	<u>1.19</u>
1 instant dinner (Hamburger Helper, etc.)	<u>1.49</u>
1 lb. green beans	<u>65</u>
1 can corn	<u>8</u>
1 package cookies	<u>1.00</u>
1 bag potato chips (1/2 lb.)	<u>1.00</u>
1 package pudding	<u>59</u>
3 large bottles coke	<u>2.70</u>
1 lb. pork chops	<u>1.99</u>
2 packages sandwich meat (bologna, salami, ham, etc.)	<u>2.61</u>
1 package cheese	<u>3.00</u>
Extras: (flour, sugar, seasoning, etc.)	<u>5.00</u>
GROCERY COST OF FOOD FOR ONE WEEK:	<u>48.-</u>
(Multiply by 4)	
GROCERY FOOD EXPENSE FOR ONE MONTH (Divide by 2 for your share)	<u>192.60</u> <u>96.30</u>
EATING OUT:	<u>10.00</u>
TOTAL FOOD EXPENSE FOR ONE MONTH:	<u>106.30</u>

Flexible Expenses:

Household items-(Misc. items)	<u>10.60</u>
Food (total from other side of page)	<u>106.30</u>
Clothing	<u>40 10.00</u>
Personal Care (shampoo, etc.)	<u>7.75</u>
Medical Care	<u>80</u>
Transportation (gas, oil, or carfare)	<u>60</u>
Recreation	<u>200</u>
Gifts (Christmas, birthdays, etc.)	<u>8</u>
Misc. (pets, hobbies, etc.)	<u>10</u>
TOTAL FLEXIBLE EXPENSES	292.65 <u>292.65</u>

Three -Discuss and decide how the remaining flexible expenses will be incurred.

Four - Decide on an apartment and determine on any other fixed expenses.

BUDGET SHEET #3

BUDGET: **FIXED EXPENSES**

<u>RENT</u>	<u>ESTIMATED AMOUNT FOR SINGLE</u>	<u>DIVIDE BY 2 IF LIVING WITH ROOMMATE</u>
Find a rental (an apartment listed in the ads provided). Select one appropriate for your budget. Write a description of the ad below: <i>Dutman Lake, 1 private bedroom. 1/2 acre lot, kitchen, bathroom. \$350 mo + security, utilities included. No pets.</i>	350 <u>350</u>	<hr/>
<u>INSURANCE</u>		
Select the following insurances according to your needs:		
Car 1990-91 model (\$125/month)	<hr/>	<hr/>
Life \$5,000 (premium \$12/month)	<hr/>	<hr/>
\$10,000 (premium \$20/month)	<hr/>	<hr/>
Apartment (\$10/month)	10.00	<hr/>
<u>CAR PAYMENT</u>	<hr/>	<hr/>
<u>CAR UPKEEP</u>	<hr/>	<hr/>
<u>UTILITIES</u>		
(Gas, electric, water, garbage & telephone)	30.00	<hr/>
<u>INSTALLMENT DEBT</u>		
(Furnishings)	30.00	<hr/>
<u>EDUCATION</u>	20.00	<hr/>
<u>EMERGENCY FUND</u>		
(Furnishings on Computer)	<hr/>	<hr/>
TOTAL FIXED EXPENSES FOR ONE MONTH	410.00	<hr/>

Groups of up to three roommates are encouraged to be able to meet expenses.

Five

-Complete a budget summary showing that expenses are less than their income.

BUDGET SHEET #4

A-

MONTHLY BUDGET

Gross Income

\$ 960.00

Minus taxes & other deductions

221.60

Net Income

\$ 738.40

Estimated Expenses

Fixed Expenses

Rent

350

Car Upkeep

Car Insurance

Life Insurance

Car Payment

Utilities

30.00

Installment Debt
(Furnishings)

30.00

Education

20.00

Emergency Fund

(Furnishings on
Computer)

\$ 10.00

Apartment
TOTAL FIXED EXPENSES

\$ 440.00

Flexible Expenses

Household Supplies

Total Food Expenses

Clothing

Personal Care

Medical Care

Gas and Oil
(Transportation)

Recreation

Gifts

Miscellaneous
(pets, hobbies,
etc.)

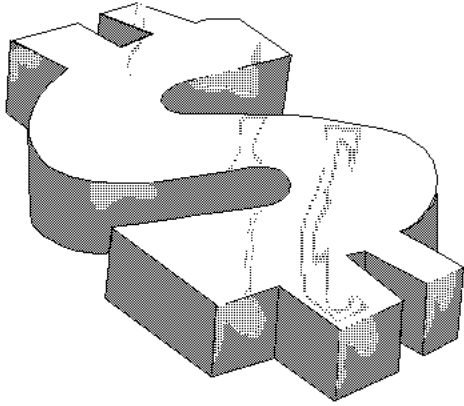
TOTAL FLEXIBLE EXPENSES

292.65

TOTAL EXPENSES

732.65

Teachers have to:



Compile a list of classified ads and verify that employers will take high school graduates. Compile a list of apartments and house rentals available in the area. This does take time but, when completed, the sheets can be reused with updates as needed.

Explain flexible expenditures and discuss the research that will be needed to determine how much would need to be spent on clothing, recreation, etc., for the month.

Form groups of students, as needed to find apartments to rent and to share fixed expenses.

ASSESSMENT

If the summary sheet shows less money expended than earned, the students have met the standard of managing their personal resources by creating a workable financial budget.

A black square icon with a white crosshair and the word "Assessment" in white text.

REFLECTION

The budgeting unit is presented to a diverse group of mixed ability students. All students seem to be able to grasp the concepts and are motivated to participate in this preliminary step toward independence.

A vertical green bar with the word "REFLECTION:" in white, bold, uppercase letters, and the word "REFLECTION:" in white, italicized, uppercase letters below it.

FINAL PROJECT: FOOD AND NUTRITION CLASS

HEALTH
PE
F&CS
1

- ▲ plan a balanced diet/use new technologies to prepare foods
- ▲ identify ways to meet basic needs of family members
- ▲ apply decision making to health-related dilemmas

This project lets an instructor know if students can really feed themselves nutritiously for low cost.

Teacher

All students need to have the skill, so it applies to everyone in the class.

Teacher

Jo-Ann Rascoe

Plattsburgh High School

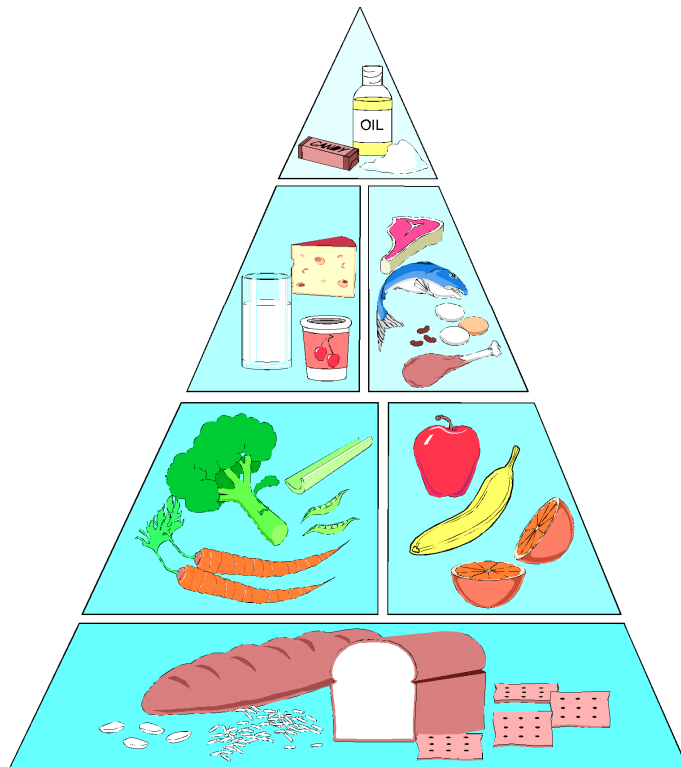
1 Clifford Drive

Plattsburgh, NY 12901

518-561-7500

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Grades 9-12



will use an understanding of the of good nutrition to plan appro-pts for themselves and others. This hands-on activity that has stu-ecision-making process and their ution, including the dietary food pyramid, to plan a week's ost menus.

**complete the project
nts need:**

- flyers
- ipons
- ewspaper advertisements for food
- amily Economic Review
- information from the United
- tates Department of Agriculture

**Cost of Food at Home Estimated for Food Plans at Four Cost Levels,
February 1997, U.S. Average¹**

SEX-AGE GROUPS	COST FOR 1 WEEK				COST FOR 1 MONTH			
	Thrifty plan	Low-cost plan	Moderate-cost plan	Liberal plan	Thrifty plan	Low-cost plan	Moderate-cost plan	Liberal plan
FAMILIES:								
FAMILY of 2²:								
20-50 years	56.80	71.60	88.20	109.80	246.10	310.20	382.10	475.50
51 years and over	53.50	68.90	85.00	101.80	231.60	298.10	368.10	441.00
FAMILY OF 4:								
Couple, 20-50 years and children—								
1-2 and 3-5 years	82.40	103.10	126.00	154.90	357.30	446.70	545.80	671.30
6-8 and 9-11 years	94.80	121.40	151.30	182.30	410.80	526.10	655.50	790.10
INDIVIDUALS³								
CHILD:								
1-2 years	14.80	18.10	21.20	25.70	64.10	78.60	92.00	111.50
3-5 years	16.00	19.90	24.60	29.40	69.50	86.10	106.40	127.50
6-8 years	19.70	26.40	32.80	38.20	85.50	114.30	142.30	165.70
9-11 years	23.50	29.90	38.30	44.30	101.60	129.80	165.80	192.10
MALE:								
12-14 years	24.40	33.80	41.90	49.30	105.50	146.70	181.70	213.80
15-19 years	<u>25.10</u>	34.90	43.40	50.10	108.80	151.10	188.00	217.20
20-50 years	27.10	34.70	43.30	52.40	117.60	150.30	187.40	227.00
51 years and over	24.50	33.10	40.70	48.80	106.10	143.30	176.20	211.40
FEMALE:								
12-19 years	<u>24.30</u>	29.20	35.40	42.70	105.10	126.50	153.30	185.10
20-50 years	24.50	30.40	36.90	47.40	106.10	131.70	160.00	205.30
51 years and over	24.10	29.50	36.60	43.70	104.40	127.70	158.40	189.50

¹ Assumes that food for all meals and snacks is purchased at the store and prepared at home. Estimates for the thrifty food plan were computed from quantities of foods published in *Family Economics Review*, 1984, No. 1. Estimates for the other plans were computed from quantities of foods published in *Family Economics Review*, 1983, No. 2. The costs of the food plans are estimated by updating prices paid by households surveyed in 1977-78 in USDA's Nationwide Food Consumption Survey. USDA updates these survey prices using information from the Bureau of Labor Statistics: "CPI Detailed Report", table 4, to estimate the costs for the food plans.

² Ten percent added for family size adjustment. See footnote 3.

³ The costs given are for individuals in 4-person families. For individuals in other size families, the following adjustments are suggested:

* 1-person—add 20 percent; 2-person—add 10 percent; 3-person—add 5 percent; 5- or 6-person—subtract 5 percent; 7- (or more) person—subtract 10 percent.

This file may be accessed on CNPP's home page at: <http://www.usda.gov/fcs/cnpp.htm>

Issued April 1997

25.10	24.30
x 1.20	x 1.20
<u>30.12</u>	<u>29.16</u>


Procedure

Using the *Final Project and Exam Form* and the latest information from the USDA indicating their average cost of food at home on a thrifty plan, the students prepare a one-week menu plan including breakfast, lunch, dinner, and a snack. The menu must meet the *Dietary Guidelines Food Pyramid* and overall nutrient density. A market order must also be prepared that stays within the allotted spending plan.


Transparency
Master 12-1

Dietary Guidelines

Chapter 12



1. **Eat a variety of foods** including fruit, vegetables, whole grain products, dairy products, lean meat, poultry, fish, and beans.
2. **Maintain your ideal weight** by exercising regularly and by limiting fats and sugars.
3. **Avoid too much fat and cholesterol** by eating lean meat, poultry, fish, and legumes; limiting eggs, butter, margarine, and whole milk dairy products; and avoiding fried foods.
4. **Choose foods high in starch and fiber** by eating whole grain bread, cereals, and pasta and by substituting fruits, vegetables, nuts, or plain popcorn for sugary or high fat snacks.
5. **Avoid too much sugar** by eating fewer sweets, including those that contain brown sugar, raw sugar, honey, or maple syrup.
6. **Avoid too much salt** by using less salt in cooking and at the table, limiting salty foods such as pretzels and potato chips, and reading product labels for hidden sources of salt and sodium.
7. *Alcohol moderation*



FINAL PROJECT AND EXAM - FOOD AND NUTRITION

FORMAT

NAME Jane

DAY - (Start With Sunday) - Female \$25.32 - Male - \$26.04

Be sure to include amounts of foods on menus and be fairly specific. For example, if you had a tomato on your tossed salad, that would not only count as a vegetable, but as a vitamin A serving as well.

Breakfast- Toasted Eng. Muffin
with peanut butter
3/4 cup orange juice

Lunch- Chicken Sandwich
(1 slice chicken (leftover from Baked chicken breast)
(2 slices wheat bread 1 tsp. mustard)
Carrot sticks (1 carrot)
1 Cup skim milk

Dinner-
1 Cup spinach/lettuce salad
with 1 tbs. italian dressing
2 Cups spaghetti with 1/2 Cup spaghetti sauce
1 Cup skim milk
garlic bread (leftover hamburger bun with garlic powder)
and italian dressing (2 tsp)

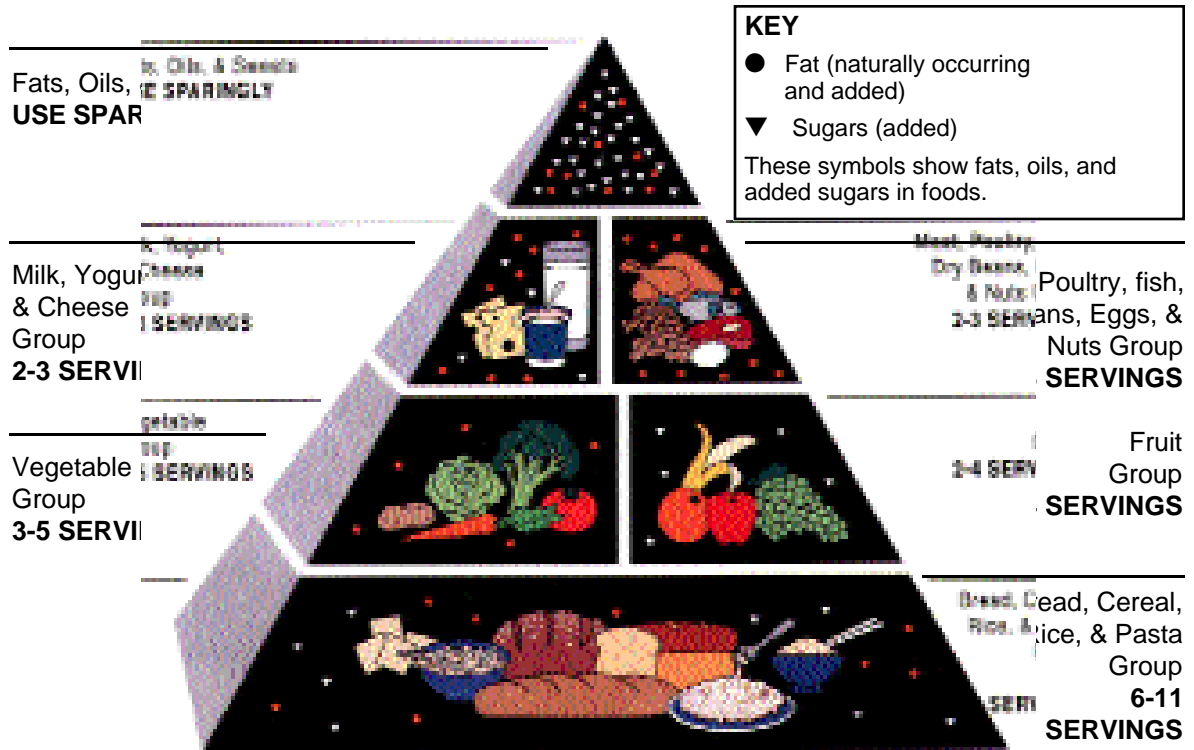
Snack-
Apple

Milk - Dairy	<u>2</u>	Two points for each - 84 points
Meat- protein	✓	variety - 6 points
Bread and grain	<u>10</u>	grocery list - 10 points
2 Fruit and 3 vegetable	<u>2/3</u>	100 points
Vit. A & C	✓	
Fat and sodium	<u>OK</u>	

Other possible meals from the chicken on the market order that is left over

- ✓ Stuffed chicken breast
- Baked breast slices (1 saved for sandwich)
- BBQ Chicken wings
- STIR FRY & Salad from thighs
- Baked chicken legs
- ✓ soup - (bones - wing-tips)

Food Guide Pyramid

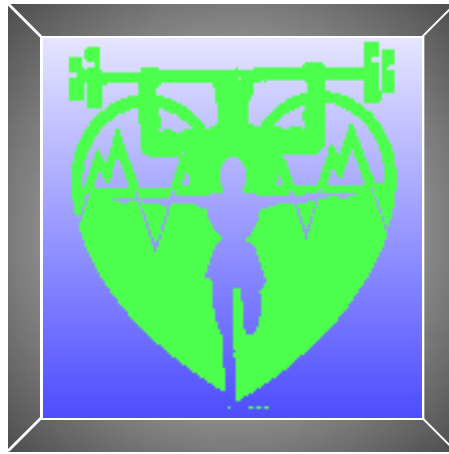


One class day per week for the last month of the course is used to provide guidance and instruction using newspaper ads, sale flyers, etc., as students work on their plans. Information on the cost of food at home for the thrifty plan can be obtained from the USDA's *Family Economic Review*.



ASSESSMENT

Serving sizes are those referenced on the Food Pyramid.



Health, Physical Education, Family and Consumer Sciences

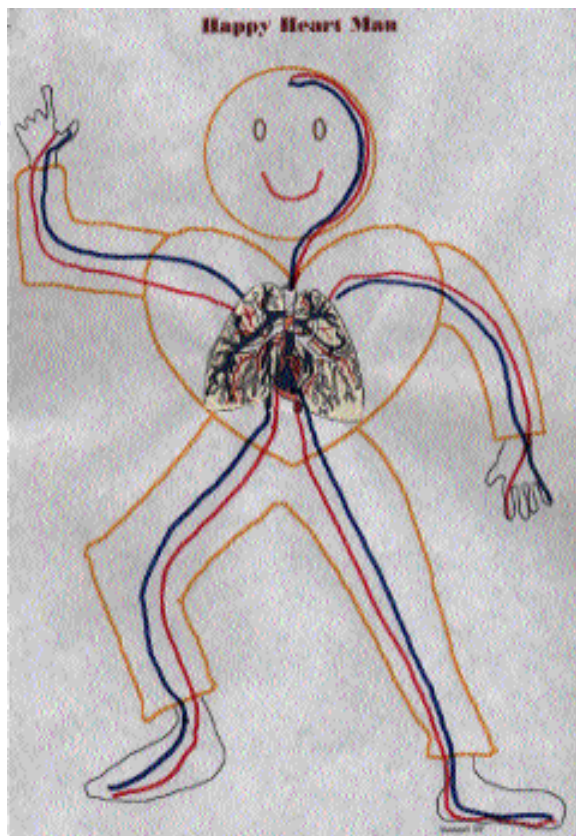
Resource Guide

PART II.2

The Circulatory System.....	2
Evaluating Health Choices.....	12

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).

The Circulatory System



HEALTH

- ▲ growth/development
- ▲ healthy choices/behaviors
- ▲ behaviors affect growth/development
- ▲ influences affect healthy choices
- ▲ practice healthy choices

PE

- ▲ relationship between physical activity/well being

F&CS

1

In order for health education to be relevant to students' lives, it must be delivered consistently at all grade levels.

Teacher

Patricia W. Ouillette

Rush-Henrietta Central School

District

Floyd Winslow Elementary School

755 Pinnacle Road

Henrietta, NY 14467

716-359-5098

Grade 1



The children are fascinated with trying to feel their hearts beating through their chests.

Teacher

INTRODUCTION

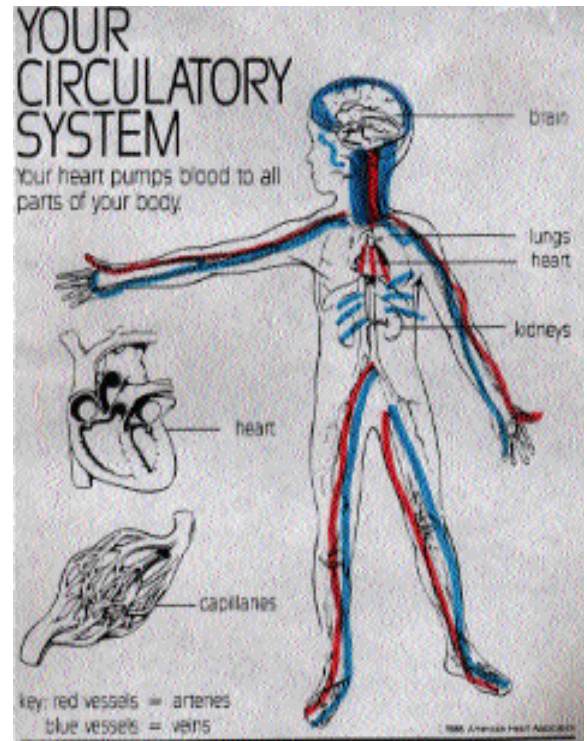
A successful program should result in the student first considering what effect their behavior will have on their health when making everyday decisions related to nutrition, safety, drug use, exercise, etc. For this reason, I have chosen a unit, consisting of six lessons, which integrates lessons delivered by the nurse-teacher, classroom teacher, physical education teacher, and the art teacher. It is an introduction on the circulatory system for first grade students.

LESSON ONE

The presenter of this lesson, (nurse-teacher) introduced basic information on the location, structure, and function of the circulatory system. Care was taken to insure that visual, auditory, and experiential learners would benefit. It was not expected that students would process any knowledge of the subject prior to the lesson.

NURSE-TEACHER

1. To stimulate interest in the topic a 6-minute video is shown (presented by animated characters in *The Wizard of Oz.*)
2. A description of the heart as a muscle that acts as a pump is made. Using a teacher-made poster, the students are shown the location of the heart and lungs. The veins, described as tubes carrying the blood from the body to heart and then to the lungs are illustrated in blue. The arteries described as tubes carrying oxygenated blood from the heart to the body are illustrated in red.
3. The heart is described as a muscle that works 24 hours a day to keep us alive.



STUDENTS

1. The student will make a fist to indicate the size of his/her heart.
2. The student will place the fist in the middle of the chest to indicate the location of the heart.
3. The student will place his right hand, palm down, in the middle of the chest. Remaining silent and not moving, the student will attempt to feel the heart beating.
4. The student will color the arteries red and the veins blue on the *Your Circulatory System* worksheet.

MATERIALS

- Video *It's a Heart!* from the American Heart Association kit "Getting to Know Your Heart."
- *Your Circulatory System* worksheet from the American Heart Association Kit "Getting to Know Your Heart."

ASSESSMENT

The nurse-teacher will observe each child locating their heart and describing it as a pump.

REFLECTION

While it is not anticipated that students have any prior knowledge of this subject. I find that almost every student can locate the heart before the lesson begins. Few know that it is a muscle, but some know that it pumps blood throughout the body. Basic information about the blood vessels is almost always new.

LESSON TWO

Prior to the second lesson, Mrs. Koenig taught a unit on nutrition. Therefore, the students were already aware that some foods are good for their bodies, some are not, and that it is necessary to consume healthy foods on a daily basis to maintain good health.

Alex

Eat good food so you'd
on't get sick.

Dear Mom
Mrs. Koenig and Mrs. Ouillette have been teaching us
about healthy foods and our hearts. Two foods that
are good for us are fish and apple.
On Tuesday we will be making a "Heart Healthy
Soup". On Monday I will have to bring in noodles
to put in our soup. When I come home on Tuesday, I
will be able to tell you at least 3 ingredients that were
in our soup.

Love, Alex



NURSE-TEACHER

1. The presenter will review that the heart is a muscle and a pump that requires fuel (food) to operate efficiently.
2. A Venn Diagram will be used to identify foods that the students like, foods that are good for them, and which foods fall into both categories.
3. The presenter will lead a discussion on and make a list of ingredients that would be included in a "heart healthy soup."
4. The presenter will explain that each student will be responsible for bringing in an ingredient to be included in the soup.

5. Parent volunteers will be solicited to help in the preparation of the soup.

STUDENTS

1. Students will participate in the discussion and the preparation of the list of ingredients for the soup.
2. Each student will complete a letter to go home to their parents which lists two foods they identify as "heart healthy," and naming the ingredient they must provide for the soup.

ASSESSMENT

Each student will complete the parent letter naming two foods that are "heart healthy."

Name Alex Teacher Mrs Koenig

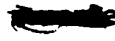
The Circulatory System

Directions: Fill in the blanks using the words in the word bank.

Word Bank

~~heart~~ ~~muscle~~ ~~blood~~

~~muscle~~ ~~blood~~ ~~exercise~~



~~muscle~~ exercise ~~blood~~



1. My heart is a muscle.
2. It works hard every day to pump blood all through my body.
3. The blood carries oxygen to all of my body's cells.
4. The blood is carried in tubes called arteries and veins.
5. It is important to get exercise every day to keep my heart healthy.
6. Two foods that would be good for my heart are:

1. crackers

2. apples

7. Two kinds of exercise that would be good for my heart are:

1. Jump rope

2. Baseball

Below are 2 lungs and 1 heart. Cut them out and glue them in the proper place on the body on the next page. When you have put in the heart and lungs, please draw red arteries and blue veins on the body.

LESSON THREE

Students bring in the necessary ingredients for the heart healthy soup and they assist the parent volunteers, the teacher, and the presenter in the preparation of the soup. [An adult should be present at all times that the crock pot is in use.]

NURSE-TEACHER

1. Students will be informed of the process for the preparation of the soup.
2. Safety issues of food preparation will be discussed.
3. Presenter will discuss the importance of washing hands and food to avoid passing germs.
4. Presenter will inform students that the parent volunteers will be cutting the vegetables since a sharp knife is required.
5. Students will be instructed not to touch the crock pot since the intense heat could cause a burn to the skin.

STUDENTS

1. Each student will wash his/her hands and the ingredients brought in for the soup.
2. Students will present their ingredients to the parent volunteers and return to their seats for regular instruction.
3. Following the preparation of the soups, which will take all day to cook, the students will eat.

ASSESSMENT

The presenter will observe the students washing their hands and their vegetables. Each student will identify the ingredient he/she is contributing to the soup.

REFLECTION

Students loved this activity and eagerly looked forward to tasting the soup. They were initially distract by the parents preparing the soup and the smell of soup cooking while the regular class continued.

LESSON FOUR



From the nutrition unit already covered by the classroom teacher, a healthy life styles lesson including the importance of adequate sleep for growth and development, and previous lessons on the circulatory system, the students have learned a great deal about the structure, function, and care of the circulatory system. Exercise is an important component in the maintenance of good health, but is of particular concern in maintaining a healthy heart. The students will learn that the heart beats faster during and becomes stronger because of exercise.

NURSE-TEACHER

- 1 .The presenter explains that the heart, just like any other muscle in the body, requires exercise to keep it strong. When we are sleeping our hearts beat quite slowly. While attending to our normal daily routines, our hearts beat faster. As we increase our activity level, our heartbeat will also increase.

2. The presenter will play the audio tape *Heartbeat Sounds* contained in the “Heart Treasure Chest” from the American Heart Association. The students will be instructed that this is the sound the heart makes when it is heard through a stethoscope. (The tape begins with the sound of a heart at rest. As the heartbeat becomes more rapid, an explanation is given that the increase in heart rate is due to an increase in activity level.)
3. The students will be shown a stethoscope and asked to identify it and its purpose. The presenter will then demonstrate the proper technique for finding and listening to one’s own heartbeat. An explanation of why and how to clean the earpieces of the stethoscope between students is given.
4. Divided into small groups, the students will be instructed to listen to their own heartbeats. The adults present will monitor the students while they are engaged in this activity.
5. The presenter will demonstrate the proper technique for locating the carotid pulse by placing the index and middle fingers at the jawline, and sliding them down the neck toward the midline until the carotid is felt. It is explained that they will now be able to feel but not hear their heart beating.
6. The presenter will put on music with an upbeat tempo and have the students jog in place for one minute after which the students will again find their carotid pulse. Students who are physically unable to jog in place will exercise to their own tolerance level.
7. The presenter will identify several different activities (watching TV, riding a bike, sleeping, reading, etc.) and ask the students how the heartbeat would respond to these activities.



STUDENTS

1. The students will listen to the audio tape *Heartbeat Sounds*.
2. In small groups, the students will listen to their own heartbeats via a stethoscope. The students will try to imitate vocally the sound of their heartbeat. They will clean the earpieces before allowing the next student to use the stethoscope.
3. The students will find their carotid pulse and feel it for 15 seconds.
4. The students will jog in place while listening to music.
5. Following the one-minute jog, students will again find their carotid pulse and be able to indicate that the heart is now beating faster.
6. Students will give a thumbs up or thumbs down to indicate activities (that the teacher has suggested) that will increase or decrease the heartbeat.
7. The students will identify daily exercise as an important component for a healthy circulatory system.

MATERIALS

- Tape player and music tape
- *Heartbeat Sounds* audio tape from the *Heart Treasure Chest*
- Five stethoscopes
- An alcohol wipe for each student

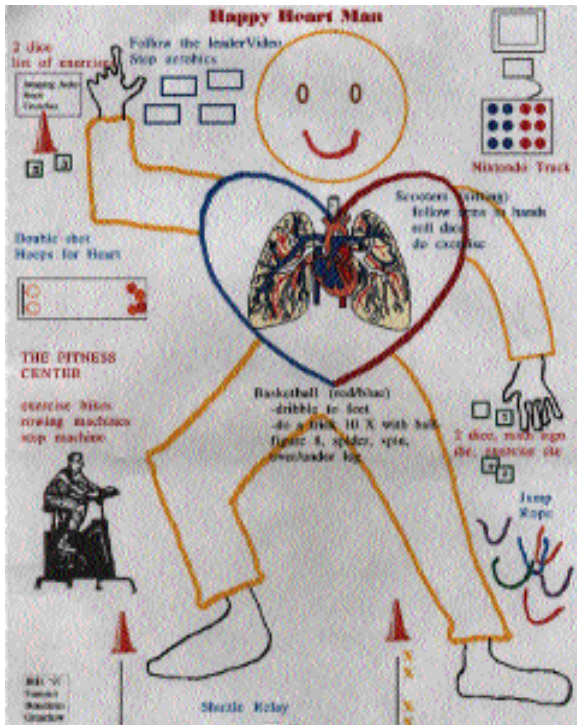
ASSESSMENT

The adults present will observe each child locate their heart with the stethoscope and imitate the sound their heart is making. The adults will check to see that each child is able to find his carotid pulse. Following the jogging exercise and again finding the carotid pulse, students will be able to articulate that the heart is now beating faster due to the increase in activity level.

REFLECTION

Once again, this activity, which addresses more than one learning style is a very enjoyable experience for the students. There are enough different activities included in this one lesson to keep all learners interested and involved. The ability to hear their own heartbeat is always a climactic moment. The learning indicator “understanding how exercise affects growth and development” is clearly demonstrated.

LESSON FIVE



This presenter coordinated the unit on the circulatory system to coincide with the physical educator’s unit on the heart. Paula Summit is responsible for the development of this lesson plan, and she and Rob Benedetto implemented it at all grade levels. They understood that Mrs. Koenig’s class was just finishing the circulatory system unit, so review of the system as opposed to primary instruction was all that was necessary. Mrs. Summit and Mr. Benedetto taped an outline of the human body on the gym floor utilizing all of the floor space. The circulatory system including the heart, lungs, arteries (in red), and veins (in blue) were included in the body. A 10-second resting pulse was taken at the beginning of class. The students then jogged for two minutes and another pulse was taken. Eight different activities were set up at various points on the body outline. The students rotated in groups through the different activities. Students participated at each station for a period of three minutes. Following each activity, the carotid pulse was checked. Pre-taped music timed for three minutes with



appropriate silent periods for the counting of the pulse was used to time the rotations.

PHYSICAL EDUCATION TEACHER

1. A brief review was given of the circulatory system and the importance of daily exercise to maintain a healthy system.
2. A demonstration of taking a carotid pulse was given.
3. Directions for the activities at each of the eight stations were given.

STUDENTS

Students rotated through each of the eight activity stations completing the activities and then counting their carotid pulse.

1. “Follow the Leader” on video, step aerobics on blue step boxes.
2. Nintendo, World Class Track Meet. Two runners run 50 yards on the virtual track.
3. Ride scooter “blood cells” (red and blue) going to and from the heart, arms, and hands.

4. Basketball blood cells (red and blue). Dribble up and down the outline of the legs to feet, do a dribbling “trick” 10 times with the basketball.
5. Jump rope activity and single hand rope skills.
6. Shuttle run for fun. Two at a time, run around cones with shuttles. Return shuttles to start while next two people get ready to run.
7. “The Fitness Center”. Use exercise bikes, rowing machines, air step machine, and stretch bands. 25 repetitions.
8. Double shot “Hoops for Heart” basketball shooting station. Mini-basketball station. Two at a time take two shots and run to the end of the line.



MATERIALS

Abody outline with the circulation system included is taped in different colors on the floor of the gymnasium. The eight activity stations with the proper equipment must be set up at designated points on the outline.

- Two TVs and VCRs
- Step boxes
- Nintendo, World Class Track Meet cartridge, and power pad
- Scooters
- Basketballs
- Jump ropes
- Four shuttles
- Four cones



ASSESSMENT

The physical education teachers observed the students participating in the different activities, and guided the students to assess themselves by comparing their own heart rates and individual activity levels.

REFLECTION

This activity is an enjoyable one for the students and is a wonderful way to integrate the curriculum and reinforce the classroom learning related to this subject. The students demonstrated the indicators “possessing basic knowledge and skills which support positive health behaviors and understanding the exercise aspects of growth and development.” This activity can be and is used (by the sponsor method) to raise funds to be donated to the American Heart Association. Hopefully students will be encouraged to become involved in other activities that are beneficial to the community.

LESSON SIX

This art class activity reinforced the basic anatomical information that the students received during health instruction. Rose Sherwood, the art teacher, was interested in combining the circulatory system with an art project. Before becoming an art teacher, Mrs. Sherwood was a medical illustrator. Since the students had already received information in art class related to different textures, materials of varying size, weight construction, and texture were used in this activity.

ART TEACHER

1. The students were instructed to outline a body on butcher paper and fill in the circulatory system using materials of varying textures.
2. The students were divided into three groups to begin the activity.

STUDENTS

1. One student from each group will lie down on the butcher paper.
2. A second student will trace an outline of the first student's body.
3. Other students will draw and cut out a heart from red felt.
4. Students will draw and cut out lungs from blue burlap.
5. Students will glue lungs and heart on the body outline.
6. Students will glue arteries and veins throughout the body using red and blue yarn.
7. Time permitting, students may use buttons and other materials to make a face on the body.



MATERIALS

- Butcher paper
- Red and blue yarn
- Glue
- Buttons
- Panels of red felt or velvet
- Panels of blue burlap

ASSESSMENT

The art teacher will observe each student's participation in the art activity. Questions regarding the structure and function of the circulatory system may be asked during the activity.

REFLECTION

Because the students had received primary instruction in health class, and reinforcing activities in physical education class, they were able to understand and complete this activity easily.

Unit Assessment



Assessment by physical, oral, and written performance was ongoing throughout the unit.

DISTINGUISHED

The student is able to:

1. accurately place the heart and lungs on a human diagram
2. distinguish between arteries and veins
3. recognize that exercise will make the heartbeat increase
4. name oxygen as a substance carried by the blood stream.

PROFICIENT

The student will be able to:

1. find the carotid artery
2. identify good nutrition and daily exercise as vital components of a healthy life style
3. identify the heart as a muscle that pumps blood through the body
4. name two heart healthy exercises and foods.

COMPETENT

The student will be able to:

1. locate the area on their own body where there heart is located
2. imitate the sound made by a beating heart
3. name one ingredient in a heart healthy soup
4. communicate that a heart is necessary to survival.

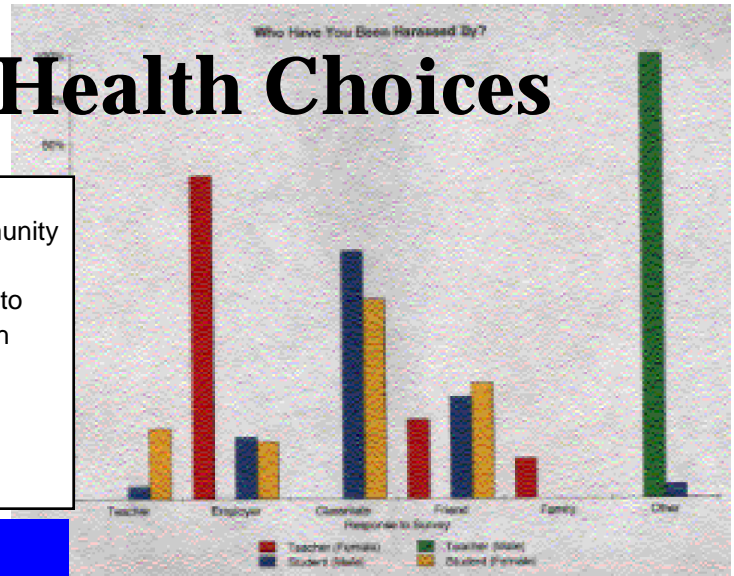
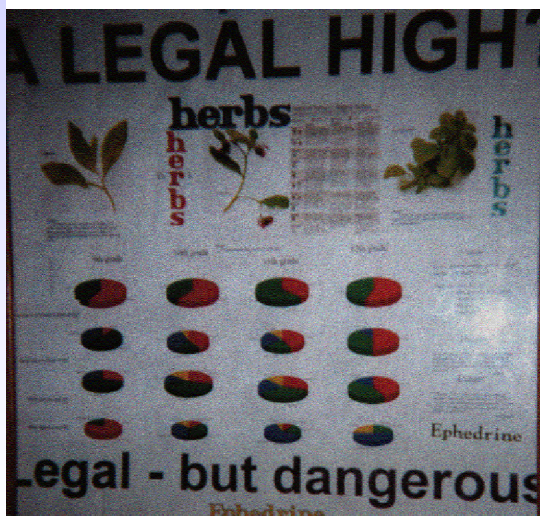
Evaluating Health Choices

HEALTH
PE
F&CS
3

- ▲ ability to access community health services
- ▲ use technology/media to promote positive health messages

For success in this learning experience, students need to know the following:

- How to determine group roles and responsibilities of each member to the finished product, including the development and prioritizing of the work assignments.
- How to find basic information on and the prevalence of a given health-related problem.
- How to use the computer (as a word processor, as an information provider, and how to access the Internet to find accurate, factual information.
- How to find and interview people in the field of health for appropriate, factual information and services pertaining to their project.
- Effective methods of educating people about health issues.



Marjorie Wilkison

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(716) 584-3115

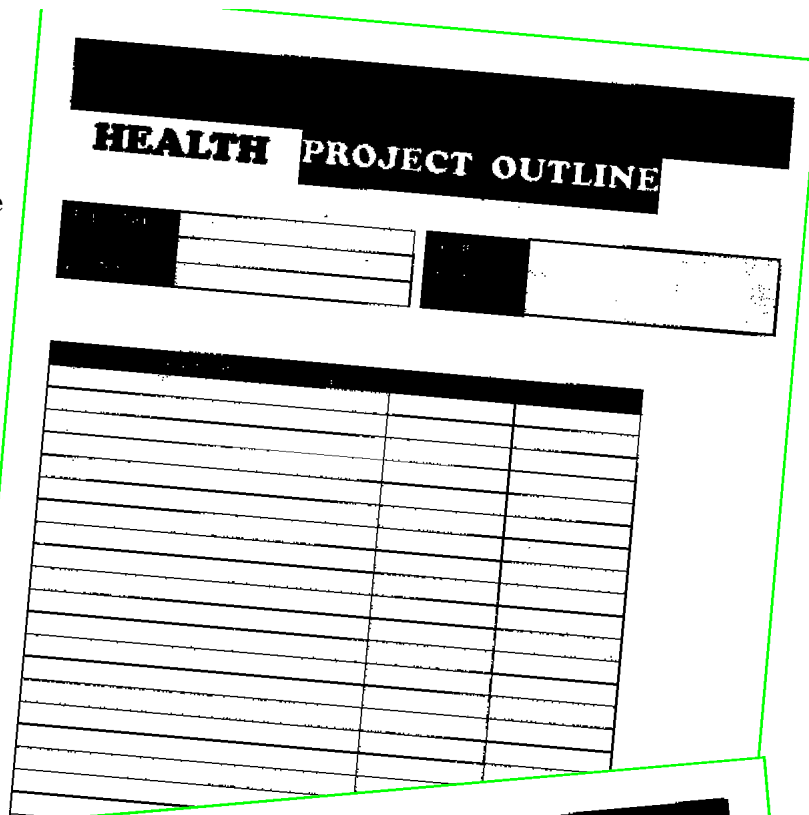
Grade 10-12

The teacher will do the following:

- Determine the group size, topics for the project (see sample queries attached), and leaders of each group. Three students per group is suggested.
- Decide what form(s) the project solution will take (see suggestions later in this plan).
- Assign projects to groups, trying to match projects with interest areas of students, and possibly allowing students to develop queries of their own (of course, approval would be needed to begin work).
- Provide orientation and organizational and fundamental research time at the start of the project. All recording sheets and the Grading Rubrics should be discussed at this time. A minimum of three days is suggested.
- Provide guidance/practice in the following

areas: determining equity in the division of responsibilities within the group; developing a timeline for project completion; developing interview questions, content for bulletin boards/pamphlets/survey questions, analysis of surveys; locating initial resource people in or outside of the school; monitoring progress; and preparing final report.

- Alert resource people within the school, possibly blocking out time for them to give guidance to the entire class. (For example: computer instructor discussing graphing, pamphlet making, or Internet connections.)
- Develop an agreement or determine rules about when work will be done in class, i.e., interviews, computer work, or appointments can be done any time during class time, as long as someone from the group stays to take notes and update other group members on the classwork; or, one day a week is set aside to do project work.
- Provide a method for each student to record “time on the job,” and what that student completed during that time, to be used in defense of his, and the group’s grades.
- Provide a method for each group to collect and organize the finished parts of the project (perhaps a special folder, which the group decorates or states content).
- Provide a method for students to organize their steps toward the solution of their query, and thereby document each person’s role, the due dates of specific parts of the projects, and their organizational skills. This could also be used in defense of grades earned.
- Provide deadlines (other than the final deadline) for groups that feel that they need this added structure; determine how to monitor the progress of each group either by short weekly reports of the group leaders, or scheduled teacher meetings with each group, or a combination of both.
- Determine the method of final group/project evaluation; taped debriefings discussing the TIME and OUTLINE sheets, along with the Rubrics is suggested. Appointments can be set up for before or after school or during lunch. Length depends on size of project and problem to be solved; 30 minutes is suggested.



Danielle

STATEMENT

project steps:

meal analysis	Nov. 8	put meals into the computer and abstract data
interview dietitian	Nov. 30	find out state regulations, etc.
survey	Nov. 8	make a survey and have it ready to pass out
report	Dec. 20	write a report containing compiled results for dietitian, Dr. Stelrecht
B.B. plan	Dec. 20	lay out plan for B.B.
pamphlet fee developed	Nov. 15	design and start ph. pamphlet
print and complete pamphlet	Dec. 20	get it ready to hand out to classmates

pamphlet, help with B.B., report, interview.

The students will do the following:

- Choose a group leader; decide in which project their interests lie or determine if they want to develop their own project topic; and decide how to divide responsibilities, under the direction of the leader (the group may decide to split the leadership role).
- Determine the steps that they must take in order to solve the query, including the type of foundation research and resource people needed, the timeline for each step, and the skills they must learn in order to meet the deadline; decide how the initial days will be spent productively.
- Record all responsibilities, time involved in the

SAMPLE PROJECT QUERIES

- *Determine knowledge of 8th graders about any abused drug, use of same, long term effects on their learning, future children, employability; Compare to National Survey; develop lesson for same students.
- *Does this school need a social worker; do area schools use one; why are they need; do students here have those needs?
- *Does activity level reduce with age; what problems may result from that choice with people of all ages.
- *What is sexual harassment; does it exist here; do we have a policy; do teachers, students know about it; does a problem exist here; do area schools have similar policies; do we need awareness raised about this issue?
- *Evaluate the school cafeteria lunch diet for one month for saturated and unsaturated fats, cholesterol, sodium, fiber; are there state regulations for these meals; how do students feel about choices of lunches; what improvements can be suggested.
- *Determine what is a good pre-practice and pre-game meal; survey winter athletes to determine if they make these healthy choices; what is the importance of this food for success.
- *Evaluate drug knowledge/attitudes of students in grades 3, 5, 7; what is the likelihood of their future use based on their attitudes; when are they most likely to make that choice; suggestions for lowering drug abuse in this school.
- *Examine the physical environment for air quality and dust or examine furniture, fountains, etc. for samples to culture and categorize; determine level of concern with results; investigate "sick buildings," and determine if it is significant here; determine cause of presence of environmental health hazard and make recommendations to students and staff to deal with any potential problem.
- *Evaluate student injuries according to location, cause, activity, age, hospitalization for all injuries from Sept. 1996 to Sept. 1997; put results on spread sheet, draw conclusions about activity of most concern and potential solutions; know ADA, and if our school complies, and how it affects our students.

project, and group's organizational charts and due dates for each part of the project. Be prepared to justify time spent, work completed, and potential grade earned.

- Learn sources of information and skills related to the project that can be found in the school and the community.
- Give progress reports, both orally and/or written; confront any group's internal problems, i.e. unacceptable work production, leaving projects in inaccessible locations or group members being passive or directive, etc.
- Complete all parts of the project (using all or some of the tools listed below), putting them in the final collection device (folder, etc.), and turning them in on the due date.
- Make group appointment with the teacher to discuss project results, conclusions, rubrics, and grades, as well as the evaluation of the project process.

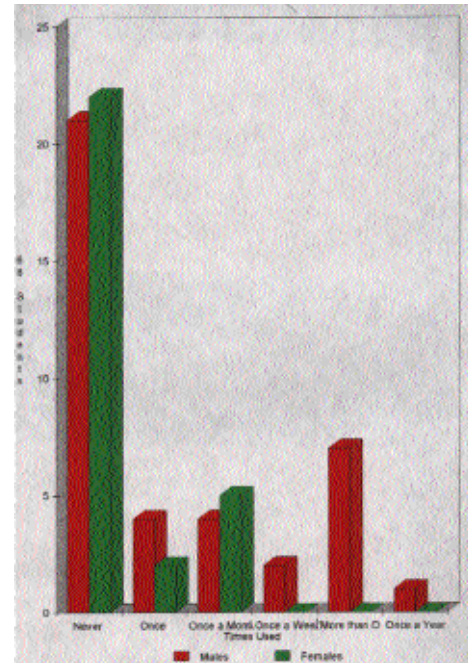
The final tools completed by the students for assessment could be all or part of the following:

Research...did it thoroughly investigate current, accurate information on the topic; were at least five sources used; including interviews...oral and written assessment will be used.

Internet Sources...was a list of reliable sources, addresses, and topics covered...written and oral assessment will be used.

Survey...was the group able to develop a survey that gave them the type of information about a particular group that they were looking for...oral and written assessment will be used.

Graphs...did the graphs demonstrate accurately the information gathered by the surveys...oral and written assessment will be used.



PROJECT TOPIC #10

SOLVE: evaluate drug knowledge/attitudes of students in

grades 3, 5, 7; select knowledge areas that they should know about and determine what they know and what attitudes they have about these areas. Graph the results; draw conclusions about their future use based on where they are now; determine when you feel that students make the decision about using, and what are the major determining factors; make a B.B. about subject; develop report to teachers in grades 3, 5, and 7 on the results that you compiled and the suggestions for lowering drug abuse in this school; develop internet resource list and determine the cause/number of drug-related deaths of these age groups; compile information in pamphlet for class mates.

NEED TO KNOW: major drugs that the students in these grades should know about; research the basic information available in order to develop a survey and make recommendations. Contact nurse and teachers in each of the grades mentioned to gain information about the students (i.e.: reading level, what they might know, how to formulate an effective survey for that grade level, etc.) Learn how to use computer for graphs,

Suggested Project Tools

- Research
- Survey/analysis of available data
- Graphs
- Pamphlet
- Bulletin board
- Internet sources
- Area professionals, organizations
- Final report: Written (To teacher); Oral (To board, principal, etc.)
- Teaching younger students

Lab Results or Lessons Taught...(only pertains to certain projects)...how effective were the methods used and what were the outcomes...oral and written assessment will be used.

Bulletin Board...does it prevent the problem and suggest plausible solutions...written and oral assessment will be used.

Pamphlet...does it educate the reader about entire problem and present possible solutions...written and oral assessment will be used.

Final Report to BOE, Administrator, or Coaches...can the group present research, survey results, and solutions that have merit...written and oral assessment will be used.

MATERIALS

TIME BILLING

Date Started: Wed. Oct. 30

Date Completed: Jan 9,

For Students:

Leader's Project folder,
art material,

access to a telephone,

Time Table (to record
their work contribution
and time spent),

Project Plan sheet,

use of a computer (with
Encarta and *Publisher*
programs), and

access to the Internet.

Activity	Time Spent	Description
organization	30 min	filled out sheet with columns
10-31 pamphlet plan	30 min	design of pamphlet
11-1 more pamphlet	30 min	searched for info. to use
11-3 pamphlet	45 min	looked on my PC for pamphlet designs for ideas
11-4 nutrition ?'s	30 min	thought of ?'s to test knowledge of nutrition
11-5 info.	40 min.	went to library & searched for info. for B.B. and pamphlet
11-6 survey	15 min.	worked on finishing survey ?'s
11-7 dietary avgs.	25 min.	figured out avgs. from meal analysis
11-12 survey	20 min.	survey finalled
* 11-15 sources	1hr. 30min.	finding school lunch menus on the net
11-16 "	30 min.	found some so I could get addresses
11-20 group	15 min	talked among group to see how things are progressing
11-14 interview ?'s	20 min	decided on ?'s to ask Mr. Magin
11-21 survey	1 hr.	5th period passed out surveys in lunch room
* 12-5 interview	40 min	interview Mr. Magin
12-18 food pyramid	30 min	made custom food pyramid for B.B. on my computer
* 12-28 pamphlet	2 hours	finished pamphlet
12-31 gathered materials	30 min	got food and table clothe for B.B.
1-3 discussion	40 min	talked about what was happen assigned loose ends
1-5 final report	30 min	printed and touched up report
1-9 loose ends	45 min	made sure our group had everything together
Total		13.583 hours

For the Teacher:

use of a computer, paper supplies for development of student work sheets and assessment sheets.

TEACHING RATING SHEET	
GROUP NAMES:	
GROUP SUBJECT:	
GRADE LEVEL:	
<u>RATING INSTRUCTIONS:</u> EACH OF THE FOLLOWING SHOULD BE RATED BY USING A 1 TO 5 SCALE..... 5 BEING THE BEST AND 1 IS FOR A POOR SCORE, 3 IS AVERAGE.	
	<u>RATING</u>
A. ALL MEMBERS OF TEACHING GROUP TAKE AN ACTIVE PART IN PRESENTATION (note below the names of those that do not)	_____
B. ACCURACY OF FACTUAL INFORMATION USED.....	_____
C. STRENGTH OF MAIN THEME.....	_____
D. INTERACTION WITH CHILDREN IN CLASS.....	_____
E. HANDLING OF QUESTION/ANSWER TIME.....	_____
F. USE OF PRINTED OR A.V. MATERIAL.....	_____
G. APPROPRIATENESS OF INFORMATION FOR AGE GROUP TAUGHT..	_____
H. PRESENTERS' VOICES ARE CLEAR AND LOUD ENOUGH TO BE BE EASILY HEARD.....	_____
I. PRESENTERS STAY WITH THE TOPIC. INTERACT WITH EACH OTHER ONLY WHEN IT PERTAINS TO THE TOPIC.....	_____
J. PRESENTERS' OVERALL APPEARANCE AND CONDUCT INHANCE THE MESSAGE THAT THEY ARE DELIVERING.....	_____
K. PRESENTERS DEMONSTRATE CONFIDENCE IN THEIR KNOWLEDGE OF THE TOPIC THAT THEY ARE BRING TO THE CHILDREN.....	_____
AVERAGE SCORE:	

<u>COMMENTS BY THE SUPERVISING TEACHER:</u>	
TOTAL TIME SPENT ON LESSON: _____	



ASSESSMENT

- Weekly written reports by the Group Leaders
- Bi-monthly meetings by teacher with each group
- Observation and informal discussion with each group or individual members
- Reports of progress by support teachers
- Time Billing Sheets and Project Outline Sheets
- Rubric for all assigned tasks
- Oral, taped debriefing with the group, up to 30 minutes, depending on the extent of the project
- Projects that culminated in teaching a lesson had a written assessment

NAME: _____

PROJECT: _____

RATE EACH BY CHECKING APPROPRIATE BOX:	1	2	3	4	5
PROJECT ORGANIZATION (Weighted double)					
RESEARCH RESULTS (Weighted double)					
ORIGINAL RESEARCH:					
SURVEY/QUESTIONNAIRE (Weighted double)					
ORIGINAL RESEARCH: Graphs, Pictorial Display					
INTERNET SOURCES					
PAMPHLET					
LOCAL ORGANIZATIONS, PROFESSIONAL HELP					
BULLETIN BOARD					
TEACHING OPPORTUNITY/ORAL PRESENTATION					
NEWSPAPER ARTICLE					
WRITTEN FINAL REPORT					
COLUMN TOTALS:					

AVERAGE SCORE: _____

Evidence that supports my assessment of student performance is present in the individual's and group's ability to determine the complexity and layers of the problem presented to them, to develop a tool to investigate the extent of the problem, to evaluate the results of that tool, and to draw conclusions and make recommendations about the solution of their problems. It will also be noted in their ability to compile a pamphlet and bulletin board to educate others about their project. They must use a variety of skills and knowledge learned in this class as well as most of their other classes. Finally, they must demonstrated their ability to cooperatively solve a community problem by working through and solving group difficulties, dividing responsibilities, and demonstrating a joint effort in reaching the solutions.

HEALTH CHOICES PROJECT: RUBRIC SCORING GUIDE

PROJECT ORGANIZATION

- 5** Equal division of responsibilities; demonstrated equity, cohesiveness; shows enthusiasm, pride in project; could account for time spent in a realistic manner; weekly reports illustrate continued progress toward project completion and problem solving; all parts completed prior or at due date; dynamic results, thoughtful solutions; Time Sheets demonstrate extent of work intensity.
- 4** Equal division of responsibility; demonstrated need to complete tasks in an orderly manner, but without close attention to detail; the group's progress and problem-solving ability is documented in the weekly reports; equity and cohesiveness is demonstrated; all parts completed in a timely manner. Time spent on the project is demonstrated in a realistic manner; acceptable results; plausible solutions.
- 3** Division of responsibility is not totally equitable; attention to detail and demonstrating pride in the finish product is weak; cohesiveness of group appears to be weak due to a member's not completing or late on responsibilities; weekly reports demonstrated slow progress through the project; one part of the project is turned late but all parts are completed; time spent on the project is weak or questionable in a couple of areas of the Time Sheet; weak results, limited solutions.
- 2** Division of responsibility is not equitable which may be demonstrated by one or two students doing the majority of the work; the group demonstrates little care or pride in job; more than one part s late and/or missing; progress reports demonstrate limited progress; Time Sheet demonstrates limited time and have several areas of questionable time accounting; weak results, limited to poor solutions.
- 1** Responsibilities carried mainly by the leader, with little help from other members; little pride is demonstrated by group; more than one part is missing; progress reports demonstrate very limited progress; Time Sheet demonstrates limited time spent on the project and the student can not explain extent of time spent in several areas; little or no solutions; poor results.

PROJECT TOOLS

- 5** Outstanding completion; attention to detail; demonstrated understanding of connection to problem; demonstrated understanding of tools and used it in the correct manner; showed a high level of original thought; went to extremes to get tools to excellent level; was able to keep problem/solutions in sight as completing final product; spelling/grammar excellent; presentation shows care.
- 4** Completed well; minor details need work; demonstrated understanding of tool, and used it in the correct manner; showed limited original thought; could keep problem/solution in sight as completing tool; minor spelling/grammar errors; care taken in completion.
- 3** Average results; deficiency in quality of work; understood tool, and used in the correct manner; showed little or no original thought; did not demonstrate a clear understanding of

- 2 Weak results in tool; incomplete work; did not demonstrate any original thought; demonstrates limited understanding of tool; very weak spelling and grammar; sloppy results; limited care taken.
- 1 Poor, incomplete work; does not demonstrate a desire to do a thorough job or a clear understanding of problem; sloppy results; very poor spelling/grammar; indifferent to project tool.

FINAL REPORTS/TEACHING/PRESENTATIONS**

- 5 Dynamic, well-planned approach; concise presentation of problem, survey results; used graphics in an orderly manner (in oral); thoughtful, original suggestions for solution to problem; written word is presented with correct grammar and spelling; suggests local organizations for assistance.
- 4 Well-planned approach; minor weaknesses in presentation of problem and survey results; thoughtful, realistic, but not unique, solutions to problem; minor grammar and spelling error; limited local organization suggestions.
- 3 Weaknesses in plans; one major or several minor weakness in presentation of problem, survey results; thoughtful, but not necessarily realistic, solutions to problem; occasional errors in spelling and grammar; limited local organizations suggested.
- 2 Weak planning of presentation; limited reference to survey, graphs, organizations; many errors in spelling and grammar; weak suggested solutions to problem.
- 1 Part(s) of presentation is missing; limited reference to survey, graphs, organizations; many errors in spelling and grammar; limited, weak solutions to problem.

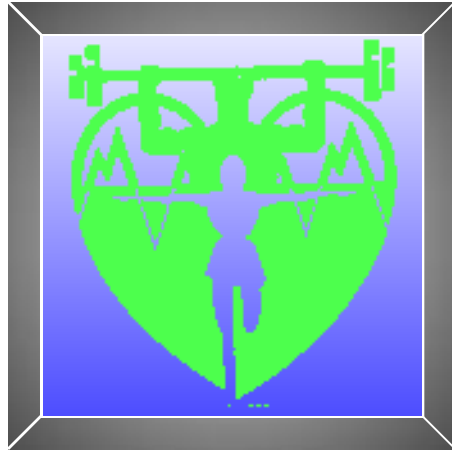
****See Attached Teaching Evaluation Form**

*****Each teacher has the flexibility to chose which tools to use and/or evaluate and how each tool will be weighted; see Rubric Grading**

REFLECTION

This was an ideal way to bring together the many phases of health, as well as to practice problem solving and cooperative completion of tasks in a group setting. After reviewing the results, I would say that the basic plan is great, as it allows hands-on active learning for the student who might have trouble learning in the traditional manner. A teacher, however, may elect to develop the queries and have the students *select* one to investigate, rather than assigning or allowing the students to develop one of their own. To further enhance this lesson, the suggestion would be to get more community involvement by educating the school personnel about the projects so that they understand the importance of the survey results, allowing the community to see how they can assist and benefit from this involvement with the students, and encouraging the recipients of the project's results to consider using the suggestions for improved health. In addition, it was discovered that some students need more structure in work-completion deadlines, so that piece was added.

REFLECTION:
REFLECTION:



Health, Physical Education, Family and Consumer Sciences

Resource Guide

PART II.3

Interdisciplinary Unit On Wellness.....	2
Introduction of Jump Ropes.....	8
Health Related Fitness Portfolio.....	15

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).




Interdisciplinary Unit On *Wellness*

- HEALTH**
- ▲ apply prevention/risk reduction
 - ▲ demonstrate knowledge/skills
 - ▲ analyze influences affecting behavior
- PE**
- ▲ understand prevention of illness through activity
 - ▲ develop personal fitness plan
- F&CS**
- ▲ understand relationship between diet/health/physical activity
 - ▲ recognize mental/social/emotional aspects of health
 - ▲ apply decision making to health-related dilemmas
- 1**

- HEALTH**
- ▲ ability to access community services
- PE**
- ▲ informed consumers/aware of alternatives
 - ▲ locate physical activity information
- F&CS**
- ▲ use of resources
- 3**

Our goal was to make students aware of the connections between health, physical education, and family and consumer sciences with particular emphasis on the areas of fitness and nutrition.

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wny.r.c.org
 Grades 6-8

This activity is intended to be used as an introduction to an interdisciplinary unit at the middle level, taught by instructors from three disciplines. The end result was intended to be a portfolio. Components of the portfolio will be developed from all three areas throughout the middle years.

The event takes five class periods; one for opening assembly, three for workshops and one for evaluation.

_____ Grade _____
 _____ HR. _____
Student Schedule
 Oct. 16 Wednesday Periods 1,2,3
 Period1: Assembly /Aud: Injest
 Period 2: _____-Rm _____
 Period 3: _____-Rm _____

Reminder to all students: Keep this schedule and a pen or a pencil with you at all times this morning.

There will be guests in the building who have given up their time to share information with you and it will be greatly appreciated to have all students on their best behavior. Let's show them what a great school we are!!
 Thank you!

To: Faculty and Staff :
From: HCS, Health & Phys. Ed.

This is your schedule for **Wednesday October 16, Making Connections Day**. Homeroom teachers will take their students to the Auditorium after attendance and announcements.

Please be sure you are in your assigned room as soon as you can be after the assembly. We need to work together to make this the best day possible for our kids. They can really benefit from this type of day if we all help.

Your task will be to take attendance as the students enter the room. You will have a master list for this purpose. If a student's name is not on this list, ask to see their schedule. If their schedule says that workshop, it's okay for them to stay, otherwise they should report to where they are scheduled. Call the Faculty Rm. Ext. 61 if there is a problem.

You are responsible for moderating the entire session. You must introduce the speaker(s), they have been asked to bring an introduction with them. If they have none, simply introduce them and ask them to give their own background.

THANKS FOR HELPING OUT/ ENJOY THE MORNING!

8:15-9:00 Assembly in Jast (Auditorium) Grade 6-8
9:04-9:45 Workshop 1: _____ Room _____
9:49-10:30 Workshop 2: _____ Room _____

**QUESTIONS OR CONCERNS SEE S. INGRAO ,
M. WHITNEY, K. COTTEN OR C. MOOTS**

- Plan workshops that pertain to wellness and make a connection between health, physical education, and family and consumer sciences. Use school and community resources to develop list of presenters.
- Have high school students from Human Development and Foods and Nutrition participate as workshop presenters to focus on issues facing adolescents and food borne illnesses.
- Contact potential presenters and set up workshops.
- Develop process of workshop selection by students' area of interest.
- Plan an open assembly for all sixth, seventh, and eight grade students.
- Have a keynote speaker to focus on self-respect as an underlying principle of physical and mental health.
- Inform other staff of the purpose, goals, and procedures for the day.
- Have students select workshops.
- Welcome presenters and monitor workshops throughout the building.
- Provide staff with opportunity to discuss and evaluate various workshops during regular class time as a follow up activity.
- Teachers share their evaluation at staff meeting.

IN JEST

PRODUCTIONS

Dear Maryanne,

Hello! We're looking forward to sharing our talents with you on October 16. Our presentations will focus on self-respect as an underlying principle of physical and mental health. We will incorporate juggling, physical comedy, and audience interaction to make the presentation lively and memorable!

Please complete and return the enclosed to confirm IN JEST's participation. Thanks! I'm sure everyone will be more than happy with the contribution IN JEST makes to the event! Please don't hesitate to call if you have any questions, ideas, or concerns. TTPS...

All Seriousness Aside,


Neil Crossman
IN JEST Productions

Name _____

Making Connections /Assessment

Brief summary of one of the workshops you attended.

Title _____

List 3 things you learned

1

2

3

(pair and share) Find a classmate that went to different workshops. Ask them to tell you about the information they received.

What did the two workshops have in common.

From the information you gathered today, how do you see Health, Physical Education and Home & Career Skills being connected to a total wellness program

Workshop selection form for Making Connections Day -

Circle 4 workshop titles that you would be interested in attending and then in the

blanks side of those workshops rank your choices 1st, 2nd, 3rd, and 4th.

1. Sports Nutrition -	Foods you need to help you do your best when participating in sports activities.
2. Super Foods -	Healthy foods you will like and enjoy
3. Healthy Choices - Heart	Find out what you can do now to make sure your heart stays healthy in the future
4. Foods to Feed the Heart	What you can eat to make your heart work better
5. Are You Stressed Out? - Relax	Ways to relax to beat stress
6. Reducing Risks- Healthy Choices	Making good choices to improve your health
7. Surviving Peer Pressure	What you can do to deal with pressure from your peers
8. Drugs & Alcohol-Not For Me	Good choices to make in order to avoid abuse of drugs and alcohol
9. Breathe Better through Exercise	How exercise can reduce breathing difficulties such as asthma or shortness of breath
10. Want to Help Other?-Volunteer	Ways to volunteer your services to help others (limited to 8th graders)
11. How Safe Is Your Food?	Learn what things can make your food unsafe to eat.
12. Sports Injuries	How to avoid being hurt during sports activities
13. Positive Connections	Find out what you like, dislike and interests are and connect them to positive activities.
14. Issues Facing Adolescents	The kinds of issues you may have to deal with now that will effect your future.
15. Teen Parenting-What's It Like	Panel of teenage parents share their experiences
16. Physical, Social and Political Issues	Ways teenagers are effected regarding tobacco use through advertising

ASSESSMENT

- group discussions
- written summaries of workshops
- observation of students participating in workshops
- student presentations of information gathered in workshops to other students

The logo for 'Assessment' features the word 'Assessment' in a white, sans-serif font. The letters are partially obscured by a series of overlapping, semi-transparent grey squares of varying sizes, creating a modern, digital aesthetic. The entire logo is set against a solid black rectangular background.

Evaluation of Making Connections Day

Comments about the overall organization of the day:

"3" Thumbs Up —

Comments about the main program - "In Jest" :

Excellent

Comments on which workshops you found especially beneficial:

Stress Reduction 10 out of 10

Dr. Mitchell - Sports Nutrition — good job

might be better for older but younger understand very well

Surviving Peer Pressure - talk about friendship - very weak speaker - "too gushy"

Comments about workshops that were not particularly beneficial:

I have included the handout from my workshop (smoking)

Unfortunately the handout (included) ~~some~~ a catalog for Marlboro articles which kids like Crystal Hintz found to be the important item in the packet.

Comments on the students behavior and any feedback you received:

— Excellent —

Any general comments or suggestions for improvement of the day:

If possible — more hands-on activities which we know is hard — we really appreciate all the time you "4" spent on this project!

- students shared information via radio broadcast
- follow up assessment done 22 weeks after lesson.

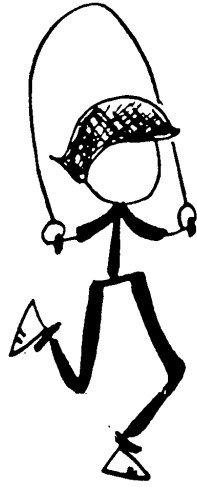
REFLECTION

The information retained at the 22 week assessment point surprised us all! It would be good to involve the core subject areas to make connections to their learning standards as well. Students should be required to write a summary connecting all three areas of health, physical education, and family and consumer sciences to reach our original goal.

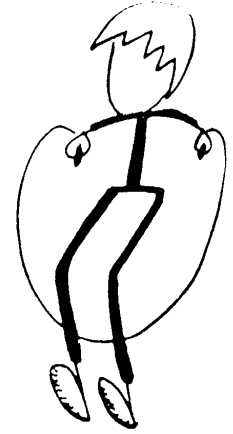


The members of the Falconer Middle School health, home and careers and physical education faculty want to thank you for being an important part of our Making Connections Day on October 16th.

Standards & Performance Indicators



Introduction of Jump Ropes



HEALTH
PE
F&CS
1

▲ knowledge/skills to maintain physical fitness

HEALTH
PE
F&CS
2

▲ acquire knowledge/ability to create/maintain safe/healthy environment

HEALTH
PE
F&CS
3

▲ understand and manage personal/community resources

Francis F. Cabana, Jr.

Queensbury School District

Queensbury Elementary School

431 Aviation Road

Queensbury, NY 12804

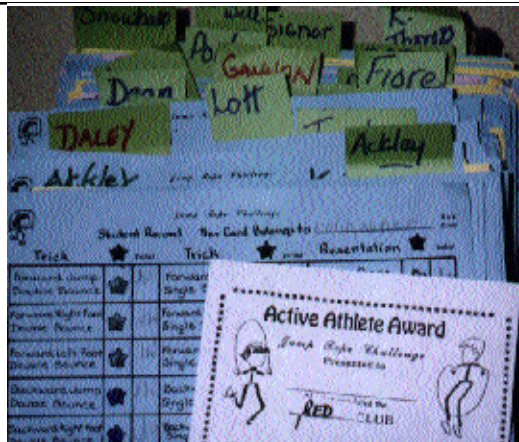
518-793-8811

Grade 3-4

Students come to formal physical education class two times per week for 30 minutes each class. Under these circumstances, students will need a minimum of three weeks for the successful completion of this unit. Ideally, four weeks should be allowed for maximum accomplishment and enjoyment by the students. This will allow for a better understanding of jump rope knowledge and technique.

Following our regular class warm-up in pre-assigned squads, the students will be directed that within a 20 count time limit they will get a partner, sit together in the center of the gym, side by side. If a student does not find a partner or there are not enough to be made, the student will be assigned to a group or a group of three will be made.

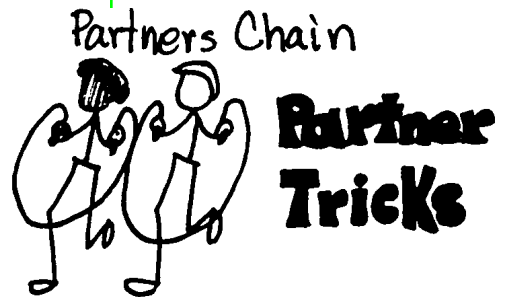
At the first meeting of each class, the task cards are explained; safety with the ropes is outlined; the importance of jump rope in sports and the



BENEFITS OF EXERCISE

Why exercise? Here is a list of some of the many benefits of exercise.

1. IT GIVES YOU MORE ENERGY
2. IT HELPS YOU COPE WITH STRESS
3. IT IMPROVES YOUR SELF-IMAGE
4. IT HELPS YOU TO LOSE WEIGHT
5. IT TONES YOUR MUSCLES
6. IT INCREASES YOUR RESISTENCE TO FATIGUE
7. IT HELPS YOU TO FEEL RELAXED & LESS TENSE
8. IT HELPS TO CONTROL YOUR APPETITE
9. IT COUNTERS ANXIETY AND DEPRESSION
10. IT IMPROVES YOUR ABILITY TO FALL ASLEEP AND SLEEP WELL
11. IT PROVIDES AN EASY WAY TO SHARE AN ACTIVITY WITH FRIENDS



Partners jump while holding on to one end of partners rope.
Note: Add jumpers to your chain.



Two in a rope. Partner faces away, turns 180° to face partner. One turn for each jump.

fact that it is not just for girls is discussed; the fact that everyone has had a different level of experience with a jump rope and that each person will work at their own level is stressed. Once general directions are completed, the partners work together.

In each group, one partner is asked to stand and the other stays seated. Again a pre-determined count is set so as not to encourage a Jack In The Box game between partners. Once both are set, the partner standing is instructed on how he or she will move to pick up a jump rope that has been placed folded against the wall. The partner will find an open area anywhere in the teaching area and spread out keeping safety in mind. At the same time, the seated partner will go pick up either two new papers or both partners' papers, a writing utensil, and find their partner in the gym.



Once both cards are properly headed, students are instructed on the proper procedure for completing the Task Cards:



1. One partner will perform the skill (performer).
2. The other partner remains seated and observes the performer, counting the consecutive successful jumps of the selected task.
3. If the performer is successful in the 10 consecutive jumps, the observer is instructed to fill in the star next to the skill and put their initials in the provided box, and then partners switch jobs.
4. If a miss occurs, the performer starts again at the beginning trying to accomplish to 10 correct jumps. If three (3) unsuccessful attempts occur, the performer's turn is complete and both partners change jobs.
5. On each of their papers, their PARTNERS INITIALS appear, NOT THEIRS.
6. Each group will progress at their own speed, and each partner will progress at his or her own speed. As a person completes the skill on the beginning sheet (RED), and their partner's initials and the stars are filled in, they will bring their card to the teacher and the teacher will choose THREE (3) skills for the student

to perform. If the student is successful with these skills, the teacher will collect the first task sheet and give the student the next level card, (YELLOW). Each student will receive their first card back with a certificate attached congratulating them on their accomplishment.

Active Athlete Award

Jump Rope Challenge
Presented to

JENN
who has completed the
YELLOW CLUB

Mr. Cabana
Teacher

Date 2-28

7. Students are encouraged to ask each other, another student, or finally the instructor to demonstrate any skill that they may not understand.

Added: Hot Peppers!
25 jumps in 10 seconds.

8. At the completion of class, the instructor will direct one partner to collect both task cards and writing utensil and place them in the appropriate locations. At the same time, the other partner is instructed to fold the rope in half and place it on the floor against the wall.
9. Students are now directed to line up and exit the gym.

Continue...



Partners jump while holding on to one end of partners rope.
Note: Add jumpers to your chain.



Two in a rope. Partner faces away, turns 180° to face partner. One turn for each jump.

Added: Hot Peppers!
25 jumps in 10 seconds.





Jump Rope Challenge

Student Record This Card Belongs to Janine Red Club

Trick	★ Initial	Trick	★ Initial	Presentation	★ Initial
Forward Jump Double Bounce	★ CT	Forward Jump Single Bounce	★ AA	Job In Place 20 Rope Turns	★ KC
Forward Right Foot Double Bounce	★ CT	Forward Right Foot Single Bounce	★ AA	Movin' On 20 Rope Turns	★ KC
Forward Left Foot Double Bounce	★ AR	Forward left Foot Single Bounce	★ AR	Forward Tricks Double Bounce	★ KC
Backward Jump Double Bounce	★ AA	Backward Jump Single Bounce	★ KC	3 Forward Tricks Single Bounce	★ KC
Backward Right Foot Double Bounce	★ AR	Backward Right Foot Single Bounce	★ KC	3 Backward Tricks Double Bounce	★ KC
Backward Left Foot Double Bounce	★ AR	Backward Left Foot Single Bounce	★ KC	3 Backward Tricks Single Bounce	★ KC

In every class there are a few students who are not able to jump rope or have disabilities that require modifications to the routines. With a little practice, the nonjumpers in class can become proficient in rope jumping. The following is a sample teaching progression for students who are having difficulty jumping rope.

1. Lay the rope out in a straight line. Stand on one side with both feet together and jump side to side, one jump on each side of the rope. Progress to jumping twice per side.
2. Hold the rope with one handle in each hand, flip the rope over your head, catch the rope with your toes, and then step over the rope. Progress to catching the rope and jumping over it.
3. Repeat the above progression, but jump the rope without catching it with your toes. Start with one jump and continue to progress until you can master 10 jumps.
4. Remind students that you must keep the rope out to the side, hip high with room to jump through the space. Most of them will bring the rope into their shoulders and they cannot jump through the small space provided.

B. Students in wheelchairs may fold the ropes in half or may use the SLIM GOODBODY program TRU-FIT which is done with a stretch band and incorporates upper and lower body activities. These students will be given a blank card, and either working with a partner or their assigned aide, a progression will be available to them so that they can fill out their cards as they reach each level of activity as outlined in their IEP or recommended by their doctor in terms of their adapted physical education program. Even the student who has an excuse for one class can at least be a partner and fill in the blanks. These students usually work in threesomes so that a partner may take a break from jumping.

At the end of each class to bring the group back together and give some closure to class, you can use the back of their papers to do a specific skill and write down their scores (How many times can you jump consecutively without a miss?) If you do the same skill, they can see their progress throughout the unit.

ASSESSMENT



- A. The first class is for the reintroduction of jump rope skills. Explanations of the techniques and procedure regarding previous learned skills, and how they will be incorporated into future classes will be discussed.
- B. The first assessment is done by the jumper's partner while the jumper performs an individual skill on the task card. If performed successfully, the observer will fill in the star and put THEIR INITIALS on the partner's card. It is important to note that students ARE NOT to fill out their own task cards. As the unit progresses, they may also have different partners so there may be different initials on the same card.
- C. If when working, the time limit already set forth is met (three misses during a turn), then the star is left empty and can be done at a later turn.
- D. Students may work in any order they choose as long as they are meeting a new challenge each time. They may not repeat a task already completed.
- E. Once a student has successfully performed ALL the skills on a Task Card and their partner has filled in all the stars and initial boxes, they bring their own card over to the teacher who will then randomly pick THREE skills for the student to demonstrate. If they are successful, the teacher will put THEIR own initials on the selected task, the next level card is given to the student who puts the header on it. Later, the completed card is returned with an attached certificate. This may then be taken home.
- F. If a student does not complete all three skills selected successfully, the teachers circles the task that needs to be practiced, returns the card to the student, and the student may come back later after they have perfected the circled skill(s).
- G. At the conclusion of the unit, all students not entirely completing a task card receive a certificate for trying, are given their own card back, and are given the option of working on the card either at recess or at home and bringing it back in when completed to earn their certificate.
- H. It must be noted that school policy regarding grades in physical education is based on participation, effort, and self-improvement. Grades are not given based on fitness scores or comparisons to other students' abilities.

REFLECTION

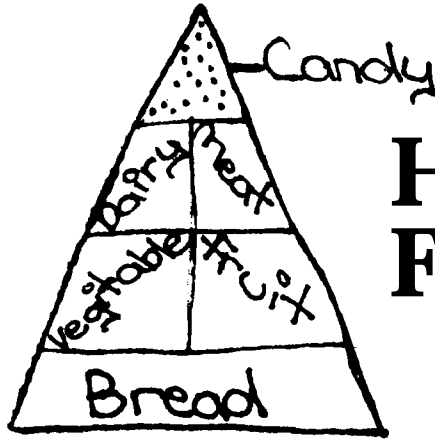
- A. About 15 years ago, I was able to participate in a hands-on conference conducted by Cliff Carnes of the Education Company for keeping 36 students working in every class. This is where we were introduced to this *Jump Rope Unit* and we decided to introduce it into our program. Since that time, our *Jump Rope Unit* has grown to a K-6 unit and will be used next year in our 7-8 program. Each level begins with the basic introduction and then progresses to more difficult tasks as the grade can accommodate. The students look forward to it, and it is one of the most energetic units we do during the school year.
- B. It is amazing to see how quickly every student develops their technique and quickly becomes successful. What is truly gratifying, is to see the students who have done this unit for several years and their ability to perform the difficult tasks. It would be fun to invite a high school student that has been involved with this unit to come back and show how it has helped them improve their sport's skills. Or a journal of commercials or *Up-Close* interviews with athletes who have used jump rope in their training could be developed and shared with students.
- C. Relating to the students stories of the diverse number of athletes who condition themselves using jump ropes makes a big impression on these young boys and girls. Especially the boys,

who, when they find out that maybe their favorite professional athlete has used a jump rope for conditioning, gets excited about developing the skills to successfully jump rope.

- D. This unit has become one of the most enjoyable for all students. Even the students who start off with a lesser degree of skill make rapid gains in their ability and are excited about how many stars can be filled in during a class.
- E. It should be noted that students are encouraged to practice their skill at recess. Students can practice these skills but only in physical education class can they fill in their cards with their partners counting and observing. If there is a shorter amount of time available, I try to incorporate ALL rope skills so as to overlap and unite all the different ropes available. You can incorporate *Climbing Ropes*, *Long Ropes*, *Double Dutch Ropes*, and *Short Ropes* into a circuit so as to prolong the unit in order to give the students adequate time to practice.

PE
ELEMENTARY

Standards & Performance Indicators



Health Related Fitness Portfolio

What I have seen in my 20 years of teaching is that teaching the fitness components alone isn't enough to make a lifelong connection to possessing knowledge and skills necessary to establish and maintain physical fitness.

Teacher

HEALTH ▲ practice healthy choices

PE
F&CS
1

- ▲ develop physical fitness skills
- ▲ establish personal goals
- ▲ relationship between physical activity and well being

HEALTH ▲ know social skills relating to safety

PE
F&CS
2

- ▲ work with others on goals/tasks
- ▲ demonstrate respect of self/others

HEALTH ▲ home/community leisure resources

PE
F&CS
3

- ▲ decision-making in physical reality

Karen Bolinger

Hilton Central School District

Northwood Elementary School

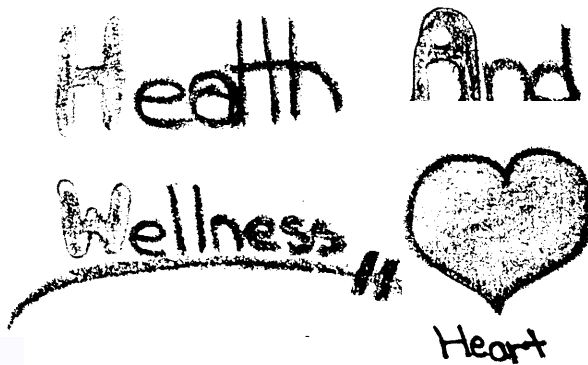
433 North Greece Road

Hilton, NY 14468

(716) 392-3450

KBolinger@ccmail.monroe.edu

Grades 2 and 6



As a result of participating in the Classic Project, led by Dr. Giselle Martin-Kniep who is a national consultant with Learner-Centered Initiatives, Ltd., I have been introduced to the world of portfolio assessments, and began developing this Health Related Fitness Portfolio. The portfolio tasks help students understand the way the body works during exercise and the benefits gained from exercise and proper health practices.

PERSONAL FITNESS PLAN

GOALS:

1. Short term: go around the block or
ride my bicycle around the block
twice

2. Long term: Keep going to soccer (or
playing soccer)
Cut down on junk food

List three reasons to be active:

You should be active because you
need to be fit to live longer

You should be active so that you
don't die or get clogged arteries

So that your body will be healthy

Communication was essential for the success of this learning experience. Parents were informed of the activities their children would be involved in and the second and sixth grade teachers collaborated with the physical education teachers continually.

The sixth graders developed and implemented a fitness station and fitness survey for second graders. They accomplished their performance outcomes by working individually and interacting with peers to design, implement, and assess their projects. The sixth graders were video-taped as they taught.

In order to ensure the success of all students, a classroom teacher and aide assisted the physical education staff with special needs of students. Their efforts were concentrated in areas where students needed assistance in computation, writing, and reading. Small groups were established to compliment the different learning styles of all students.

5/10/1
Grade 6th

Lisa
Questions

① What did you learn from developing the Fitness circuit?

I learned that there are all different kinds of ways to stay in shape, eating right, exercising, and a lot more stuff too.

② How did you feel teaching second graders.

It felt cool. It was hard work by trying to put every thing together and getting everything ready. I didn't really think that we needed a leader. I mean everyone did everything.

③ Would I like to teach another class and why?

I would like to teach a second grade class because it was very fun teaching Mrs. Plutchack's class they were really good.

④ By teaching second graders about the fitness compounds, do you think you learned more about fitness than if Mrs. Bolinger had done this Fitness circuit? NO. Because by teaching it to second graders you keep on saying it and you understand it more. Also playing games made it more helpful to the second graders and us.

⑤ What benefits do you see in students teaching other students? they learn more by teaching it. if you were the other person being taught you would like to have classmates teaching you it's much funner and you enjoy it too.

⑥ How did your personal fitness plan help you? It helped me stay healthy and it helped me remember how to stay fit and that made me feel better. I think it made the second graders feel good too!

Assessment

ASSESSMENT

Lesson 1 and 2—health related fitness rubric and health related fitness portfolio score sheet

Lesson 3 and 4—rubric for design of a health related fitness station to include: flexibility, muscular strength and endurance, cardiorespiratory endurance, and healthy habits and wellness

Lesson 5—health related survey/record sheet and journal entries.

REFLECTION: REFLECTION:

REFLECTION

I was astounded at the vigor with which the sixth graders proceeded to develop their own fitness circuit for a second grade class. My role changed from that of director to that of a guide. The students became self-motivated and genuinely engaged in the idea of sharing what they learned about fitness. I would like to see a senior project evolve from interdisciplinary learning standards that are connected with this experience such as lifelong wellness in health, healthy life styles in home economics, and the impact of exercise muscles and bones in science. It is my goal to create a “fitness lab” where hand held newtons and heart rate monitors are kept so that students can monitor their own fitness level.

As I reflected on this learning experience, I realized that I needed a rubric to assess each student’s fitness level. The rubric I developed came after my work with the sixth graders. When I do this unit again I will implement it in the first week of the unit.

TIME REQUIRED:

BLOCK PLAN

<p>Class: Janet Garace - 6th grade # of students: 25 Unit: Health Related Fitness Time: 3 weeks</p>		<p>Physical Education Teacher: Karen Bolinger Facility: Gymnasium/classroom Equipment: Refer to individual day No. of days: 6</p>	
<p>Supplies: 2 pocket folder (25) Fitnessgram materials</p>	<p>Lesson 1 45 min</p>	<p>Equipment: Fitnessgram materials (calipers, mats, stopwatch, yardstick, sit & reach box)</p>	<p>Lesson 2 45 min</p>
<ul style="list-style-type: none"> • Introduce Portfolio checklist • Share expectations • Fitness Contract • Personal Fitness Assessment-Fitnessgram (assess all fitness components) • Health & Wellness Journal during Lang. Arts Class (Friday 2:00-2:40) design cover/pen pal letter 		<ul style="list-style-type: none"> • Personal Fitness Assessment Cont'd. • Goal Setting • Develop Fitness Plan 	
<p>Equipment: construction paper mats, tape, stopwatch, hula hoops, foam, sticks</p>		<p>Lesson 3 45 min</p>	<p>Supplies: Pencils/paper</p> <p>Lesson 4 45 min</p>
<p>Project 1</p> <ul style="list-style-type: none"> • Develop Fitness station for second grade students • Health & Wellness Journal during Lang. Arts Class (Friday 2:00-2:40) *see attached reflective questions 		<p>Project 2</p> <ul style="list-style-type: none"> • Develop Fitness Survey for second grade students 	
<p>Equipment: same as Lesson 3</p>		<p>Lesson 5 45 min</p>	<p>Equipment: (1) crate for 25 portfolios</p> <p>Lesson 6 45 min</p>
<p>Implementation of Project 1 and Project 2</p> <ul style="list-style-type: none"> • 6th grade students assess 2nd grade students with Fitness Station and Fitness Survey they developed. • Health & Wellness Journal during Lang. Arts Class (Friday 2:00-2:40) 		<ul style="list-style-type: none"> • Self-Reflection • Class Reflection • Review portfolio checklist with student 	

The assessments used in the portfolio are embedded in our school curriculum, as well as the national, state and district standards.

Teacher

MATERIALS AND SUPPLIES:

Teacher/Student needs:

Activity	Supplies	Materials	Equipment
Pen Pal Letter	Computer paper		Computer
Personal Fitness Assessment Profile Sheet	Masking tape	Fitnessgram	Calipers Sit & Reach Stopwatch mats yardstick
Health Related Portfolio	(25) 2 pocket folders		(1) crate
Health & Wellness Journal	Ruled paper crayons markers construction paper		
Project I-Fitness Station	paper		laminator mats
Project II - Fitness Survey	magazines tape laminated film		cones stopwatch jump ropes styrofoam ricks video camera video tape camera film

I felt good about myself because I was helping other kids learn something while I was learning from them at the same time.

Sixth Grader

HEALTH RELATED FITNESS RUBRIC

Fitness Component	1	2	3	4
Aerobic Capacity (one mile walk/run)	can run/walk the mile in 12:30 plus minutes	can run/walk the mile in 12:31 - 10:00 minutes	can run/walk the mile in 10:01 - 8:31 minutes	can run/walk the mile in 8:30 or less minutes
Abdominal Strength & Endurance (curl-up)	can perform 1-10 curl-ups	can perform 11-26 curl-ups	can perform 27 - 46 curl-ups	can perform 47 or more curl-ups
Flexibility (sit & reach)	can stretch 8 inches on the sit & reach box	can stretch 9 inches on the sit & reach box	can stretch 10 inches on the sit & reach box	can stretch 12 inches on the sit & reach box
Upper Body Strength (flexed arm hang)	can hang 1-8 seconds with chin over bar	can hang 9-12 seconds with chin over bar	can hang 13-19 seconds with chin over bar	can hang 20 plus seconds with chin over bar
Healthy Habits & Wellness (food guide pyramid)	can identify 2 food groups and give an example of each group	can identify 3 food groups and give an example of each group	can identify 4 food groups and give an example of each group	can identify all 5 food groups and give an example of each group
Body Composition (body mass index)	has a BMI between 27.3 -18	has a BMI between 25-17.5	has a BMI between 24.5-16.6	has a BMI between 16.0-14.7
Trunk Extensor Strength & Flexibility (trunk lift)	can lift trunk below 8 inches in the "up" position	can lift trunk 9 inches in the "up" position	can lift trunk 10 inches in the "up" position	can lift trunk 12 inches in the "up" position

Name _____

Self Score _____

HEALTH RELATED FITNESS RUBRIC

Fitness Component	1	2	3	4
Aerobic Capacity (one mile walk/run)	can run/walk the mile in 12:30 plus minutes	can run/walk the mile in 12:31 - 10:00 minutes	can run/walk the mile in 10:01 - 8:31 minutes	can run/walk the mile in 8:30 or less minutes
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Body Composition (body mass index)	has a BMI between 27.3 -18	has a BMI between 25-17.5	has a BMI between 24.5-16.6	has a BMI between 16.0-14.7
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Name _____

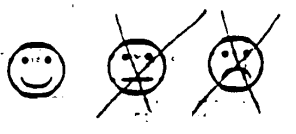
Self Score _____

HEALTH RELATED FITNESS RECORD

Station 1 Can you hold the snake position for 20 seconds?



Station 2 Can you do 5 push-ups?



Station 3 Can you bench step for 1 minute?



Station 4 Can you hold the cross over hand for 15 seconds?



Station 5 Can you jump rope w/out stopping for 40 seconds?



Station 6 Can you jog for 2 minutes?



Station 7 Can you put 10 food items in the correct food group in 1 minute?



Great job

Station 8 Can you jump the stick 25 times?



Station 9 Can you do 10 sit-ups?



In the past it was easy to teach the same way each year. Now, the opportunities to involve students in their own assessment and together develop criteria for assessment are endless.

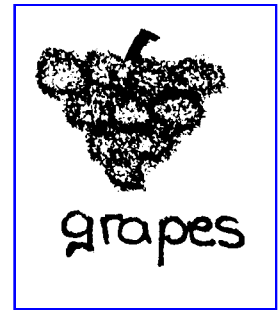
Teacher

HEALTH RELATED FITNESS SURVEY

Name: Danny Teacher: Mrs. Bolinger
Grade: 2nd

1. How do you feel about fitness stations?
(sit-ups, stretching, running, push-ups) good
like them likes running
likes sit ups best
likes stretching good
yes dose not like push-ups
2. How do you feel about exercising?
like them
Sorta
radical
radical
3. How do you feel about your physical education class?
fun
yes
radical
radical

PERSONAL FITNESS ASSESSMENT PROFILE



Name: Abbeu
 Resting Heart Rate: 80 bpm
 Height: 59 1/2
 Weight: 90
 Target Heart Rate: _____

Fitness Test	Fitness Component	Raw Score	Percentile
Body Mass Index	Body Composition	_____	_____
Sit and Reach	Flexibility	<u>16</u>	_____
Curl-up	Abdominal Muscle Strength	<u>75</u>	_____
Trunk Extensor	Flexibility & Strength	<u>12</u>	_____
Flexed Arm Hang	Upper Body Muscle Strength	<u>11.3</u>	_____
The Pacer The Mile	Aerobic Cardiovascular Endurance	<u>7 min 24 sec</u>	_____

Self-Evaluation of Fitness Components

	Aerobic Cardiovascular Endurance	Body Composition	Flexibility	Muscular Endurance	Muscular Strength
Superior	<input checked="" type="checkbox"/>	_____	_____	<input checked="" type="checkbox"/>	_____
Excellent	_____	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	_____	_____
Good	_____	_____	_____	_____	<input checked="" type="checkbox"/>
Fair	_____	_____	_____	_____	_____
Poor	_____	_____	_____	_____	_____
Very Poor	_____	_____	_____	_____	_____

Fitness Contract

I, _____, agree to:

**When I complete the requirements listed above, I will
receive appropriate recognition of my activity.**

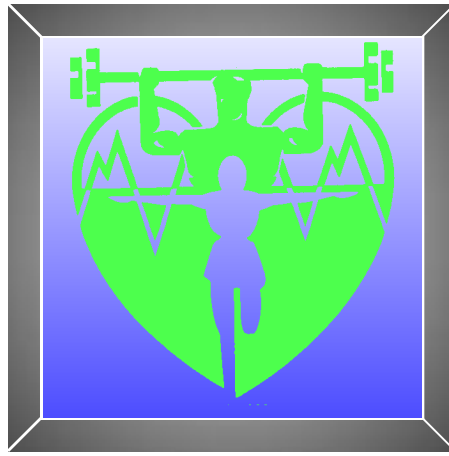
Student's Signature

Date

**I agree that the student named above will receive
recognition of completing the terms of this contract by receiving**

Teacher's Signature

Date



Health, Physical Education, Family and Consumer Sciences

Resource Guide

PART II.4

Weight Training–Lifetime Fitness	2
Race To Win Project	8
Controlling Bleeding Emergencies.....	26

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).

Weight Training— Lifetime Fitness

HEALTH
PE
F&CS

1

- ▲ demonstrate competency in fitness areas
- ▲ understand prevention of illness through activity

Students need to have the basic knowledge and understanding of the relationship between physical activity and the prevention of illness, disease, and premature death. Students also need to understand that working out regularly with weights or on fitness equipment will increase muscular strength, endurance, and improve performance in many areas of their lives.

If the students learn and understand the relationship between eating right, work-out, and how both affect long-term health, they will have a strong base to build from. Students will be able to develop their own lifetime fitness plan and implement it into their daily lives. This is a lifetime skill.

Susan Passineau

Susan Passineau

Rochester City Schools

Dr. Freddie Thomas Learning

Center

625 Scio Street

Rochester, NY 14605

716-262-8850

Grades 7-8

This weight training unit was taught over a two-week period. The classes met every other day for 90 minutes.

Actual participation time was approximately 70 minutes.

The first class was spent discussing various health risks such as heart disease, high blood pressure, obesity, and cancer. Then the discussion lead to how students could control or eliminate these health risks by eating properly, not abusing their bodies, and being physically fit.

The class was given weight-room record sheets to track their progress throughout the unit. Each day, the students would record the weight they lifted, and the number of times lifted (reps) for each piece of equipment. Included on the record sheet are spaces for resting pulse rate and target zone. Students were then instructed to find their pulse, either on their wrist or on their neck. Once they could feel their pulse, they were told to count for 30 seconds (the teacher kept time), then to double the number counted to. This was their resting pulse rate. Students were then given pencils to record this information on their sheet. Next, students calculated target zone using the formula below:

Target Zone = 220 - AGE X 0.80

This particular unit dealt with circuit training. There were 26 stations in all. Eight stations of free-weights, eight stations of Cybex machines, and 10 stations of cardiovascular or fitness equipment. Students were orientated to the equipment and instructed on what to do, how to do it properly, and what the spotter must do.

Aspecial musical tape was made for this unit. Music played for 40 seconds, followed by a 20 second pause and then repeated.

Students were allowed to pick a partner to work with. It was carefully explained that they must accompany their partner at all times through the stations. The way this unit worked was that while the music played, one person was performing the exercise and their partner was either spotting, or counting for them. When the music paused, the partners would change places and continue. When the music paused a second time, the partners moved to the next station. This rotation continued until each group had completed the circuit. This was the foundation the unit would build on.

Students that were learning disabled or physically challenged were paired up with students that could help lead them through the learning experience. The music used had 15 - 20 second pauses which allowed ample time to move from station to station, to record results, and allow those challenged more time to prepare for each station. Reorientation may be needed as new students enroll in class.

ASSESSMENT

Techniques:

- Observation of student performance and technique.
- Observation of how the work-out improved students strength and endurance.
- Written test.

Tools:

- Video of student work-out.
- Record sheet tracking student progress.
- Student evaluation of unit.

REFLECTION

The learning experience met the needs of all the students in the class. This was a cooperative learning experience, allowing those impaired or challenged the opportunity to achieve their goal. The first time I taught the unit, there was not enough time between pauses of the music to record the results. I have since made new tapes that have longer pauses.

We plan to coordinate this unit with our Health curriculum and Family and Consumer Scienes curriculum. Our goal is to have all three disciplines—Physical Education, Health, Family and Consumer Scienes supporting each other.

Example: Students learn about potential health risks in health class. In order to reduce this risk, they learn how to cook and eat healthier foods, read labels, and determine fat content in food during the nutritional unit of Family and Consumer Scienes. In the weigh training unit, students learn how to lose weight and tone muscles to become physically fit.



Assessment



REFLECTION:
REFLECTION:

There is so much you can do by including the three disciplines. You can customize your program to your particular needs or desires. Other examples might include developing a program for pregnant or physically challenged students. The sky is the limit!

Dr. Freddie Thomas Learning Center
WEIGHT TRAINING TEST

Name:

Multiple Choice - Circle the correct answer
(3 POINTS EACH)

33 + 1
36

1. This exercise works the chest muscle:
A. Bench Press B. Leg Press C. Military Press
2. This exercise works the shoulder muscle:
A. Military Press B. Bench Press C. Curls
3. This exercise works the bicep muscle:
A. Bench Press B. Curls C. Military Press
4. This exercise works the leg muscle:
A. Curls B. Bench Press C. Leg Extension
5. This exercise works the back muscle:
A. Military Press B. Pull-ups C. Bench Press
6. If you bench press 100 pounds, ten times this is called:
A. Sets B. Reps C. None of the above
7. When you go from station to station in weight lifting and try to do a certain weight as many times as you can in 30 seconds this is called:
A. Power lifting B. Aerobic Dance C. Circuit Training
8. The formula $220 - \text{Age} \times .80$ is used to figure out:
A. Intelligence B. Target Zone C. Muscle Strength

FILL IN THE BLANKS

1. List 2 exercises for the chest muscles:

1. Bench Press
~~2. Abdominal Machine~~

2. List 2 exercises for the leg muscles:

1. leg Extension
2. Stair Master

Bonus Swimming

UNIT EVALUATION

Given the information you have learned during this unit, please comment on the following:

1. What health concerns do you have? (over-weight, family illness, etc.)

My concerns are cancer and my great great grandmother had cancer. So I want to be healthy and with strong muscles.

2. How can weight training help you with these concerns?

It can make my bones stronger. Make me strong and I can eat more healthy.

3. What did you personally get out of this unit?

Strong muscles in my legs and I did not feel tired going up stairs. I felt stronger in my arms too.

4. What would you change about the unit?

I wouldn't change anything + this unit.

5. Would you join a health club in the future, and if yes what for in a club.

Yes, I would go in a health club in the future.

FILL IN THE BLANKS

1. NAME 3 TYPES OF WEIGHT MACHINES:

1. Tricep Extension
2. Bicep Curls
3. Abdominal Crunches

2. NAME 3 LEG EXERCISES:

1. Bikes
2. STAIR MASTER
3. Leg Extension

3. LIST 3 ADVANTAGES OF WEIGHT TRAINING:

1. Helps lose weight
2. Gets you physically fit
3. High ENDURANCE

TRUE OR FALSE (3 pts each)

- | | |
|--|--------------|
| 1. Bench press works the chest muscle | <u>True</u> |
| 2. Leg press works the stomach muscles | <u>False</u> |
| 3. Military press works the bicep muscle | <u>True</u> |
| 4. Tricep extension works the leg muscle | <u>False</u> |
| 5. Sit-ups (abdominal crunches) work the stomach muscles. | <u>True</u> |
| 6. Circuit training builds muscle endurance. | <u>True</u> |
| 7. When using the weight machines you should slam the weights. | <u>False</u> |
| 8. Power lifting builds strength. | <u>False</u> |
| 9. You don't need to warm-up before lifting weights. | <u>False</u> |
| 10. Weight training has many advantages. | <u>True</u> |

MATCHING
(3 points each)

	Answers	Choices
1. Bench Press	<u>E</u>	A. works leg muscle
2. Leg Press	<u>A</u>	B. builds strength
3. Target Zone	<u>F</u>	C. builds muscle endurance
4. Circuit Training	<u>C</u>	D. Weights not attached
5. Power lifting	<u>B</u>	E. Works chest muscle
6. Curls	<u>G</u>	F. 220-Age x .80
7. Free Weights	<u>D</u>	G. Works bicep muscle

Weight Training Unit

Name _____

B.P. _____
 R.P.R. 64
 Target Zone 124.20 - 165.60
 Weight _____

	Date	Date	Date	Date	Date	Date	Date	
1 Calf raises - right leg			3/25	4/11	4/10			
2 Calf raises - left leg		38	25	25				
3 Crunches		27	21	26				
4 Incline fly's		70	85	105				
5 Tri-cep Extension	5	3	25	5	25			
6 Seated bicep curl	20	20	21	10	15			
7 Squats with bar		5	40	20	12			
8 Preachers Bench Curls	20	20	40	20	18			
9 Wrist roll-up's		29	39					
10 Incline military press	7	25	4					
11 Bench press	20	20	35					
12 Stationary bikes	30	20	25					
13 Abdominal machine			20	34	20	26	20	26
14 Pull-up's & dips			30	20	140	19	140	19
15 Push-up's				17				
16 Leg Lifts				24				11
17 Vertical leg press				33		20	33	
18 Step-up box			20	30			31	
19 Leg Curls	30	25	20	40				
20 Leg extension	20	23		32				
21 Jump rope								
22 XXXXX			35	20				
23 Shoulder Press	20	24		20	22			
24 Seated Chest Press	20	27	25	41	30	24		
25 Lat Pull Down	20	38		20	16			
26 Stair Master		35		85	88			

Weight
Reps

B.P = Blood Pressure
 R.P.R. = Resting Pulse Rate 64

Target Zone Formula
 220 - AGE X .80
 220 - AGE X .80

$$\begin{array}{r}
 220 \\
 - 13 \\
 \hline
 207 \\
 - 60 \\
 \hline
 147 \\
 \hline
 147 \\
 + 19 \\
 \hline
 166
 \end{array}$$

Race To Win Project



HEALTH

PE

- ▲ physical activity/part of life
- ▲ know components of personal wellness
- ▲ demonstrate competence to lead

F&CS

- ▲ plan balanced diet
- ▲ adjust own diet
- ▲ meet family needs
- ▲ reach health goals

1

HEALTH

PE

- ▲ know safety hazards/prevent/treat
- ▲ responsible behavior
- ▲ benefits of physical activity
- ▲ create a positive climate
- ▲ benefits of activity

F&CS

- ▲ health/safety in home/work

2

HEALTH

PE

- ▲ role as consumers
- ▲ career opportunities

F&CS

- ▲ career goal
- ▲ job skill

3

Race To Win is an interdisciplinary simulation developed by the Physical Education, Family and Consumer Sciences, and Library/Media Departments.

Teachers

Victoria A. Dewald

Michael J. Broderick

Rush-Henrietta Senior High

School

1799 Lehigh Station Road

Henrietta, NY 14467

716-359-5200



Grades 9-12

This co-curricular project will give students an opportunity to develop work and personal living skills that will enable them to become competent and confident adults, and enhance the quality of their lives.

Teachers

Space Needed:

- large instructional room for large and small group work
- foods lab for preparing meals and snacks
- wellness center (track, pool, gym) for training sessions
- race course options—with adaptations for special needs students.

Goals and Objectives:

- realize basic nutritional habits
- evaluate sport/athletic food patterns
- develop knowledge related to the impact of nutrition and eating habits on athletic performance, fitness, and lifelong health
- realize the impact of complex carbohydrates in a “fit person’s” diet.

For students to succeed with this learning experience they need to:

- moderate fitness level
- have basic knowledge of nutritional needs of teenagers
- identify food groups in “The Food Pyramid”
- be able to work in group—use good interpersonal and communication skills
- have basic understanding of fitness foundations and performance related fitness skills.

Plan of Action

Each session is an 80 minute block of time.

Session I

Teaching team introduces the project.

Administer preproject self-assessments to determine physical and social health.

Evaluate outcome of survey responses as a group.

Session II

Introduce the benefits of physical fitness.

Determine components of an individualized physical fitness program.

Discuss impact of nutrition on the performance of an athlete.

Form groups and prepare two foods: *Crunchy Breakfast Bars* and *Liquid Meal in a Jar*.

Clean up and store foods properly.

Session III

Guest triathlete discusses personal goals, training habits, nutritional requirements, equipment needed, strategies used to prepare for competition, and success and frustrations as a triathlete in authentic competition .

Students question the guest.

Session IV

Review components of an effective fitness plan.

View a video that covers fitness awareness and elements to include in a daily exercise regiment.

Eat the snacks prepared in Session II.

A HEALTHY YOU

Directions: Read the following statements. Make an "X" in the appropriate blank to show how well each statement describes you. Then analyze the results to determine if there are areas that you should try to improve.

	This description fits me...			
	Exactly	Fairly well	Only slightly	Not at all
PHYSICAL HEALTH				
1. I get plenty of sleep every night.	_____	_____	_____	_____
2. I eat a variety of nutritious, balanced meals every day.	_____	_____	_____	_____
3. My weight is just about right.	_____	_____	_____	_____
4. I get at least 20 - 30 minutes of vigorous exercise 3 times a week.	_____	_____	_____	_____
5. I avoid the use of tobacco, alcohol and drug use.	_____	_____	_____	_____
SOCIAL HEALTH				
1. I meet people easily.	_____	_____	_____	_____
2. I can accept differences in my friends and classmates.	_____	_____	_____	_____
3. I have at least one or two close friends.	_____	_____	_____	_____
4. I avoid spreading gossip about people.	_____	_____	_____	_____
5. I consider other people's needs, not just my own.	_____	_____	_____	_____

NAME _____ HOUR _____
COMPUTE YOUR NUTRITION CONDITION

DO YOU:	<u>RARELY</u>	<u>SOMETIMES</u>	<u>OFTEN</u>
Participate in regular physical activity	1	3	5
Choose foods from the milk group	1	3	5
Eat breakfast	1	3	5
Drink carbonated beverages	5	3	1
Eat raw fruits and vegetables	1	3	5
Use foot power instead of horsepower	1	3	5
Eat candy	5	3	1
Salt your foods	5	3	1
Choose whole grain cereal or bread	1	3	5
Maintain ideal weight	1	3	5
Eat fried foods	5	3	1
Skip meals	5	3	1
Try new sports	1	3	5
Binge/overeate	5	3	1
Avoid unfamiliar foods	5	3	1
Drink water	1	3	5
Eat processed snack foods	5	3	1
Try fad diets	5	3	1
Eat a variety of protein foods	1	3	5
Get adequate sleep	1	3	5

Score:

80 or above _____ you're a winner
 70-80 _____ you're in the running
 below 70 _____ try harder

THE AMERICAN DIETETIC ASSOCIATION
 THE AMERICAN SCHOOL FOOD SERVICE ASSOCIATION

I. Self Assessment

SPORT AND FOOD SURVEY

1. What foods do you typically eat before athletic competition?
2. Who usually prepares this meal?
3. Are there any foods you avoid before competition?
4. Do you have any "good luck" foods? If so, what are they?
5. Have you ever tried a protein supplement product?
6. Have you ever tried a vitamin supplement product?
7. How many glasses of milk do you drink a day?
8. How many glasses of water do you drink a day?
9. What would be your favorite meal before athletic competition?
10. Do you believe you eat a well-balanced diet?
11. If you engage in vigorous exercise, do you need extra protein for energy and to build muscle?



CRUNCHY BREAKFAST BARS

2 CUPS QUICK OATS (UNCOOKED)

2/3 CUP FLAKED COCONUT

6T (= 1/4 CUP & 1/8 CUP) WHEAT GERM

2/3 CUP CHOCOLATE CHIPS OR RAISINS

(1 CUP CHOPPED NUTS--OPTIONAL)

MIX TOGETHER

1/2 CUP PACKED BROWN SUGAR

1/2 CUP MARGARINE

6T (= 1/4 CUP & 1/8 CUP) HONEY OR LIGHT MOLASSES

ADD AND MIX WITH



PRESS THE MIXTURE FIRMLY INTO A WELL GREASED 9 x 13 "

CAKE PAN. BAKE AT 325 DEGREES FOR 20 MINUTES.

COOL AND CUT INTO BARS.

LIQUID "MEAL IN A GLASS"

3 cups non-fat milk
1/2 cup non-fat dry milk
1/2 cup water
1/4 cup sugar
1 tsp. vanilla or other flavoring
Combine all ingredients in electric blender; whirl until smooth. Makes 1-12 ounce serving.

NUTRITIONAL ANALYSIS PER SERVING

Nonfat milk

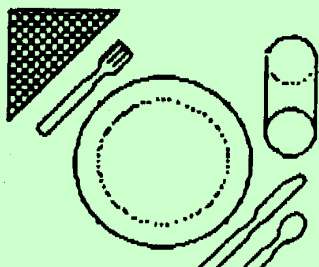
Calories	254
Protein	18 g
Fat	.7 g
Carbohydrate	44 g

Some athletes like liquid meals for quick, easy-to-digest, pre-event nourishment. The above recipe is cheaper than commercial liquid supplements. These liquid meals can be consumed up to 2 hours before an event or sipped periodically during events requiring physical effort of several hours.

If you try the commercial liquid supplements, avoid mixtures with extra protein, carbohydrate or fiber which can upset your digestive system. Breakfast drinks and liquid weight-reduction formula products also can cause distress.

Remember to include water with all meals. A liquid meal is not a fluid replacement. (Refer to the hydration guidelines under *Fluids*.)

Reprinted by permission: Safeway Stores
From: Safeway's Nutrition Awareness Program
Edited by Jane Houck, R.D.



Session V

Review nutritional components of the snack and drink.

Investigate elements of food needs for effective competition in a sport (fuel, quick energy, fluids, precompetition meals, and recovery foods).

Discuss the concept of carbohydrate loading, including benefits and to whom!

As a summary strategy or "ticket to leave" this session, write down one important thing you learned during the class today.

Session VI

STAGE ONE PLANNING

Guest speaker describes how to plan a large-scale community race event.

Establish committees.

Review further group processing that will be needed.

Committees must work on their own.

Session VII

STAGE TWO PLANNING

Committees report.

Develop and refine communication forms.

Construct a tentative schedule for events.

Summarize work by submitting forms and schedule.

Introduce elements of fitness training for race participants.

Session VIII

Review important elements of precompetition nutrition.

Plan a precompetition menu for a meal to be served the session before the race.

Discuss possible menu selections, nutrient contributions, cost analysis, and plans or concerns for preparing. Training:

(1) Introduction—how to set your own reasonable long- and short-term goals for training; basis of fitness/aerobic activity; capacity for warm up and cool downs; heart rate; principles of training; and (2) Activity—warm up; jogging/plyometrics; and cool down.

Session VIX

Training: key components of power, speed and agility; pretest activities; and design plyometric stations and practice.

Review menu for precompetition meal.

Discuss impact of nutrition supplements and sport drinks on the performance of athletes.

"Race To Win" Project

Coach Broderick

Mrs. DeWald

SCHEDULE

(B)	Friday	5/26	Plan
(C)	Tuesday	5/30	Plan
(D)	Wednesday	5/31	Plan
(A)	Thursday	6/1	Plan
(B)	Friday	6/2	Video/Train
(D)	Tuesday	6/6	Training
(B)	Thursday	6/8	Event

COMMITTEES

ROUTES:

- 3 possibilities/ present to class for selection
- determine all equipment and arrangements necessary for the events
- talk to Mr. Lyons or /and Mr. Banker
- develop publicity

VOLUNTEERS/ STAFF (Human Resources):

- WHAT do we need help with?
- HOW will we use the volunteers?
- WHO is available to help/ make contacts?
- List of job titles associated with the committees.

PARTICIPANTS:

- List of people and how to contact them
- Give information on schedule training dates, time and place.
- Place/ time/ equipment needed for competition.

RESOURCES(Non-Human Resources):

- TIME– plan a schedule for the event
- MATERIALS -what is needed
 - a. event/activities
 - b. maintenance of participants
 - c. organization of race (cones, jump ropes, balls, etc.)

Review current literature to determine information relevant to supplements and drinks.
With a partner, have a five minute summary discussion on what information is important to consider regarding performance in the race.

Session X

Prepare food items for precompetition dinner.
Store properly and clean up.
Training: warm ups, plyometrics, and cool down.

Session XI

Serve precompetition dinner to all participants.

Session XII

Race Day; set up the course and run the race!

Session XIII

Project Evaluation.
Brainstorm career/job possibilities that are identifiable from any aspect of planning and preparing for this race project.
Examine each career for the general postsecondary education and training needed.
Have students complete comments and recommendations for improving the experience.
Staff should summarize the outcome of the project.



ASSESSMENT

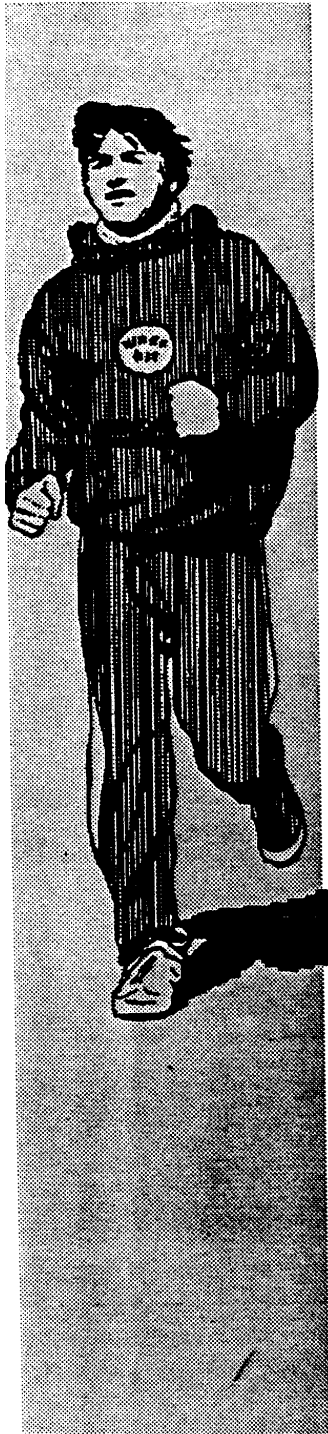
Techniques used to collect evidence of student progress toward meeting the learning standards include:

- group project rubric
- reflection synopsis on project experience
- teacher observation
- group discussion
- perceived success of the event

REFLECTION

After two runnings of the project, we realized that additional time is needed to assure that the learning standards are thoroughly covered and explored. With this project our intent was to involve as many participants from the school population as possible. This dimension will be emphasized during the third run of the project. We hope to include a “community service credit” component to the requirements needed to graduate. This would encourage students to volunteer and participate in community sponsored events similar to this project.

REFLECTION:
REFLECTION:



What to
Eat & Drink
ON THE DAY OF AN ATHLETIC EVENT

**“RACE
TO
WIN”**

RECIPES

MODIFYING RECIPES FOR SUGAR, SALT, FAT AND FIBER CONTENT

GUIDELINES FOR RECIPE MODIFICATION:

1. Appropriate for most yeast breads, quick breads, cookies and bars.
2. Decrease shortening or oil by up to 1/4 of the total amount in the original recipe.
3. Decrease sugar by up to 1/3 of the total amount in the original recipe.
4. Replace up to 1/2 of the flour with whole wheat flour (affects texture so modify according to personal preference).
5. Reduce 1/2 of all of the salt (not appropriate for yeast breads).
6. Add nutritious ingredients such as raisins, nuts, and bran.

EXAMPLE: OATMEAL COOKIES

ORIGINAL QUAKER OATS "FAMOUS OATMEAL COOKIES"

INGREDIENTS:

3/4 cup shortening
1 cup brown sugar, packed
1/2 cup white sugar
1 egg
1/4 cup water
1 tsp. vanilla
3 cups oats, uncooked
1 cup white flour
1 tsp. salt
1/2 tsp. soda



MODIFIED OATMEAL COOKIE-REDUCED SUGAR AND FAT

2/3 cup shortening
1 cup brown sugar, packed
omit white sugar
1 egg
1/4 cup water
1 tsp. vanilla
3 cups rolled oats, uncooked
1/2 cup unbleached white flour
1/2 cup whole wheat flour
1/2 tsp. salt
1/2 tsp. soda
1/2 to 1 cup raisins
1/2 to 1 cup chopped nuts

METHOD FOR MODIFIED RECIPE:

1. Combine shortening, sugar and egg, beat well until smooth and creamy, about 1 minute with mixer.
2. Add remaining ingredients, blend well. Drop by spoonfuls onto lightly oiled baking sheet.
3. Bake at 350° for 12-15 minutes.

YIELD: approximately 3 dozen

On a separate sheet of paper modify your favorite cookie recipe.

VI. Leader Nutrient - Carbohydrates

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MEXICAN LASAGNA

- 1 28oz. can tomato sauce
- 1 pkg. Taco Mix
- 1 12oz. jar Salsa
- 1 lbs, ground turkey or beef
- 1 15 oz. refried beans
- 1 pkg. FLOUR or WHOLE WHEAT tortillas (do not heat or cook)
- 4 oz. low-fat cheese

Lightly brown meat, add taco mix, tomato sauce, salsa and heat until mixture is well mixed and taco mix is dissolved.

In 9x13 pan spread a small amount of sauce- layer tortilla- cover with sauce and shredded cheese. MAKE 3 LAYERS

On the third layer spread refried beans, cover with sauce and cheese. Continue 3 MORE LAYERS.

Top with sauce and cheese.

Bake at 350 degrees for 30-40 minutes.

COMPLEX CARBOHYDRATES: 14 g.

CALORIES: 187

OATMEAL-RAISIN COOKIES

(See attached recipe with low-fat modification)

LOW-FAT RECIPE

COMPLEX CARBOHYDRATES _____

CALORIES _____

POLISH GOLUMKI

(CABBAGE ROLL CASSEROLE)

4 cups shredded cabbage	1 1/2 lbs. gd. beef
1 small onion, chopped	1/2 cup raw rice
10 oz. can tomato soup	1 can water
1 tsp. salt	1/2 tsp. pepper

Brown meat, add onion, salt, pepper and rice. Mix and continue cooking 5 minutes. Add soup and water, mix well.

Grease 2 quart casserole and add cabbage. Pour meat mixture over cabbage. Cover and bake 1 1/2 hours at 350 degrees.

PER SERVING

COMPLEX CARBOHYDRATES: 16.8g

CALORIES: 149.8 cal

SLOPPY JOE CASSEROLE

8 oz. shell macaroni, cooked
1 envelop Sloppy Joe Mix
1 lbs. ground beef
1 8 oz. tomato sauce
1 6 oz. tomato paste
1 lbs. low-fat cottage cheese, small curd
1/2 cup grated Parmesan cheese

Prepare seasoning mix with gound chuck, tomato paste and tomato sauce PLUS 1 1/2 cup WATER as mix directs. Heat oven to 350 degrees. Layer half the macaroni, half the cottage cheese and half the mix sauce in a 2 1/2 qt. casserole. Repeat and top with Parmesan cheese. Bake uncovered 40-45 minutes.

COMPLEX CARBOHYDRATES: 18.8g

CALORIES: 145 cal

"Race To Win Project"

Pre-Competition Meal Plan

High Complex Carbohydrate Recipes

The following recipes are examples of foods that could be included in a pre-competition meal or a "carbohydrate loading" regiment. We will include all of these items in our project but suggest that you select only one of the main dishes as an option before a competition.

MEXICAN RICE

- 1 cup white rice, uncooked
- 2 T. vegetable oil
- 4 cups tomato juice
- 1/2 tsp. ground cumin
- 1 tsp. salt
- 1/2 green pepper, cleaned out and chopped
- 2 garlic cloves, finely chopped
- 1 1/2 cups chopped onion
- 2 large tomatoes, chopped OR
1-8oz. can (1cup) tomatoes, cut up with a spoon

1. Rinse and drain rice. Dry on paper towels.
2. In a large frying pan, heat oil and fry raw rice until it becomes brown.
3. In a saucepan, heat tomato juice. Add to rice in the frying pan.
4. Add rest of ingredients, cover and cook over low heat until tomato juice is absorbed and rice is soft (about 20 minutes).

PER SERVING:

COMPLEX CARBOHYDRATES: _____

CALORIES: _____

"RACE TO WIN " PROJECT

PARTICIPANT REFUEL SNACK

BANANA BREAD LOAF

- 2 eggs or 4 egg whites
- 3/4 cup gran. sugar
- 1/4 cup veg. oil
- 1/4 cup unsweetened applesauce
- 1 cup mashed banana (2 or 3 bananas)
- 1 3/4 cup sifted flour
- 2 tsp. baking powder
- 1/2 tsp. baking soda
- 1/2 tsp. salt

1. In a bowl combine flour, baking powder, baking soda and salt.
2. In another bowl combine sugar, oil and eggs. Beat vigorously until frothy.
3. Add bananas and blend thoroughly.
4. Fold into flour mixture until well blended.
5. Pour into a greased bread pan.
6. Bake at 325 for 1 hour until crust is browned . Use a toothpick to test for doneness. Remove from pan to rack. Cool . Cut in 1 inch slices.

COMPLEX CARBOHYDRATES. _____

CALORIES: _____

PROJECT ASSESSMENT SHEET

Date _____

Names of Participants Assessing Project _____

As a participant, what parts of the "Race to Win" did you think went well

As a participant, what parts of the "Race to Win" would you like to see improved for next time and how would you improve it?

Names of Organizers assessing project _____

As an organizer, what parts of the "Race to Win" did you think went well

As an organizer, what parts of the project could be done better next year

PERFORMANCE ASSESSMENT

Circle 1 2 3 4
 1- almost always
 2- often
 3- sometimes
 4- rarely

Circle Yes or No

A. GROUP PARTICIPATION

1. Yes No Participated in group discussion without prompting
 2. Yes No Did his or her fair share of the work
 3. Yes No Tried to dominate the group-interrupted others,
 speaks too much
 Participated in the group's activities 1 2 3 4

B. STAYING ON TOPIC

4. Yes No Paid attention, listened to what was being done
 and said
 5. Yes No Made comments aimed at getting the group back
 to the topic
 6. Yes No Got off the topic or changed the subject
 Stayed on the Topic 1 2 3 4

C. OFFERED USEFUL IDEAS

7. Yes No Gave ideas and suggestions that helped the group
 8. Yes No Offered helpful criticism and comments
 9. Yes No Influenced the group's decisions and plans
 Offered Useful Ideas 1 2 3 4

D. CONSIDERATION

10. Yes No Made positive, encouraging remarks about group
 members and their ideas
 11. Yes No Gave recognition and credit to others for their
 ideas
 12. Yes No Made inconsiderate or hostile comments about a
 group member
 Was Considerate of Others 1 2 3 4

E. INVOLVING OTHERS

13. Yes No Got others involved by asking questions
 requesting input or challenging others
 14. Yes No Tried to get the group working together to reach
 group agreements
 15. Yes No Seriously considered the ideas of others
 Involved Others 1 2 3 4

F. COMMUNICATING

16. Yes No Spoke clearly. Was easy to hear and understand
 17. Yes No Expressed ideas clearly and effectively.
 Communicated Clearly 1 2 3 4

COMMITTEE ASSESSMENT SHEET

Names of committee members _____

Name of Committee _____

Date _____

List the things your committee did well: _____

What could your committee do better next time

Project Related Jobs/Careers

Nurse

EMT

Trainer

Physical Education Teacher

Health Club Director

Sporting Goods Manager

Food Service Vendor

Food Service Worker

Sports Announcer

Public Relations Worker

Photographer

Journalist

Supermarket Manger

Word Processor

Financial Manager

Security Guard



HEALTH
PE
F&CS

2

- ▲ assess/demonstrate risk avoidance
- ▲ personal involvement in improving environment

This activity encourages students to analyze situations and synthesize solutions for bleeding emergencies.

This lesson is the final step in evaluating students on their knowledge of bleeding emergencies. Each student works with a partner to perform first aid skills to control bleeding in mock emergency situations. There are 14 stations set up around the room and each station has a bleeding situation which requires the use of learned first aid skills. Student pairs are assigned to a station and instructed that one will be the first aider while the other is the victim. The teacher explains that there is an index card at each station to describe the emergency. When the bell sounds the index card is read by the victim and the first aider has approximately five minutes to do the correct first aid procedure. The victim will have a second card which is used to evaluate if their partner did do all the steps correctly. Partners change roles at each alternate station when the timer rings.

Controlling Bleeding Emergencies

Marie L. Pollot

Rochester City Schools

Douglass Middle School

940 Fernwood Park

Rochester, NY 14609

716-482-2000

Grade 7

Students need to know that a person can bleed to death in less than one minute and that knowing how to control bleeding can make the difference between life and death for a victim.



At each station are supplies and equipment needed to accomplish the first aid technique. Students will get through about half the situations in a 45 minute period. Five minutes is given at the beginning of the period to explain the stations and five minutes for evaluating each first aid team.

The teacher sets up fourteen situations and stations.

Stations can be combined to include many problems.

Situations:

1. shock victim
2. bee sting
3. laceration on the forearm
4. puncture wound on bottom of the foot
5. blood spill on a table
6. sent to call 911
7. incision above the knee
8. earlobe cut off
9. gun shot wound in upper arm
10. abrasion on knee
11. avulsion of little finger
12. bad bruise on lower shin
13. glass stuck in hand and bleeding badly
14. nosebleed

Materials:

1. index cards with bleeding situations listed
2. index cards which list correct first aid procedures to follow at each station
3. large index cards that mark stations
4. 25 triangular bandages
5. roller gauze
6. plastic gloves
7. pretend ice cube
8. blankets
9. plastic card tweezers
10. telephone
11. plastic bags
12. bell
13. timer

Station #1

Problem

Victim is pale, pulse is rapid, skin is clammy and feels weak.

Stations # 1 Response

First Aider Should determine that the victim is in shock and follow the steps below:

1. Place the victim in a lying down position on a blanket.
2. Elevate the feet about six inches.
3. Cover the victim if chilled
4. Talk to the victim in a reassuring voice and explaining what is being done to help.

Station # 3 Problem

Victim has a deep laceration on the forearm. It is bleeding badly.

Station # 3 Response

1. Apply direct pressure to the wound.
2. Elevate.
3. Apply Artery pressure
4. Seek medical help
5. Remember to use Universal Precautions.

**Station # 5
Problem**

Blood is in a puddle on a table after an accident.

**Station # 5
Response**

To reduce the risk of disease transmission when controlling bleeding, you should:

1. Avoid touching or being splashed by body fluids when possible.
2. Place a barrier between you and the victim's blood.
3. Use a 10% chlorine bleach solution with water to clean up the blood
4. Wash your hands thoroughly with soap and water after providing care or cleaning up.



**Station # 6
Problem**

You are sent into the school building to call 911 to report a car accident. Three people are hurt badly.

**Station # 6
Response**

1. Dial 911
2. Tell the exact location of the accident
3. Tell the telephone number from which the call is being made.
4. Tell what happened
5. Tell how many people are involved
6. Tell the conditions of the victims
7. Tell what help is being given
8. Remember don't hang up until the dispatcher says to do it.

Name _____ Date _____
Grade _____ Bleeding Emergencies Quiz

Answer the following questions using your knowledge of first aid in treating bleeding emergencies. Make sure to be as detailed as possible.

1. You are sent to call 911 for an emergency situation. There has been a bus accident in front of your school. Three students have been injured. Student #1 has a bloody nose. Student # 2 has a deep incision on his knee. Student # 3 has an avulsion of his little finger. Explain what you should tell the 911 operator and how should you treat each of these emergencies.

2. A child that you are baby sitting is stung by a bee. Tell the first aid procedures that should be done.

3. A victim has cut her leg badly above the knee with a knife. She is pale and breathing fast. She has lost a lot of blood.

Name _____ Date _____
Grade _____ Bleeding Emergencies Quiz

Answer the following questions using your knowledge of first aid in treating bleeding emergencies. Make sure to be as detailed as possible.

1. You are sent to call 911 for an emergency situation. There has been a bus accident in front of your school. Three students have been injured. Student #1 has a bloody nose. Student # 2 has a deep incision on his knee. Student # 3 has an avulsion of his little finger. Explain what you should tell the 911 operator and how should you treat each of these emergencies.

2. A child that you are baby sitting is stung by a bee. Tell the first aid procedures that should be done.

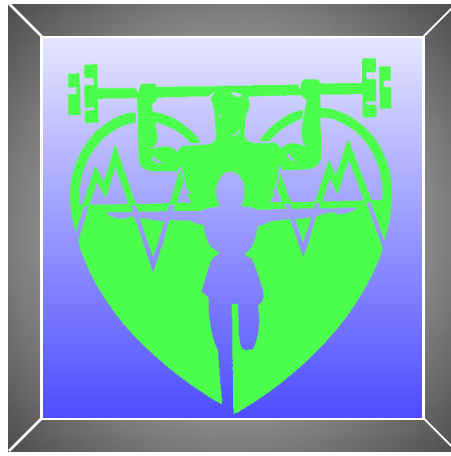
3. A victim has cut her leg badly above the knee with a knife. She is pale and breathing fast . She has lost a lot of blood.

REFLECTION

The learning experience met the needs of the students and was enjoyable to watch. Students worked as teams to accomplish as many stations as possible and were a positive influence on one another.

Special education students were paired with a partner so that the lesson could meet their IEP needs.

REFLECTION:
REFLECTION:



Health, Physical Education, Family and Consumer Sciences

Resource Guide

PART III.1

Principles of Assessment	2
Rubric Assessment.....	9
Interdisciplinary Areas of Study for Health, Physical Education, and Family and Consumer Sciences.....	13
Sample Assessments.....	14

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).





Principles of Assessment

The National Forum on Assessment, in *Principles and Indicators for Student Assessment Systems*, has developed the following indicators which provide a useful launchpad for the consideration of measurement tools.

The primary purpose of assessment is to improve student learning.

Assessment systems are organized around the primary purpose of improving student learning, including classroom and large-scale assessment.

1. Assessments are based on curriculum and desired learning outcomes that are clearly understood by students, educators, and parents.
2. Assessment practices are compatible with current knowledge about how learning takes place and allow for variety in how students learn.
3. Assessment systems enable a process of continuous feedback for the student.
4. Most assessments allow students to demonstrate understanding by thoughtfully applying knowledge and constructing responses.
5. Assessment systems allow students multiple ways to demonstrate their learning.
6. Assessment systems include opportunities for individual and group work.
7. Classroom assessments are integrated with curriculum and instruction.
8. Teachers employ a variety of assessment methods and obtain multiple forms of evidence about student learning for planning, implementing instruction, evaluating, and working with and making decisions about students.
9. Teachers can explain how their assessment practices and instruments help improve teaching and how they provide useful information for working with students.
10. Student self-reflection and evaluation are part of the assessment system.
11. Schools establish procedures for enabling classroom-based student assessment information to follow each student from year to year.
12. Assessment methods, samples of assessments, scoring guides or rubrics, and examples of work of varying kinds and quality are discussed and understood by students.
13. Scoring guides (rubrics) state in positive terms what students can do and enable users to analyze student strengths and needs in order to plan further instruction.
14. Educators make clear to students the uses and consequences of each assessment.
15. Teachers use current principles and technical concepts of assessment, particularly validity and reliability, in developing and analyzing their classroom assessments.
16. Multiple-choice and short-answer methods are a limited part, in time or impact, of the total assessment system.
17. Assessments intended to rank order students or compare students with each other are not a significant part, in time or impact, of the total assessment system.

Source: *The National Forum on Assessment: Principles and Indicators for Student Assessment Systems*. © 1995, National Center for Fair and Open Testing (Fair Test), Cambridge, MA.



Assessment Techniques

General purposes of assessment:

- *To Plan Instruction* - If achievement is assessed before instruction, instruction can be tailored to meet the needs of students. In addition, the students will better understand the specific objectives for instruction.
- *To Motivate Students* - Most students will exert a greater effort to learn if they know how their achievement will be measured.
- *To Evaluate Instruction* - The extent to which students attain an objective is one indication of the effectiveness of instruction.
- *To Assist Learning* - Some assessment techniques provide opportunities for students to apply what they have learned, thereby reinforcing instruction.
- *To Measure Achievement* - Perhaps the most obvious reason for measuring achievement is to determine whether students have met the learning standards.

Choosing an appropriate assessment technique:

The more purposes an assessment technique can fulfill the more efficient it becomes. The method or technique chosen by the teacher should always be targeted toward the objective of instruction. Key words such as *know* and *demonstrate* or *apply* in learning objectives may call for different assessment techniques.

Alternative Assessment Techniques:

The on-demand paper and pencil test remains a basic component of assessment at both the state and local levels. Since the learning standards for health, physical education, and family and consumer sciences lend themselves to assessments that are performance-based, the emphasis in this section will be placed on alternatives to the written exam.

Some general guidelines to consider when using any type of alternative assessment are listed below:

- Make students aware of the entire assessment process before it begins.
- Provide a model of quality work which students can use as a guide.
- Include the student, peers, and others in the assessment process.
- Provide timelines and deadlines when appropriate.

Source: Adapted from *Assessing Achievement in Home Economics Education*, 1991, The New York State Education Department, Albany, NY.



Types of Alternative Assessments

1. Projects

- careful, systematic observation/evaluation of procedures used by students in creating a product (product assessment); performing a task (process assessment); or combining process and product (project assessment).

Product Assessment = Efficiency

- ▲ teacher does not need to observe each student individually
- ▲ teacher does not need to observe products during class time
- ▲ less teacher time required

Process Assessment = Less Efficiency

- ▲ teacher must observe each student individually
- ▲ teacher unable to determine individual student efficiency during task by observing only product
- ▲ more teacher time required

Project Assessment = Opportunities and Challenges

Opportunities for Students

- ▲ work cooperatively in less formal environment
- ▲ apply decision-making and problem-solving skills to real-life situations
- ▲ utilize individual resources
- ▲ appreciate individual differences

Challenges to Students

- ▲ dominance by certain group members
- ▲ absenteeism
- ▲ personality conflicts
- ▲ objectivity/fairness of “group” grading

2. Logs/Journals

Opportunities

- to record information about student activities, needs, feelings, and attitudes not obtained by more objective assessment procedures
- to serve as a basis for evaluating student achievement
- to plan future instruction
- to serve as basis for discussion during student/teacher conferences
- to encourage students to think about their learning
- to provide teachers opportunities to learn more about individual students

Source: *Assessing Student Achievement in Home Economics Education*, 1991, The New York State Education Department, Albany, NY.

Challenges

- student unwillingness to reveal personal feelings and data
- limited student insight into behavior
- limited student ability to document behavior
- teacher difficulty in verifying accuracy of student entries
- teacher time involved in evaluating logs/journals

3. Observations

Opportunities

- teacher observes and records what students do without immediate judgment or interpretation
- observations serve as cross-check on student's logs/journals

Challenges

- limited number of subjects can be observed at once
- observations may be based on inaccurate or subjective perceptions
- invalid conclusions may occur

4. Profiles

Opportunities

- record student skills and tasks over a period of time
- document long-term student achievement/growth
- indicate student readiness for employment or further education
- use as tool for student self-assessment and goal setting

Challenges

- limited ability to reflect individual student creativity

5. Portfolios

Opportunities

- document student performance
- provide basis for evaluation of student achievement
- provide opportunities for teacher and student to determine together which pieces of student work will be included in the portfolio

Challenges

- careful consideration must be given to the content and storage of collected materials

6. Scenario Assessments/Presentations

Opportunities

- showcase student's ability to present an idea or perform a procedure for others
- provide students opportunity to practice and apply information as they develop information skills
- provide opportunity to observe level of competence of individual students
- provide students opportunity to learn from each other
- places skills and knowledge in the context where mastering can be demonstrated

Challenges

- student anxiety may influence performance during demonstrations/presentations

7. Questionnaires/Inventories

Opportunities

- gather information about opinions, interests, needs, and skill levels of students
- obtain factual information about students' backgrounds
- obtain information from the students' peers, parents, and other adults

Challenges

- unreliability of some information gathered, partly because interests, attitudes, and values of students are constantly changing, particularly during adolescence
- unreliability of information because of lack student awareness and/or willingness to share personal information, values, and attitudes.

Taxonomy of Learning Levels

By reviewing the Health, Physical Education, and Family and Consumer Sciences standards, performance indicators, and specific learning objectives of curriculum to deliver these skills, teachers can determine the learning level which is called for. The taxonomy of learning is a suggested tool for teachers to use in planning assessments that will fit local instruction.

Taxonomy of Learning Levels												
<i>Learning Level</i>	<i>The Student Is Expected To:</i>	<i>Descriptive Words Often Used</i>										
<p># 1: Knowledge</p> <p>Knowledge of:</p> <ul style="list-style-type: none"> • specifics • ways or means of dealing with specifics • the universals and abstractions in a field 	<ul style="list-style-type: none"> ✓ Remember an idea, phenomenon, or fact in somewhat the same form in which he/she learned them. 	<table> <tr> <td>list</td> <td>match</td> </tr> <tr> <td>choose</td> <td>name</td> </tr> <tr> <td>find</td> <td>show</td> </tr> <tr> <td>label</td> <td>identify</td> </tr> <tr> <td>select</td> <td>define</td> </tr> </table>	list	match	choose	name	find	show	label	identify	select	define
list	match											
choose	name											
find	show											
label	identify											
select	define											
<p>#2: Comprehension</p> <p>Comprehension through:</p> <ul style="list-style-type: none"> • translation • interpretation • extrapolation 	<ul style="list-style-type: none"> ✓ Communicate an idea or thing (event) in a new or different form (translation) ✓ See relationship among things. It may also mean qualifying ideas in relation to one's own experiences. (interpretation) ✓ Project the effect of things. (extrapolation) 	<table> <tr> <td>reword</td> <td>propose</td> </tr> <tr> <td>describe</td> <td>calculate</td> </tr> <tr> <td>explain</td> <td>change</td> </tr> <tr> <td>outline</td> <td></td> </tr> </table>	reword	propose	describe	calculate	explain	change	outline			
reword	propose											
describe	calculate											
explain	change											
outline												
<p>#3: Application</p> <p>Application through:</p> <ul style="list-style-type: none"> • the use of abstract forms in concrete situations • abstractions in the form of general ideas, rules, or procedures 	<ul style="list-style-type: none"> ✓ Use what he/she knows (data) from a variety of areas to find solutions to problems. ✓ Relate or apply ideas to new or unusual situations. 	<table> <tr> <td>relate</td> <td>manipulate</td> </tr> <tr> <td>utilize</td> <td>apply</td> </tr> <tr> <td>solve</td> <td>illustrate</td> </tr> <tr> <td>operate</td> <td>investigate</td> </tr> <tr> <td>demonstrate</td> <td></td> </tr> </table>	relate	manipulate	utilize	apply	solve	illustrate	operate	investigate	demonstrate	
relate	manipulate											
utilize	apply											
solve	illustrate											
operate	investigate											
demonstrate												

Source: *Assessing Student Achievement in Home Economics Education*, 1991, The New York State Education Department, Albany, NY.

Taxonomy of Learning Levels

<i>Learning Level</i>	<i>The Student Is Expected To:</i>	<i>Descriptive Words Often Used</i>								
<p>#4: Analysis</p> <p>Analysis focuses on:</p> <ul style="list-style-type: none"> • elements • relationships • organizational principles 	<ul style="list-style-type: none"> ✓ Break “things” down into their component parts. ✓ Uncover the unique characteristics of a “thing.” 	<table style="width: 100%; border: none;"> <tr> <td style="padding-right: 20px;">examine</td> <td>assess</td> </tr> <tr> <td style="padding-right: 20px;">analyze</td> <td>contrast</td> </tr> <tr> <td style="padding-right: 20px;">compare</td> <td></td> </tr> <tr> <td style="padding-right: 20px;">differentiate</td> <td></td> </tr> </table>	examine	assess	analyze	contrast	compare		differentiate	
examine	assess									
analyze	contrast									
compare										
differentiate										
<p>#5: Synthesis</p> <p>Synthesis through:</p> <ul style="list-style-type: none"> • communication in a unique way • the development of a plan or proposition of a set of operations • the development of a set of abstract relations (to hypothesize) 	<ul style="list-style-type: none"> ✓ Think creatively. (divergently) ✓ Make or create new or original “things.” ✓ Take “things” and pattern them in a new way. 	<table style="width: 100%; border: none;"> <tr> <td style="padding-right: 20px;">create</td> <td>construct</td> </tr> <tr> <td style="padding-right: 20px;">reorganize</td> <td>generate</td> </tr> <tr> <td style="padding-right: 20px;">develop</td> <td>predict</td> </tr> </table>	create	construct	reorganize	generate	develop	predict		
create	construct									
reorganize	generate									
develop	predict									
<p>#6 Evaluation</p> <p>Evaluation in terms of:</p> <ul style="list-style-type: none"> • internal standards • external criteria 	<ul style="list-style-type: none"> ✓ Make judgments about “things” based on either external or internal conditions or criteria. ✓ Rate ideas, conditions, objects, etc. ✓ Accept or reject “things” based on standards. 	<table style="width: 100%; border: none;"> <tr> <td style="padding-right: 20px;">rate</td> <td>evaluate</td> </tr> <tr> <td style="padding-right: 20px;">prioritize</td> <td>critique</td> </tr> <tr> <td style="padding-right: 20px;">determine</td> <td></td> </tr> <tr> <td style="padding-right: 20px;">classify</td> <td></td> </tr> </table>	rate	evaluate	prioritize	critique	determine		classify	
rate	evaluate									
prioritize	critique									
determine										
classify										



Rubric: Assessment

Definition of a Rubric

A rubric is an assessment tool that describes levels of student achievement on performance tasks. Grant Wiggins defines it as a printed set of guidelines for distinguishing between performances or products of different quality. Rubrics are based on standards for achievement, provide criteria understandable to students, and contain scores arranged on a scale. Other characteristics of rubrics are:

- the points (scores) of the scale are equidistant on a continuum
- descriptors are provided for each level of student performance
- descriptors are valid (meaningful) and scores are reliable (consistent)
- the highest point (level) indicates exemplary (professional) performance
- scores relate to actual levels of student performance (empirically validated)
- the scale includes 4 or more rating levels (points)
- types include holistic (overall student performance) and analytic (dimensions): the assessment of a student performance should include both types
- they make explicit to students, parents, and administrators the criteria for student achievement
- they can be used by students to assess their own performance and the performance of other students.

Why Use Rubric Assessment



- **Why use rubrics?**

- teacher's expectations are made clear
- students are asked to reflect on the quality of their work
- rubrics accommodate a variety of student abilities
- the levels of accountability increase student understanding and knowledge
- students are involved in their own development
- rubrics will help students develop internal sets of criteria

- **When do we use rubrics?**

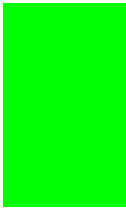
- when a learning experience involves a series of tasks
- when there is more than one way to complete a task
- when scoring needs explanation
- when a task is significant

- **What makes using rubrics effective?**

- they are task-specific
- they use *power verbs* which help to define results

define	describe	identify	list	name
explain	select	categorize	change	compute
demonstrate	prepare	solve	estimate	relate
outline	combine	design	construct	analyze
contrast	interpret	differentiate	distinguish	illustrate
discuss	rewrite	defend	predict	criticize
justify	support	conclude	translate	summarize
decide	critique	debate	memorize	repeat
label	record	recall	restate	locate
review	recognize	identify	dramatize	apply
practice	interview	question	inventory	experiment
examine	diagram	compose	propose	formulate
plan	assemble	create	collect	gather

Source: Used with permission: Siebold, Janice. Parkdale Elementary School, East Aurora Central School District.



RUBRICS

A rubric is a specific tool which clearly outlines for both the teacher and learner the expectations and performance standards for a given aspect of student performance or behavior (Wiggins, 1993).

A rubric is composed of “descriptors” for each level of performance or behavior, typically on a four, five, or six point scale. Rubrics are meant to yield criterion-referenced, not norm-referenced results. This means an unpredictable range of scores (Wiggins, 1993).

Rubric Guidelines

Rubrics can be simple or elaborate, based upon our needs. In designing a rubric, take into consideration:

- **WHAT** you want to measure
- what **STANDARDS** you are expecting to be met, and
- **CRITERIA** to evaluate student work or performance

Consider the following guidelines when creating a rubric (Schiemer, 1995):

- Prepare rubric prior to the beginning of instruction
- Provide a level for exemplary work or performance beyond basic expectations
- Keep it specific, accurate, observable, and simple. If you find yourself with too much information, perhaps you are looking at two different rubrics. Design the rubric so it initially fits into your existing assessment procedures. If you presently use descriptors such as “Excellent, Good, Competent, Needs Practice,” design your rubric to reflect those four levels. Allow for ranges of performance. Distinguish evenly from level to level. Provide for even increments of improvement.
- Include descriptors which demonstrate quality in addition to quantity of content.

Descriptor Choices

Listed below are a variety of sample descriptors using a variety of point scales. The title possibilities are limitless. Terms like fair, poor, below average, unacceptable, and not competent should be avoided whenever possible, particularly in the middle category levels and particularly in the psychomotor area. Such terms may cause controversy because of the lack of clarity, however, they can diminish the student’s motivation to work toward the next level.

3	2	1
Mastery	Competence	Needs Practice

4	3	2	1
Exemplary Proficiency Level	Proficient Utilization Level	Needs Control Level	Beginner Pre-control Level

5	4	3	2	1
Distinguishing Ideas Behavior Always Caring Wicked-Awesome	Proficient Acceptable Usually Self Direction Beyond Competent	Competent Tolerable Sometimes Participation Competent	Apprentice Unacceptable Rarely Respect Below Competent	Novice Need for Intervention Never Irresponsibility Downright Frightening

Rubrics can be designed to illustrate levels of competency in the psychomotor, affective, and/or the cognitive domains. Appendix B is an all inclusive rubric which demonstrates the use of all three domains.

Benefits

*Students, teachers, parents, and administrators have a clearer picture of what quality work should look like. This creates a better opportunity to produce quality work.

Promotes consistent evaluation between teachers and departments.

Rubrics

- Cue desirable behaviors
- Provide concrete feedback to students
- Can be used as a tool for self-assessment
- Provide defensibility and justification for learning in the class, program, and curriculum.

Interdisciplinary Areas of Study for Health, Physical Education, and Family and Consumer Sciences

The disciplines of Health, Physical Education, and Family and Consumer Sciences intersect across nine areas of study. These areas are described below to encourage coordination of the three disciplines at the local level.

1. Nutrition and Diet

- choosing and preparing healthy foods
- life stages/nutrition throughout the life cycle
- weight control
- assessing personal risk
- diet and disease, e.g., eating disorders, osteoporosis, deficiency diseases

2. Disease Prevention

- chronic, e.g., cardiovascular, cancer
- communicable, e.g., TB, hepatitis, influenza
- sexually transmitted diseases, e.g., HIV, herpes
- dependencies/addictions, e.g., alcohol, drugs, tobacco

3. Mental and Emotional Health

- stress management
- balancing work and family
- coping skills
- anger management

4. Community Resources

- accessing health and social services
- service project

5. Safety

- personal safety, e.g., violence prevention
- home and workplace safety
- environmental safety

6. Personal Living Skills

- consumer skills, using technology, analyzing media
- communication, conflict resolution, negotiation skills
- decision making, problem solving, goal setting
- accountability
- leadership/followership
- collaboration/cooperation/trust

7. Parenting and Care-Giving (Family Life)

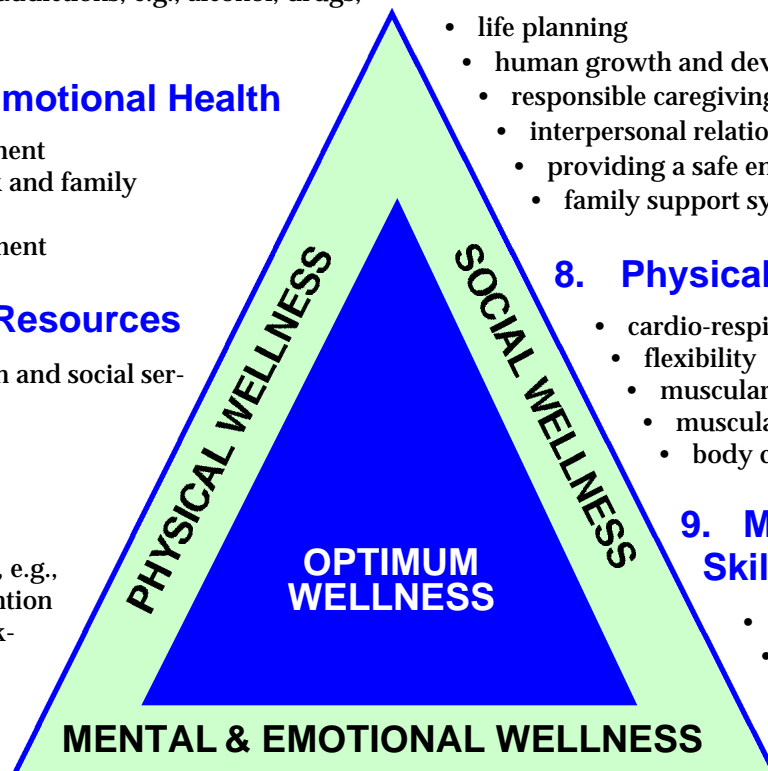
- life planning
- human growth and development
- responsible caregiving
- interpersonal relationships
- providing a safe environment
- family support systems

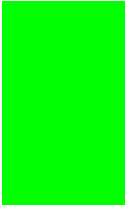
8. Physical Fitness

- cardio-respiratory endurance
- flexibility
- muscular strength
- muscular endurance
- body composition

9. Motor/Movement Skill Development

- locomotor
- non-locomotor
- manipulative skills
- balance, coordination, agility, reaction time, speed, and power





SCASS Health Education Assessment Project*

What is SCASS?

- State Collaborative on Assessment and Student Standards
- Coordinated by the Council of Chief State School Officers

Who is Involved?

- Harcourt Brace Education Measurement
- Member states, including New York State

Objectives of Project

- To help member states develop innovative materials to use in assessing student performance, K-12 in Health Education
- To identify new assessment strategies for aligning curriculum, instruction, and assessment
- To model exemplary classroom instruction, including higher order thinking and problem-solving, inquiry-based approaches, and hands-on instruction
- To pool resources and expertise in development of expensive new assessments

Products of SCASS

- Four types of assessment items:

Performance Tasks

Curriculum embedded projects completed by students outside of class over an extended period of time. They are intended to assess thinking and skills, including decision making, problem identification/solving, communication, and stress management. Activities may include community or library research, brainstorming and other group work, report or journal writing, role-play simulation, and creating art work (posters, brochures, buttons). Tasks are grounded in authentic student experiences which involve perceptions, beliefs, aspirations, and interpersonal interactions.

Performance Events

Performance Events, like Performance Tasks, are mainly intended to assess thinking and skills, including decision making, problem identification and problem solving, communication (including resistance/refusal skills), and stress management. They are curriculum-embedded activities that students complete within a single class period. A

*Although this was a national assessment project in health education, the work is applicable to physical education and family and consumer sciences.

Adapted from: SCASS Health Education Assessment.

Performance Event could include some limited group work, but the emphasis is on an individual written response to a problem situation. This response could take the form of short sentence answers, extended responses, charts or graphs, timelines, public service announcement scripts, advertising copy, schematic diagrams, or any other form of writing that the student could reasonably be expected to do. Performance Events are intended to be grounded as much as possible in authentic student experiences, involving perceptions, beliefs, aspirations, and interpersonal interactions which are genuine for children and adolescents in their social and physical contexts, such as peer, family, and school environments.

Constructed Response

Constructed Response items, together with Selected Response (multiple-choice) items, are intended to assess a larger range of knowledge and concepts than can be addressed by a Performance Task or Event. Most Constructed Response items are designed to elicit a response of one or two sentences to one or two paragraphs. They could also prompt the student to complete or draw a chart, graph, or schematic diagram, or respond in some other written form in the limited time available for answering this item type.

Selected Response

Selected Response (multiple-choice) items, together with Constructed Response items, are intended to assess a larger range of knowledge and concepts than can be addressed by a Performance Task or Event. Each Selected Response item consists of a direct question or an incomplete question stem, followed by four answer options. Students are asked to select the correct answer option.

Examples of each of these types of assessment items in health education follow:

- performance task
- performance event
- constructed response
- selected response

Teacher Information: Tobacco Use Prevention

1

Performance Task: A Smoking Body

Teacher Information

Overview:

In this activity, students will write and perform a skit in which they play parts of the body affected by tobacco. This activity is an opportunity for students to synthesize what they have learned about the effects of tobacco. By working together, students practice interpersonal communication skills. The exercise also provides students with the opportunity to apply the knowledge they have gained in an *enjoyable* and *instructive* way.

Requirements:

Organize students into small groups of five to seven students. Each group will write a skit that portrays some of the effects of tobacco on the human body. Each skit must include the effects of using tobacco products on the brain, heart, and lungs. The skit must also include the effects of tobacco use on additional organs or body parts (i.e. liver, kidneys, throat, mouth, etc.) chosen by the group. In addition, each student will write a short paragraph summarizing the group's skit and identifying some of the differences between the group's skit and the skits performed by other groups.

Time:

Students will need at least one class period to write the skit. Additional class time should be provided if students need to research the effects of tobacco. Each skit should be three to five minutes in length. The skits may be presented over two days but may take more time depending on the size of the class.

Materials:

Students should have access to written materials about the effects of tobacco on the body. Students will also need paper and writing instruments.

Instruction:

Students should be able to identify the effects of tobacco on different parts of the body. Some students may be familiar with the general effects of smoking but may need help remembering the effects on particular body parts. An effective introduction to this activity is a review of the health effects of tobacco use on the body or a reminder about where to find this information.

Source: This represents the work of the Joint Committee on National Health Standards. Copies of *National Health Education Standards: Achieving Health Literacy* can be obtained through the American Health Association, Association for the Advancement of Health Education, or the American Cancer Society.

Assessment Criteria:

An acceptable student performance on this task would include writing and performing a three to five minute skit on the harmful effects of tobacco use on various parts of the body. The student must include the effects on the brain, heart, lungs, and additional body parts. Further, the student should write a paragraph explaining the focus of the skit and identifying the differences between his/her skit and the skits performed by other groups.

Student Instructions

Your group is going to write a short skit about the effects tobacco use has on the body. Each person in your group will play the role of a separate organ or body part. To write the skit, your group will have to remember how tobacco affects the different parts of the body. Include information you already know or use resources found in your classroom or school library. Your skit must include the effects of tobacco on the brain, heart, and lungs. You must also include the effects of tobacco on additional organs or body parts. Tobacco use affects every part of the body, so don't forget about the skin, gums, stomach, liver, kidneys, mouth, and other parts of the body. Your group will perform the skit for the class.

Working individually, each person in the group must also write a short paragraph explaining the main idea of your group's skit. Then, after watching the other groups perform their skits, answer this question at the end of your paragraph:

- What information about the effects of tobacco use on the body was included in other skits but not included in yours?

You will be assessed on:

- having a beginning, middle, and ending to your skit
- writing and performing a skit three to five minutes in length
- making sure that each member of the group has one speaking part
- including the harmful effects of tobacco use on the brain, heart, and lungs
- including the harmful health effects of tobacco use on the additional body parts your group has chosen
- writing a paragraph explaining what your skit is about
- identifying the differences between your skit and the skits performed by the other groups.

Write your summary paragraph here:

Identify the differences between skits here:

2

Performance Event: *Tobacco as a Gateway Drug*

Performance Events, like Performance Tasks, are mainly intended to assess thinking and behavioral skills, including decision-making, problem identification and problem-solving, communication (including resistance/refusal skills), and stress management. They are curriculum-embedded activities that students complete within a single class period. A Performance Event could include some limited group work but the emphasis is on an individual written response to a problem situation. This response could take the form of short sentence answers, extended responses, charts or graphs, timelines, public service announcement scripts, advertising copy, schematic diagrams, or any other form of writing that the student could reasonably be expected to do. Performance Events are intended to be grounded as much as possible in authentic student experiences, involving perceptions, beliefs, aspirations, and interpersonal interactions which are genuine for children and adolescents in their social and physical contexts, such as peer, family, and school environments.

Overview:

For this performance event, students will create a concept map showing how tobacco use may lead to the use of alcohol and other drugs. The concept map will focus on the issue of tobacco as a “gateway” drug.

Requirements:

Students will be given a set of instructions explaining what a concept map is and listing the characteristics of a good concept map. (An example drawn on the board may help to illustrate what a concept map looks like.) Then the students will create their own concept maps showing how tobacco use may lead to the use of alcohol and other drugs.

Time:

The assignment can be completed in one class period.

Materials:

Students will need access to informational resources about tobacco use and tobacco as a gateway drug.

Instruction:

Students should be introduced to instructional materials on tobacco use and tobacco’s designation as a gateway drug. The students should be familiar with the concept of gateway drugs.

Assessment Criteria:

An acceptable student performance in constructing this concept map consists of two parts. First, the student should address the concept of tobacco use as a gateway drug that may lead to the use of alcohol and other drugs. Second, the concept map should identify the relationships between concepts in a clear and coherent way.

Source: This represents the work of the Joint Committee on National Health Standards. Copies of *National Health Education Standards: Achieving Health Literacy* can be obtained through the American Health Association, Association for the Advancement of Health Education, or the American Cancer Society.

Student Instructions

Tobacco is often called a “gateway” drug. This means that tobacco use may lead to the use of alcohol and other drugs. Your task is to build a “concept map” connecting the ideas or concepts relating to tobacco as a gateway drug.

Good concept maps have these characteristics: They have a main concept (idea). They show how the concepts are connected/related. They make sense when you read the concepts and the descriptions of the relationships between them.

Follow these steps to build your concept map:

1. Make a list of the important concepts and/or ideas about tobacco as a gateway drug.
2. Arrange these concepts and/or ideas from the most general to the most specific. For example, drug use is a general concept. Tobacco use is more specific.
3. Before you draw your map, think about how your concepts connect or relate to each other. Your map will need to show these relationships using lines drawn between the concepts.
4. Draw the concept map on the page provided in this booklet. Try to arrange the concepts so that the lines connecting them cross other lines as little as possible.
5. Write a statement near each connecting line to explain the relationship shown by that line.

You will be assessed on:

- Creating a concept map showing how tobacco use might lead to the use of alcohol and other drugs
- Having a main idea for the concept map
- Arranging the concepts from the most general to the most specific
- Showing how the concepts are connected/related to each other
- Building a concept map that makes sense when the concepts and relationships are read together.

List your concepts in the space below.

List concepts as you think of them:	Rearrange them from general to specific:
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

3

Constructed Response

Constructed Response items, together with Selected Response (multiple-choice) items, are intended to assess a broader range of knowledge and concepts than can be addressed by a Task or Event. Most Constructed Response items are designed to elicit a response of one or two sentences to one or two paragraphs. They could also prompt the student to complete or draw a chart, graph, or schematic diagram, or respond in some other written form in the limited time available for answering this item type.

Constructed Response

Sample A

Using tobacco affects more than your physical health. What are some of the effects of tobacco on your appearance, mental attitude, and/or pocketbook?

Sample B

Your favorite uncle has come to live in your house for a few weeks after moving from another state. He is starting a new job and looking for a place of his own to live. However, he smokes, and your family has adopted a no-smoking rule inside your house. Your uncle is grumbling, and relationships are a little strained. What could your parents say to your uncle that would help your uncle to understand the family's no-smoking rule?

4

Selected Response

Selected Response (multiple-choice) items, together with Constructed Response items, are intended to assess a broader range of knowledge and concepts than can be addressed by a Task or Event. Each Selected Response Item consists of a direct question or an incomplete question stem, followed by four answer options. Students are asked to select the correct answer option.

Selected Response

Sample A

There has been a great deal of research about what it takes to quit smoking. Based on these research findings, which statement is correct?

- A It is easy to quit smoking cigarettes if you have enough will power.
- B Nicotine causes psychological as well as physical dependency.
- C People who start smoking at a young age have less trouble quitting than people who start smoking when they are older.
- D Most people are successful in quitting the first time they try.

Sample B

Which of these statements about nicotine is *not* true?

- A Nicotine is both a stimulant and a depressant.
- B Nicotine effects all parts of the central nervous system.
- C Nicotine is the chemical in tobacco that causes lung cancer.
- D Nicotine is absorbed through the lungs, mouth, and stomach.

Project Options

a

A letter
A lesson
Advertisement
Animated movie
Annotated bibliography
Art gallery

b

Block picture story
Bulletin board
Bumper sticker

c

Chart
Choral reading
Clay sculpture
Collage
Collection
Comic strip
Computer program
Cookbook
Crossword puzzle

d

Database
Debate
Demonstration

Detailed illustration

Diary
Diorama
Display

e

Editorial essay
Etching

f

Fairy tale
Family tree
Film
Filmstrip
Fitness calendar
Flip book

g

Game
Graph

i

Illustrated story
Infomercial
Interview

j

Journal

l

Learning center

Letter to the editor

m

Map with legend
Mobile
Model
Mural
Museum exhibit

n

Needlework
Newspaper story

Oral defense
Oral report

p

Painting
Pamphlet
Papier mache
Petition
Photo essay
Pictures
Picture story for children
Play
Poetry
Pop-up book
Powerpoint presentation

Press conference
Puppet show
Puzzle

r

Radio program
Rap
Riddle
Role play

s

Science fiction story
Sculpture
Skit
Slide show
Slogan
Song
Survey

t

T-shirt
Tapes: audio or video
Television program
Time line
Transparencies

w

Write a new law

Source: This represents the work of the Joint Committee on National Health Standards. Copies of *National Health Education Standards: Achieving Health Literacy* can be obtained through the American Health Association, Association for the Advancement of Health Education, or the American Cancer Society.

Portfolio Assessment

What Is a Portfolio?

A portfolio is a collection or showcase of examples of a person's best work in a particular field. For example: Architects create portfolios that contain blueprints they have drawn. Artists' portfolios typically include collections of sketches and drawings they have made. Musicians may create portfolios using audio-tapes or videotapes of songs they have performed or composed.

People use portfolios to show others what they can do. Students use portfolios to demonstrate what they know and what they can do.

Criteria for Good Performance Assessment

Portfolios provide an excellent opportunity for performance assessment. Good performance assessment meets the following criteria:

- matches goals and objectives
- requires evaluation and synthesis of knowledge and skills
- emphasizes higher-order thinking skills
- clearly indicates what the student is asked to do but not how to do it
- is at an appropriate reading level
- has criteria that are clear to students and teachers
- is engaging and relevant to students
- links to ongoing instruction
- provides feedback to students
- provides cost-effective benefits to students
- reflects real-world situations
- emphasizes use of available skills and knowledge in relevant problem contexts



Essential Features of Portfolios

P ortfolios	P otential realized through performance
P Ortfolios	O pen-ended to support constructed understanding
Po Rtfolios	R evised and relevant
Por Tfolios	T ailored to meet student needs
Port Folios	F ree to honor individuality
Portf Olios	O rganized to refine understanding
Portfo Lios	L earning to mirror life skills
Portfoli os	I nterdisciplinary
Portfoli Os	O wnership and shared responsibility
Portfolio S	S elf-efficacy through successful problem solving



Essential Elements of Portfolio Assessment

Portfolios should be designed so those who read them will understand why students chose each piece of work and what each piece of work demonstrates. Students need to spend time organizing and describing the pieces they select and their reasons for selecting them.

Self-assessment is an integral part of the portfolio selected by the student and teacher. A portfolio is not a collection of everything students have done. Portfolios use samples of students' best work. Decisions about what work to include and not to include are made by teacher and student together. Only the final version of a student's best work in each category should be included.

Expert practitioners in every field realize the strategic importance of improving their work samples. In our quest to produce lifelong learners, we must encourage students to develop the habits and skills of professional learners. These skills include revision, self-reflection, and self-evaluation using clear standards of achievement. These three practices are essential elements of the portfolio process.

Revision

Throughout the course of a school year, students learn new information and develop and practice new skills. In the portfolio process, students have the opportunity to revise and restructure their work in order to document their efforts. Teachers should provide multiple opportunities to use each of the health literacy skills, so students have a wide selection of work from which to choose their best examples. In their portfolios, they will present an increasingly clearer picture of their knowledge, abilities, and understanding.

Students must be taught that revision is more than re-writing to fix mechanical mistakes and be given multiple opportunities to practice. Students should be encouraged to keep all scratch notes, rough drawings, doodling, and draft copies. An examination of these thinking tools and practice works will allow students to compare and contrast, categorize and relate, and infer and apply all essential components of revision. With increased practice, students will become more skilled at revision.

Self-Reflection

An important aspect of revision is thinking about the nature of the work the student has just completed. This process is known as self-reflection. Self-reflection is not a cultural tradition for most American students. It will require instruction, practice, and guidance. Return self-reflection pieces to students along with your comments and suggestions for improvement. Include comments on the accuracy of the health information, the importance of language and especially the depth with which the student viewed the work. Treat these as valuable documents and the students will, too.

Source: This represents the work of the Joint Committee on National Health Standards. Copies of *National Health Education Standards: Achieving Health Literacy* can be obtained through the American Health Association, Association for the Advancement of Health Education, or the American Cancer Society.

Self-Evaluation

The reflective summary of the complete portfolio is a persuasive statement that the student writes after the finished portfolio has been compiled. It should provide evidence of the student's health literacy based on the work in the portfolio. The reflective summary introduces the portfolio to the reader and serves as a guide for interpreting it. It will help the adult who reads it to understand what the student knows and can do.

Students will need considerable time to write the reflective summary, so a few class periods should be committed to writing, reviewing, and revising it. The content of the reflective summary is based on the students' thoughts about why the pieces of work they selected as portfolio entries demonstrate their health literacy, as well as the process students used to complete the portfolio. The reflective summary should address topics and questions such as the following:

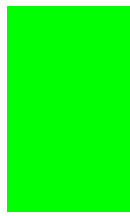
- Referring to the health skills and definitions, explain how you have become a more health literate person.
- What evidence of your health literacy can you provide from your portfolio?
- How have your understandings about health education changed?

Working Folders, Working Portfolios, and Assessment Portfolios

A **working folder** is a first step toward a portfolio and may be simply a collection of work in progress or completed work. It is different from a portfolio because it does not have a stated purpose or goal or student reflections. A working folder includes work representing student progress during a specific assignment or in a specific content area over a period of time.

A **working portfolio** is a purposeful collection of student work that has a stated purpose and goals. An assessment portfolio is compiled from the working portfolio.

The **assessment portfolio** is the student's opportunity to show what they consider to be their best efforts at achieving specific standards of health literacy. The selected work should demonstrate students' growth in understanding of health-related concepts and their ability to use the six health skills. It should also show students' ability to reflect upon their selections.



Rubrics and Scoring

Students should have a clear understanding of the standards for portfolio assessment. These standards will relate to both concepts, knowledge of health facts, and the skills for health literacy.

2 Dimensions

4 Point Scale



CCSSO-SCASS Health Education Scoring Rubric

SKILLS

- 4: The response shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skill.
- 3: The response shows evidence of the ability to apply health skills; the response is mostly complete but may not be fully proficient.
- 2: The response shows some evidence of the ability to apply health skills. The response may have inaccuracies or be incomplete.
- 1: The response shows little or no evidence of the ability to apply health skills.

CONCEPTS

- 4: The response is complex, accurate, and comprehensive, showing breadth and depth of information; relationships are described and conclusions drawn.
- 3: The response identifies relationships between two or more health concepts; there is some breadth of information, although there may be minor inaccuracies.
- 2: The response presents some accurate information about the relationships between health concepts, but the response is incomplete and there are some inaccuracies.
- 1: The response addresses the assigned task but provides little or no accurate information about the relationships between health concepts.

Source: This represents the work of the Joint Committee on National Health Standards. Copies of *National Health Education Standards: Achieving Health Literacy* can be obtained through the American Health Association, Association for the Advancement of Health Education, or the American Cancer Society.

Student Rubric—Concepts

It's a 4 if:

- I showed facts that are all correct.
- I covered everything important.
- I have shown that I really understand.
- I have provided some new ideas based on what I learned.
- I see fireworks — the message is clear and bright!

It's a 3 if:

- I added lots of facts — but I am not sure if everything is absolutely true.
- I covered everything important.
- I have shown that I really understand.
- I have provided at least one new idea based on what I learned.

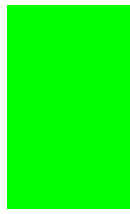
It's a 2 if:

- I am not sure my facts are true.
- I need more details.
- I really don't see the light.
- I had trouble thinking of ideas.
- I am still searching!

It's a 1 if:

- I did very little.
- I tried but really didn't get it.
- I didn't understand.
- I didn't include facts.
- I am glad I am done.

Source: This represents the work of the Joint Committee on National Health Standards. Copies of *National Health Education Standards: Achieving Health Literacy* can be obtained through the American Health Association, Association for the Advancement of Health Education, or the American Cancer Society.



Teacher Reflection

Reflecting on the portfolio instruction and process may lead to insights that help promote student success. Think about questions such as:

- What have I taught?
- How can I teach this better?
- What results did I expect but not find?
- What will I do next to build students' capacity in achieving and understanding health concepts?
- How can I rephrase or revise assignments to help students meet the standards?
- Which elements of this instruction were essential and which were non-essential?
- What kinds of support and resources do I and my students need to make the use of portfolios more effective?

Source: This represents the work of the Joint Committee on National Health Standards. Copies of *National Health Education Standards: Achieving Health Literacy* can be obtained through the American Health Association, Association for the Advancement of Health Education, or the American Cancer Society.



“Selling” the Portfolio

Because portfolio assessment is sometimes met with suspicion, teachers have a responsibility to dispel the myths that surround portfolio use. To inform the public and garner support of school leaders and parents, teachers might consider a number of options:

- Present a “Portfolio Night”: Invite parents and other community members to attend. Display portfolios, ask students to make presentations, and be available to answer questions.
- Present students and their portfolios at board meetings: to demonstrate the success of the portfolio as an instructional and assessment tool, ask students to attend a board meeting and show what they have learned through displays and discussions of their portfolios.
- Bring students and portfolios to a faculty meeting: Other teachers are more likely to be supportive (and even buy in) if they witness your students advocating portfolios.
- Publish a newsletter on portfolios: Create a two- or four-page newsletter, asking any teachers and students using portfolios to contribute. Your newsletter might feature success stories of teachers (both in and outside health education), quotes from students, information from research studies regarding portfolios, suggestions for tasks, and questions asked by those who are not yet using portfolios. Your audience will most likely include administrators, teachers, and parents.

Source: This represents the work of the Joint Committee on National Health Standards. Copies of *National Health Education Standards: Achieving Health Literacy* can be obtained through the American Health Association, Association for the Advancement of Health Education, or the American Cancer Society.



Model Letter to Parents

Date

Dear Parents,

Each grading period I will ask my students to bring home their health education portfolios. This will enable you to see what your son or daughter has been learning and doing in our class. I hope that this will be a more meaningful way of showing you than with a simple letter grade, teacher comment, or checklist.

The portfolio is a place where the students store and evaluate their best work. It is a place to show who they are as learners and what they have accomplished in health education. The contents are listed below, followed by a place for you to write to me. I welcome your comments.

Contents of portfolio:

- student letter to parents
- 1-5 tasks and responses
- self evaluation for this [quarter/semester]
- Optional: Journal entries written in class in response to hypothetical problem situations

Source: This represents the work of the Joint Committee on National Health Standards. Copies of *National Health Education Standards: Achieving Health Literacy* can be obtained through the American Health Association, Association for the Advancement of Health Education, or the American Cancer Society.

Dear Mom/Dad,

This is what I've done well as a learner in health education (written by student):

Please note that this is what I'll be attempting to do better (written by student):

Please read through the portfolio's contents. What do you notice that your son/daughter is able to do well?

What could you tell me about your son/daughter as a learner that this portfolio doesn't tell me?

This is what I notice that your son/daughter does well:

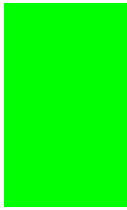
Please sign this letter and return it with the portfolio. Thank you.

Parent Signature

Date

Sincerely,
(Teacher's name)²

² The above letter is adapted from "Progress Letter to Parents" in Linda Rief's *Seeking Diversity: Language Arts with Adolescents* (Heinemann, 1992).



Portfolio Performance Task: Example I

Nutrition – Elementary Level



Topic

Knowing that there is a relationship between nutrition and health and that food choices have a variety of motivations, students will investigate reasons people choose certain foods.



Key Concepts

- need for a variety of foods to maintain health and meet energy needs
- awareness of influences on food choice
- food pyramid



Skills

INF—Internal and External Influences

DMGS—Decision Making and Goal Setting



Student Directions and Assessment Criteria

Project Description

Every day we have the opportunity to choose a variety of foods to meet our energy needs. Have you ever wondered why people choose the foods that they do?

Your Challenge

Your challenge is to investigate and analyze the internal and external forces that motivate food choices. You will set a personal goal to make healthier food choices, write a plan to achieve the goal, and evaluate your progress toward the goal.

Source: This represents the work of the Joint Committee on National Health Standards. Copies of *National Health Education Standards: Achieving Health Literacy* can be obtained through the American Health Association, Association for the Advancement of Health Education, or the American Cancer Society.

Portfolio Performance Task • Nutrition • Elementary Level, *continued*

You will be assessed on the following skills:

- understanding a variety of influences
- knowledge of the influences and how they affect your health choices
- setting a personal goal
- writing a plan to reach the goal
- evaluating your progress toward the goal.

Your project must include the following:

- survey of at least 50 people and a method of publishing your findings (results)
- analysis of your own reasons for food choices
- personal goal for making healthier food choices
- evaluation of your progress toward your goal
- presentation of your project.

Project Options

Scientific method write-up

Video

Role play

Oral report

Written report

Play

Puppet show

Picture book

Pamphlet

Assessment Criteria

You will be assessed on the following key concepts:

- knowledge of nutrition
- need for a variety of foods to maintain health and energy needs
- food pyramid
- influences on food choices.

Fitness/Wellness Program Evaluation –Middle School Level



Topic

To maintain health, people need to participate in a regular fitness or wellness program. These programs are often offered by schools, hospitals, companies, public interest groups, and community agencies. Students will research various programs and do a presentation contrasting at least three positive aspects of three programs.



Key Concepts

Program components of fitness

- cardio-respiratory endurance (aerobic capacity)
- body composition
- flexibility
- muscular strength and endurance

Qualifications of personnel

- background
- certification

Physical site

- cleanliness
- environment
- equipment
- space/crowding

Affordability

Accessibility

- hours open
- meeting special needs



Skills

AI—Accessing Information

Source: This represents the work of the Joint Committee on National Health Standards. Copies of *National Health Education Standards: Achieving Health Literacy* can be obtained through the American Health Association, Association for the Advancement of Health Education, or the American Cancer Society.

Portfolio Performance Task • Fitness/Wellness Program Evaluation • Middle School Level, *continued*



Student Directions and Assessment Criteria

Project Description

Sometimes it seems as though a fitness gym is springing up on every corner. Fitness or wellness programs are offered by schools, hospitals, public interest groups, community agencies, and private companies. How can you tell which ones are the best or will meet your fitness needs?

Your Challenge

Your challenge is to gather information about at least three programs offered in your community and make a presentation comparing and contrasting them, showing the positive aspects of each.

Assessment Criteria

You will be assessed on the following key concepts:

- criteria used to evaluate programs, including:
 - elements of fitness offered
 - qualifications of personnel, such as if they are certified
 - facility considerations—cleanliness, equipment, environment
 - affordability (price per month)
 - accessibility (hours open)
 - meeting special needs
- organizational structure
- appeal of your presentation

You will be assessed on the following skills:

- citing sources used to gather information
- comparing and contrasting the positive aspects of each program
- identifying appropriate sources of information
- explaining the importance of your research.

Your project must include the following:

- evidence of research
- explanation of why the research is valid
- presentation
- comparison of at least three programs
- three positive aspects of each program.

**Portfolio Performance Task • Fitness/Wellness Program Evaluation •
Middle School Level, *continued***

Project Options

Visual Presentation

- video
- Powerpoint presentation
- poster
- display
- filmstrip
- infomercial
- mobile
- newspaper story or advertisement
- pamphlet
- photo essay
- oral presentation
- video
- radio ad
- debate
- oral report
- interview
- puppet show
- skit
- commercial

Stress Management – High School Level



Topic

Because stress has become so common in everyday life, knowledge and practice of stress management techniques have become essential to health. Students will analyze the various stressors in their lives and set a goal to manage or eliminate a specific stressor.



Key Concepts

Types of stressors:

- emotional
- family
- social
- change
- chemical
- work
- decisions
- physical
- environmental.

Productive skills to cope with stress:

- regular exercise
- talking things out
- taking things one step at a time
- not needing to win every time
- balancing work and play
- planning solitary time.

Goal setting

- long-term, short-term
- setting attainable goals
- planning rewards when goals are met
- reconsidering goals that may not be attainable.

Source: This represents the work of the Joint Committee on National Health Standards. Copies of *National Health Education Standards: Achieving Health Literacy* can be obtained through the American Health Association, Association for the Advancement of Health Education, or the American Cancer Society.

Portfolio Performance Task • Stress Management • High School Level, *continued*

Long-term effects of stress on health:

- ulcers, colitis
- depression/suicide
- back and/or neck aches
- high blood pressure
- heart attack, stroke
- cancer
- anorexia, bulimia
- decreased effectiveness of immune system.



Skills

INF—Internal and External Influences

DMGS—Decision Making and Goal Setting

OS—Other Skills



Student Directions and Assessment Criteria

Project Description

Have you ever felt as if you have too much to do and not enough time to do it? Well, you are not alone. Many Americans have a fast-paced and demanding life style. While not all stressors are negative, prolonged stress can lead to negative long-term health effects.

Your Challenge

Your challenge is to identify various stressors, both positive and negative, in your life. Then choose one stressor that you would like to eliminate or manage and create a plan to make this happen. After selecting a stress reduction method, you will track your progress over a two-week period. Then write a final reflective summary to report your goal, plan, process, and progress.

Portfolio Performance Task • Stress Management • High School Level, *continued*

Assessment Criteria

You will be assessed on the following key concepts:

- awareness of a variety of stressors
- knowledge of effective stress management techniques
- knowledge of the effects of stress on your health.

You will be assessed on the following skills:

- identifying stressors, both positive and negative, in your life
- analyzing a stressor and setting a goal to eliminate or manage it
- constructing an effective plan to meet a goal.

Your project must include the following:

- analysis of the stressors in your life
- goal and plan to eliminate or manage one stressor in your life
- journal to track your progress over a two-week period
- reflective summary that communicates the outcome of your process and progress toward your goal.

Project Options

Journal

Diary



Portfolios in Physical Education

1. Fitness diary
2. Activity log
3. Periodic skill analysis or evaluation:
 - Self-evaluation
 - Video (student in movement)
 - Rubric
 - Mastery checklist
4. Write-up and picture of project
5. Biography on favorite sports figure, with a focus on character and teamwork skills
6. Historical development of movement, sport, or dance in the United States or a foreign country that students are studying in social science
7. Report on games and recreation activities of a specific culture
8. Graph of heart rate
9. Exploration of movement activities related to or included in a work of literature

Ideas for Portfolios: Authentic Assessment in Physical Education

First Grade

- Affective preinventory and post-inventory, including how student feels about self, physical activities, academics, and getting along with others
- Drawings of what physical activities each child likes to do
- Drawings of what physical activities each child doesn't like to do
- Total school year self-portrait: fall, winter, spring
- Students illustrate an activity that demonstrates various heart rates: slow, medium, fast
- Bar graph skills
- Repetitions of certain physical skills

- Pretest and post-test of students' ability to name body parts

Second Grade

- Drawings (stick figures and self-image drawings)
- Journal writings
- Fitness testing
- Worksheets (fitness components)
- Collages
- Teacher observation
- I can . . . sheets
- Photographs
- Task sheets
- Routines: jump rope, tumbling, and movement (written and drawn)

Source: Reprinted with permission from the California School Leadership Academy, *Physical Education for Lifelong Well-Being*. Hayward, Calif.: California School Leadership Academy, 1966, pp. 4-22 through 4-25.

Third Grade

- Pretests and post-tests
- Evidence of completed projects
- Drawings of learnings
- Training cards for fitness
- Writings on physical education and related ideas, projects, and sports figures
- Task cards
- Personal goals: fitness and social skills
- Creating new games

Fourth Grade

- Videotape
- Cassette
- Journals
- Graphs
- Short-term and long-term goals
- Books
- Periodical samplings
- Activities log

Fifth Grade

- Running journal: record monthly the time for mile, weather, feelings, and so on
- Learn a bone and muscle each week and record on chart or body
- Fitness record sheet preassessment, goals, mid-year assessment, and end-of-year assessment
- Physical education journal: students record how they feel, what they are learning, and what they want to learn
- Video of skills: preskill, lesson, and post-skill to show growth and improvement
- For fifth graders going on to middle school, suitcase of learning filled with representations of what they learned in elementary school
- Square dance: create a dance and audiotape

Sixth-Eighth Grades

- Fitness results and graphs showing results of goal setting
- Task sheets for motor skills
- Self-evaluation through writing samples
- Peer evaluations
- Exercise log for data collected on fitness testing
- Projects: personal fitness plan, fitness magazine, video self-analysis, team building, and social skills log
- Certificates
- Written tests
- Homework assignments
- Extracurricular activities
- Pretest and post-test of social skills (rubric)
- Pictures
- Journals
- “Questions of the Week”: essay to reflect lesson objectives
- Create a new game
- Personal reflection card: personal information, fears, hopes, and so on, for coming year

Ninth-Twelfth Grades

- Journals
- Fitness self-assessment and goals
- Charts and pictures
- Quickwrite and quickdraw
- Letters
- Comic strip
- Student group projects
- Certificates
- Community service project
- Articles and newsletters
- Interviews
- Hypercard computer program

Physical Education Assessment and Communication with Parents

The following materials are used by physical education teachers in the Little Falls Central School District to communicate to parents student progress in the key points emphasized in their child's physical education class related to physical fitness, personal living skills, and motor/movement skills.

1996-97 SCHOOL YEAR		Grade <u>4C</u>			
FITNESS REPORT					
FOR					
		1st quarter	2nd quarter	3rd quarter	4th quarter
10 sec.	Resting Heart Rate	17	15	15	
10 sec.	Exercising Heart Rate	14	23	25	
PACE TAPE	Push Ups	13	20	16	
20 sec.	Reverse Push Ups	22	20	32	
1 min.	Sit ups	24	22	32	
½ MILE, MILE or PACER TAPE	Running (# of laps)	12:26 mile	12 laps	14:00 laps	
Sit & Reach	Flexibility	25 cm.	28 cm.	27 cm.	cm.

SIT and REACH:

The health fitness standard on the flexibility test is 25 cm for all students (approximately two cm past the toes). Those students who reach 25 cm or more should be encouraged to maintain that level. Those students who fall below the 25 cm standard are at increased risk of developing lower back/hamstring disorders. These students should be encouraged to engage in activities that will improve their lower back and hamstring flexibility.

SIT-UPS:

Students scoring at or above the health fitness standard for their age and sex are considered to have sufficient abdominal muscle strength and endurance, particularly in regard to risk of low back pain. These students should be encouraged to maintain that level of abdominal muscle

Source: Nancy Blehar and Pam Munger, Little Falls Central Schools.

strength and endurance. Students whose scores fall below the health fitness standard may be at risk of developing lower back disorders. Those students should be encouraged to improve their abdominal muscle strength and endurance ultimately to attain the health fitness standard.

PUSH UPS:

The upper body and the abdominal/trunk region have been selected as areas for testing because of their perceived relationship to maintaining functional health and correct posture, thereby reducing possibilities of future lower back pain and restrictions in independent living. In other words, if students are reaching a healthy range for push-ups, they are less likely to have musculoskeletal injuries. The stronger a person is, the easier everyday tasks become.

RUNNING (ENDURANCE):

Coronary Heart Disease (CHD) is the greatest single cause of death in the United States. The onset of CHD is usually preceded by warning signs or risk factors such as elevated blood lipids, hypertension, and disturbances in heart rhythms. Stress, cigarette smoking, consumption of fat, and PHYSICAL INACTIVITY, are lifestyle habits that are associated with CHD.

There is strong evidence that the onset and development of CHD CAN BEGIN DURING YOUTH, and research suggests that individuals can reduce many risks of CHD by improving aerobic capacity. Therefore, it is important to encourage YOUNG people to obtain a healthy range for their aerobic capacity (cardio-respiratory endurance) to decrease their risk of developing CHD.

	CARDIO-RESPIRATORY FUNCTION									
	BOYS	GIRLS		BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	
7	24	24	25	4-10	4-10	7	7	1/2 mile	7:00	6:30
8	26	26	25	5-13	5-13	7	7	1/2 mile	6:30	6:00
9	30	28	25	6-15	6-15	13	10	mile	11:00	11:00
10	34	30	25	7-20	7-15	13	10	mile	11:00	10:30
11	36	33	25	8-20	7-15	15	12	mile	10:45	10:00
12	38	33	25	10-20	7-15	17	14	mile	10:30	9:30
13	40	33	25	12-25	7-15	18	14	mile	11:00	9:00



We would like to re-emphasize the importance of our PHYSICAL EDUCATION PROGRAM. Physical fitness and social skills are the two main areas we concentrate on.

In the area of fitness, students have been taught the importance physical fitness plays in preventing injuries and reducing stress. Students are encouraged to work at their own pace and to try to reach or maintain a healthy range for strength, flexibility, and endurance. In June, medals will be awarded to students who maintain a healthy range in ALL THREE areas of fitness:

- GOLD: 4 quarters of maintaining good health
- SILVER: 3 quarters of maintaining good health
- BRONZE: 2 quarters of maintaining good health
- CERTIFICATE: 1 quarter of maintaining good health

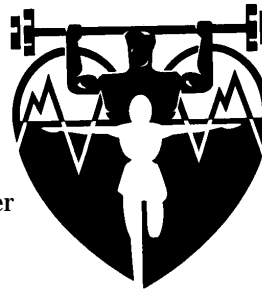
In developing students' social skills we encourage students to become more responsible, to develop positive communication skills, and to become more tolerant of others differences:

RESPONSIBILITY

- chores
- handling equipment
- individual responsibility
- Hellison's levels of responsibility

COMMUNICATION

- partners and groups
- accepting and receiving compliments
- polite way to refuse or accept a partner
- positive and negative body language
- disagree without fighting



TOLERANCE

- accept any classmate as a partner
- conflict resolution
- disagree. . .don't hate
- communicate feelings. . .don't react
- understand differences



Jump Rope Challenge

Red
Club

Student Record This Card Belongs to _____

Trick	★ Initial	Trick	★ Initial	Presentation	★ Initial
Forward Jump Double Bounce <i>card #1</i>	★	Forward Jump Single Bounce <i>card #7</i>	★	Jog In Place 20 Rope Turns <i>card #13</i>	★ <i>AB</i>
Forward Right Foot Double Bounce <i>card #2</i>	★	Forward Right Foot Single Bounce <i>card #8</i>	★	Movin' On 20 Rope Turns <i>card #14</i>	☆
Forward Left Foot Double Bounce <i>card #3</i>	★	Forward left Foot Single Bounce <i>card #9</i>	★	3 Forward Tricks Double Bounce <i>check task card #15</i>	★
Backward Jump Double Bounce <i>card #4</i>	★	Backward Jump Single Bounce <i>card #10</i>	★ 2	3 Forward Tricks Single Bounce <i>check task card #15</i>	★
Backward Right Foot Double Bounce <i>card #5</i>	★	Backward Right Foot Single Bounce <i>card #11</i>	★	3 Backward Tricks Double Bounce <i>check task card #16</i>	☆
Backward Left Foot Double Bounce <i>card #6</i>	★	Backward Left Foot Single Bounce <i>card #12</i>	★	3 Backward Tricks Single Bounce <i>check task card #16</i>	☆

This marking periods students have been working on fitness and communication skills through the use of fitness teams and jumping rope with partners. Attached, you will find your daughter's/son's jump roping evaluation sheet. Students evaluated themselves and/or had a partner evaluate them, and finished by being evaluated by their teacher.

Students in second grade have started working on their tumbling skills and communication skills. Every day they work with a different classmate. As partners, they develop their own plan on how to share their space and how to help each other as they learn their tumbling skills. Students in grades four and five have begun their cooperative group challenges. These challenges have been teaching students how to problem solve, communicate positively, and mediate. Your children have been working extremely hard and are exhibiting positive citizenship qualities. They have made teaching PHYSICALEDUCATION a delight!!!

Volleyball Assessment

Herricks High School has developed a series of rubrics for skill development, cognitive development, and behavioral development for different activities. We have chosen a volleyball assessment as an example.

Evaluator _____
 Name: _____ Period: _____
 Teacher: _____ Date: _____

SKILL DEVELOPMENT	4	3	2	1
Student is able to underhand serve the ball over the net and on the court.				
Student is able to overhead serve the ball over the net and on the court.				
Student is able to pass (bump) a volleyball to the setter position.				
Student is able to spike a volleyball over the net and on the court.				
Student is able to spike block a spiked volleyball.				

(4) = Proficiency Level (3) = Utilization Level (2) = Control Level (1) = Precontrol Level

COGNITIVE DEVELOPMENT	A	B	C	D	F
Student is able to understand the scoring procedure during game play.					
Student is able to understand the rotation of players.					
Student is able to understand the defensive positioning.					
Student is able to understand offensive movement-serve return positioning.					
Student is able to understand methods of improving his/her skills. Student is able to identify the lines of the volleyball court.					
Student is able to identify positions on the court (setter, outside hitter, etc.)					
Student is able to identify legal and illegal contacts of the ball.					
Student knows the rules of the volleyball game.					

(A) = Highly Proficient (B) = Proficient (C) = Competent (D) = Needs Improvement (F) = Unsatisfactory

BEHAVIORAL DEVELOPMENT	IV	III	II	I	O
Student adheres to safety guidelines set by the teacher.					
Student is respectful of fellow students and teacher.					
Student demonstrates responsibility with regard to equipment usage. Student demonstrates effort at improving his/her skills.					
Student demonstrates leadership during class.					
Student demonstrates effort to help other students improve their skills.					
Student is able to enjoy the activity.					
Student demonstrates good sportsmanship during game play.					
Student is able to socialize and communicate effectively during game play.					

(IV) = Caring (III) = Self-Direction (II) = Participation (I) = Respect (O) = Irresponsibility

Student Comments: _____
 Teacher Comments: _____

Continued on next page

ASSESSMENT ANALYSIS KEY

SKILL DEVELOPMENT

4 PROFICIENCY LEVEL = Skill has become almost automatic. Movement seems effortless. Movement can be performed successfully in a variety of planned and unplanned situations.

3 - UTILIZATION LEVEL = Movement becomes more automatic and can be performed successfully with concentration. Can execute the skill the same way consistently. Can use the skill in combination with other skills and still perform it appropriately.

2 - CONTROL LEVEL = Movements appear less haphazard. Movements are more consistent; repetitions are somewhat alike. Begins to perform the skill correctly more frequently.

1 - PRECONTROL LEVEL = Unable to repeat movements in succession; one attempt doesn't look like another. Seems awkward; doesn't come close to performing skill correctly.

COGNITIVE DEVELOPMENT

A - 90 - 100 point numerical average. Excellent understanding of material.

B - 80 - 89 point numerical average. Very good understanding of material.

C - 70 - 79 point numerical average. Fair understanding of material.

D - 65 - 69 point numerical average. Minimum understanding of material.

F - Less than a 65 numerical average. Unacceptable understanding of material.

BEHAVIORAL DEVELOPMENT

Level IV: CARING - In addition to respecting others, participating, and being self-directed, students are motivated to extend their sense of responsibility beyond themselves by giving support, showing concern, and helping.

Level III: SELF DIRECTION - Students not only show respect and participate, they are able to work without direct supervision. They can identify their own needs and carry out their physical education program.

Level II: PARTICIPATION - Students at this level not only show at least minimal respect for others, they also willingly play, accept challenges, practice motor skills, and train under a teacher's supervision.

Level I: RESPECT - Students may not participate in the day's activity or show much mastery or improvement, but they are able to control their behavior enough so they don't interfere with the other students' right to learn. They do this without prompting and without constant supervision.

Level 0: IRRESPONSIBILITY - Student who operate at Level Zero make excuses and blame others for their behavior and deny personal responsibility for what they do or fail to do.

The Rubrics below can be used for most physical education activities. They encourage understanding of the elements of health related fitness and the elements of skill related fitness.

NAME _____ TEACHER _____ GRADE _____ DATE _____

NAME OF ACTIVITY _____

Activity Analysis

(what are the health benefits and what skill elements are needed to be successful?)

HEALTH ELEMENTS	1	2	3	4
Cardiovascular				
Flexibility				
Muscular Strength - Upper Body				
- Lower Body				
Muscular Endurance - Upper Body				
- Lower Body				
Body Composition				
Stress Management				

Key

This activity:

- 1 - will not help me to improve my fitness in this area
- 2 - will help me to maintain my fitness in this area
- 3 - will help me to improve my fitness in this area
- 4 - will help me to improve my fitness a great deal in this area

SKILL ELEMENTS	1	2	3	4
Speed				
Agility				
Balance				
Power				
Coordination				
Reaction Time				

Key

This activity:

- 1 - is **not** required for success in this activity
- 2 - is **sometimes** required for success in this activity
- 3 - is **often** required for success in this activity
- 4 - is **always** required for success in this activity

Write a brief comment about how you felt about this activity.

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

Food and Nutrition Proficiency Examination

The New York State Education Department develops a variety of Family and Consumer Sciences proficiency examinations. These achievement tests are based on State courses of study in:

- Food and Nutrition
- Human Development
- Clothing and Textiles
- Housing and Environment

Passing scores on these tests, which are given in January and June, satisfy testing requirements for Family and Consumer Sciences sequences.

Questions on the proficiency examinations measure knowledge and understanding of facts and concepts in Family and Consumer Sciences core courses. Assessment blueprints are based on the amount of classroom time spent on each module in a specific course. An example of a test blueprint and questions extracted from the January 1997 Proficiency Examination for food and nutrition follow:

The University of the State of New York
Occupational Education Proficiency Examination
FOOD AND NUTRITION BLUEPRINT

Module	Percentage of Questions on Test
I Beginning Food Preparation	10-12%
II Meal Management and Food Purchasing	10-12%
III Meal Service	5-7%
IV Basic Food Preparation and Nutrition	60-62%
V Careers in Foods and Nutrition	10-12%

Beginning Food Preparation

1. At which temperature will bacteria grow most rapidly in cookie dough that contains raw eggs?

- 1 0°F
- 2 32°F
- 3 70°F
- 4 212°F

Meal Management

2. The chart below shows the nutrition facts for a food product.

Aserving of this food provides the highest percent daily value of:

- 1 niacin
- 2 fat
- 3 iron
- 4 potassium

Nutrition Facts	
Serving size 1 1/3 cups (28g)	
Servings Per Container about 14	
Amount Per Serving	
Calories 110	Calories from Fat 0
% Daily Value	
Total Fat 0g	0%
Saturated Fat 0g	0%
Cholesterol 0mg	0%
Sodium 190mg	8%
Potassium 35mg	1%
Total Carbohydrate 28g	8%
Dietary Fiber 1g	3%
Sugars 11g	
Protein 2g	
Vitamin A	25%
Vitamin C	0%
Calcium	0%
Iron	15%
Vitamin D	10%
Thiamin	25%
Riboflavin	25%
Niacin	25%
Vitamin B ₆	25%
Folate	25%
Vitamin B ₁₂	25%
Phosphorus	2%
Magnesium	2%
Zinc	10%
Copper	2%

Meal Service

3. Giovanina is not sure if she has enough food for her guests. Which type of service will allow her to control the size of everyone's portions in the privacy of her kitchen before serving?

- 1 buffet
- 2 family
- 3 plate
- 4 English

Basic Food Preparation and Nutrition

4. Janice is a vegetarian. She is concerned about getting enough protein in her diet. Which combination should she choose to get the equivalent of a complete protein?

- 1 celery and carrot sticks
- 2 jelly and wheat toast
- 3 rice and pinto beans
- 4 pasta and broccoli

Careers in Foods and Nutrition

5. In nursing homes and institutions, the services of dietitians are in demand because of their:

- 1 ability to cut up and package food
- 2 skill in designing new products
- 3 understanding of the media and food preparation
- 4 specialized knowledge of food and nutrition



Early Childhood Education Scenario Assessment

Scenario Assessment

Scenario assessment is an authentic situation which places skills and knowledge in the context where mastery of routine performance must be demonstrated and a problem must be solved.

Purpose

The purpose of these activities is to ensure that students understand the stages of child development and apply this knowledge to activities designed to enrich the physical, social, mental, and emotional development of young children, and apply basic rules of health and safety to a variety of home and work place situations. In this scenario assessment, high school students in early childhood classes will complete the activities listed below:

1. **Video:** Students will view the video on Planning Activities for Young Children and take notes on the main points. Following the video, students compile a class list of key points on chart paper, with student volunteers serving as facilitator and recorder.
2. **Small Group Work:** Students will work in small groups to develop a proposal for an early childhood activity. The proposals must illustrate at least 50 percent of the key points compiled by the class. Each group proposal must be submitted **on the Early Childhood Education Scenario Proposal Form** provided by the teacher.
3. **Proposal Presentations and Selection:** Each will present its proposal to a panel comprised of, but not limited to, the following stakeholders:
 - Class members
 - Parent of preschooler
 - Preschool teacher
 - Classroom teacher

Proposals will be evaluated on criteria agreed upon by the panel members such as: novel ideas, learning potential for preschoolers, ease of implementation, and cost effectiveness

4. **Planning and Implementation of Activity Plan:** Students will detail the components of the activity plan, making certain each student will be responsible for a portion of the plan. The plan will be implemented as an Early Childhood scenario with a group of three- and four-year-old children. The scenario could be videotaped by a student or a school media specialist.
5. **Student Assessment:** Each student will write a self-reflection essay detailing insights gained from the Early Childhood Education scenario.
6. **Teacher Assessment:** Family and Consumer Sciences teachers in collaboration with early childhood teachers will evaluate the effectiveness of the learning activities planned by the high school students in terms of appropriate creativity and other criteria.

Developed by three Family and Consumer Sciences teachers: Ann M. Coleman, Niskayuna Central School District; Rosemarie Posillico, Shenendahowa Central School District; and Dawn Scagnelli, Scotia-Glenville Central School District

Early Childhood Education Scenario

Student Self-Reflection Essay

Prepare an essay as a reflection and critique of the experience we have just conducted with our preschool visitors. Be sure to include information on how you helped to make this event a success.

DIRECTIONS: Write an essay including the following components:

- A. INTRODUCTION**
A brief description of the activity plan, the professionals, and the children with whom you had contact.
- B. INSIGHTS**
Describe at least three specific things you learned about the professional and/or the children that you did not know before.
- C. CRITICAL EVENT OR INCIDENT**
Describe a single event or incident that you will probably never forget from your simulated work experience. Include the reason why it stands out and what you learned from the incident.
- D. PROFESSIONAL IMPACT**
Describe at least three things you learned about yourself that will benefit you when you have a career. Include at least one strength you discovered (or rediscovered) you have and one trait/skill you feel you need to improve upon.
- E.** The thing(s) I enjoyed most about the work experience was..
- F.** I found out that I do/do not want to pursue a career in this field because. . .

Rubric for Self-Reflection Essay

Content:

- Introduction
- Three insights about career, and/or clients
- Critical incident and reason why it was critical
- Professional impact: Three things learned about self
One strength
One area of improvement needed
- Reflection of things enjoyed
- Reflection of impact on career choice
- All answers include specific examples from the simulation
- Thoughts are expanded upon.

Mechanics:

- Correct spelling
- Correct capitalization
- Correct punctuation
- Correct grammatical construction.

Organization:

- Discernible organization
- Logical sequence of ideas.

Format:

- Consistent margins, indents, and spacing
- Clear, careful handwriting/typing.

Technique/Style:

- Precise, interesting word choice
- Correct, varied sentence structure
- Uniquely personalized.

Punctuality:

- Submitted within the contracted time.

RATING:

- 50-45 EXEMPLARY JOB ON ESSAY!**
Clearly includes and demonstrates all of the above criteria.
- 40-35 COMPETENT JOB ON ESSAY.**
Includes occasional lapses in some of the above criteria.
- 30-25 SATISFACTORY JOB ON ESSAY.**
Includes minor flaws in many of the criteria listed above or serious flaws in some of the criteria.

- 20-15 ADEQUATE JOB ON ESSAY.**
Includes serious flaws in many of the criteria listed above.
- 10-15 INADEQUATE JOB ON ESSAY.**
Begins but does not complete essay.
- 0 NO ATTEMPT**

Student Name _____

Early Childhood Education Scenario

Teacher Assessment Rubrics

GENERIC CRITERIA

- Objective is accurately stated.
- Complete/appropriate list of supplies is provided.
- Procedure is described in detailed steps.
- Activity is age appropriate.
- Allows for meaningful involvement of children.
- Uses colorful, bright, inviting materials.
- Provides for children's health and safety needs.
- Addresses need for physical space.

PROFESSIONAL =

Work is thorough and detailed. All criteria are met. Would warrant consideration for pay increase by employer.

COMPETENT =

Work is complete. All criteria are met. Would be considered average by employer.

SATISFACTORY =

Work has minor deficiencies. All criteria are met. Would need some coaching by employer.

UNSATISFACTORY =

Work has serious deficiencies. Criteria are unmet. Would consider terminating employment.

SPECIFIC CRITERIA AND RATING SCALES

MOVEMENT/MUSIC

- Meets all generic criteria
- Enhances large motor skills
- Enhances listening skills

- PROFESSIONAL
- COMPETENT
- SATISFACTORY
- UNSATISFACTORY

DRAMATIC PLAY

- Meets all generic criteria
- Contains thorough introduction to prepare children for pretend play
- Allows for individual expression

- PROFESSIONAL
- COMPETENT
- SATISFACTORY
- UNSATISFACTORY

MATH

- Meets all generic criteria
- Is creative and hands-on
- Pays particular attention to time and attention span

- PROFESSIONAL
- COMPETENT
- SATISFACTORY
- UNSATISFACTORY

FOOD/SNACK

- Meets all generic criteria
- Uses nutritious, easily eaten/digestible foods
- Is eye appealing
- Includes children in preparation and clean-up

- PROFESSIONAL
- COMPETENT
- SATISFACTORY
- UNSATISFACTORY

LANGUAGE/STORY

- Meets all generic criteria
- Includes repetition of ideas
- Is used as an introduction to the art/craft activity

- PROFESSIONAL
- COMPETENT
- SATISFACTORY
- UNSATISFACTORY

ARTS/CRAFTS

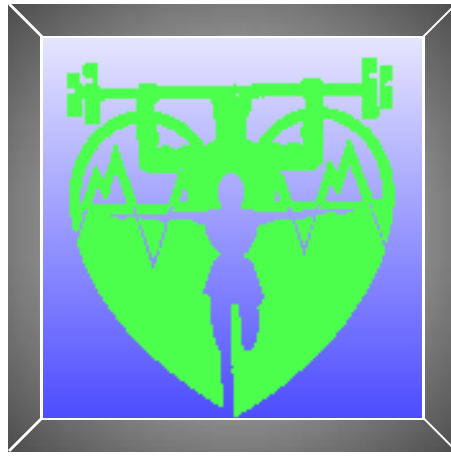
- Meets all generic criteria
- Enhances fine motor skills
- Favors process over product
- Is compatible with language/story activity

- PROFESSIONAL
- COMPETENT
- SATISFACTORY
- UNSATISFACTORY

SCIENCE

- Meets all generic criteria
- Is creative and hands-on
- Pays particular attention to time and attention span

- PROFESSIONAL
- COMPETENT
- SATISFACTORY
- UNSATISFACTORY



Health, Physical Education, & Family and Consumer Sciences

Resource Guide

PART IV

Appendix	2
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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).



Surfing for Health: Resources on the World-Wide Web

As we prepare for the 21st century, Internet technology becomes an increasingly valuable and available tool for educators. The following list provides the web-site addresses of various resources relevant to health education. If you would like your web-site listed in this newsletter, please let us know. **Happy surfing!**

Alan Guttmacher Institute—human sexuality information and statistics:

<http://www.agi-usa.org/>

American Cancer Society—symptoms, treatment, and prevention of cancer:

<http://www.cancer.org/>

American Heart Association—tips and resources on fighting heart disease and strokes:

<http://www.amhrt.org/>

Association for Quality and Participation—management and leadership:

<http://www.excite.com/Reviews/Education>

Association for Supervision and Curriculum Development—curriculum and instruction:

<http://www.ascd.org>

Berit's Best Sites for Children—student resources:

<http://www.cochran.com/theosite/KSites.html>

Busy Teachers Web Page—teacher resources: <http://www.ceismc.gatech.edu/BusyT/>

Colorado Department of Education/CDE—resources and technical assistance:

<http://www.cde.state.co.us>

Colorado Department of Public Health and Environment—statistics, general health information: http://www.state.co.us/gov_dir/cdphe_dir/cdphehom.html

Colorado Libraries (links): <http://www.aclin.org>

ETR Associates—curricula, literature, and programs in a variety of health education topics:

<http://www.etr-associates.org/>

Health Explorer—a database of over 3,000 health-related web-sites, website descriptions, and “Best Site” reviews: <http://www.healthexplorer.com/>

Health Organizations—links: <http://www.social.com/health>

Kids' Web—student resources: <http://www.npac.syr.edu/textbook/kidsweb/>

Source: *Colorado School Health News*, Volume 12, No. 3.

National Center for Health Statistics—vital records, statistics, and NCHS publications on-line:
<http://www.cdc.gov/nchswww/nchshome.htm>

National Health Information Center—health information referral service:
<http://nhic-nt.health.org/>

National Institute of Health/NIH—health resources such as Cancernet, AIDS Information, Clinical Alerts, and the Women’s Health Initiative:
<http://www.nih.gov/index.html>

National Parent Information Network—parent resources:
<http://ericps.ed.uiuc.edu/npin/npinhome.html>

National Staff Development Council/NSDC—professional staff development resources:
<http://www.nsd.org:80/>

Pathways to School Improvement—school improvement team resources:
<http://www.ncrel.org/sdrs/pathwayg.htm>

Prevlene—alcohol and drug resources:
<http://www.health.org>

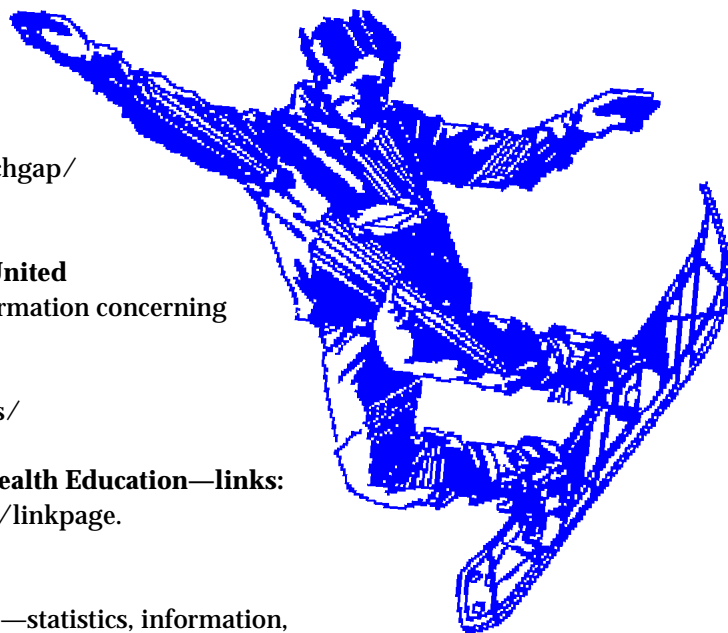
Reinventing Schools—school improvement team resources:
<http://www.nap.edu/readingroom/books/techgap/welcome.html>

Sexuality Information and Education Council of the United States/SIECUS—statistics, guidelines, and information concerning human sexuality:
Publications: <http://www.siecus.org/pubs/>
Programs: <http://www.siecus.org/siecus/progs/>

Strengthening Linkages for Comprehensive School Health Education—links:
<http://utsph.sph.uth.tmc.edu/www/res/cshe/linkpage.html>

U.S. Centers for Disease Control and Prevention/CDC—statistics, information, networking:
General: <http://www.cdc.gov>
HIV/AIDS: <http://www.cdcnac.org/>
School Health Guidelines and YRBS (Youth Risk Behavior Surveillance):
<http://www.cdc.gov/nccdphp/dash>

U.S. Department of Agriculture—news, information, and resources related to the USDA:
<http://www.usda.gov/usda.htm>





E-Mail and the Internet for Physical Education Teachers

E-Mail Discussion Groups

Kidsphere: Made up of teachers from all content areas. Subscribe by going to the following web site: <http://www.eduplace.com/hmco/school/projects/subscribe.html>

PHYSED-L: Made up of physical education teacher educators, graduate students, scholars, and researchers sponsored by the University of Illinois. Subscribe by going to the following web site: <http://www.liszt.com/cgi-bin/help.cgi>

PE Talk: Made up of K-12 physical educators sponsored by Sportime. Subscribe by going to the following web site:
http://snow-white.gac.peachnet.edu/talk/MI/mailling_lists.other/PE_talk_text

USPE-L: Made up of K-12 physical educators sponsored by Virginia Tech Health and Physical Education program. Subscribe by going to the following web site:
<http://infoserver.etl.vt.edu//PE.Central/uspe.html>

Web Resources for Teachers

PE Central: Physical Education Central is a web site specifically designed for physical education teachers, interested parents, and adults. It provides information about contemporary, developmentally appropriate physical education programs for children and youth. Resources on the site include: health, physical education, and classroom teacher lesson ideas; ready-to-print assessments; links to top instructional sport web sites and professional associations; and weekly instant activities and wellness ideas.
(<http://www.chre.vt.edu//pe.central>)

Human Kinetics Publishers: Human Kinetics maintains a web site that allows visitors to not only learn about the services and products they offer, but visitors can order their materials directly from the web site. (<http://www.humankinetics.com/>)

Surgeon General's Report: This report, *Physical Activity and Health*, brings together, for the first time, what has been learned about physical activity and health from decades of research. (<http://www.cdc.gov/nccdphp/sgr/ataglan.htm>)

Cabell Midland High School's Physical Education Department: The physical education faculty at Cabell Midland High School maintains their own web page which features descriptions of the innovative classes they are offering to their students.
(<http://boe.cabe.k12.wv.us/cmhs/01k.html>)

Source: George Graham, Eloise Elliott, Mark Manross, and Todd Pennington, Virginia Tech, Blacksburg, VA.

Web Sites for Kids

The Fitness Files: This web site focuses on such areas as the basic principles of fitness, how to calculate their target heart rates, how to stretch properly, and essential foods for a healthy diet. <http://rcc.webpoint.com/fitness/index.htm>

Benny Goodsport: Benny and his Goodsport Gang lead kids on an adventure through stories about physical activities such as walking and fishing. The site includes games, contests, and some interactive activities where kids can submit their ideas and questions. <http://www.bennygoodsport.com/>

Dole 5 a Day: Based on the popular Dole 5 a Day CD Rom, this web site, appropriate for elementary-age children, uses fruit and vegetable characters to help children learn the importance of eating at least 5 fruits and veggies a day. <http://www.dole5aday.com/>

Sports Illustrated for Kids: Sports Illustrated has designed this site for intermediate/middle school age children interested in the latest information on the hottest sports. The site includes news clips, puzzles, sports games, comics, and more. http://pathfinder.corn/@@pokIcwYA8D*oUHGs/SIFK/

Physical Activity Information Resource List

A wide variety of resources for promoting safe and enjoyable physical activity among youth are available from government agencies and voluntary and professional organizations. On the local and state level, these materials might be available from:

- affiliates of voluntary health organizations (e.g., the American Heart Association)
- local and state health departments
- governors' councils on physical fitness and sports
- state associations for health, physical education, recreation, and dance
- state and local organizations that serve youth (e.g., the Young Women's Christian Association), and state physical activity contact networks.

On the national level these materials to promote physical activity among youth can be obtained from:

American Alliance for Health, Physical Education, Recreation, and Dance
1900 Association Drive
Reston, VA 22091
1-703-476-3410

American Cancer Society
1599 Clifton Road, N.E.
Atlanta, GA 30328
1-800-ACS-2345

American Heart Association
7272 Greenville Avenue
Dallas, TX 75231-4596
1-800-AHA-USA1

Division of Nutrition and Physical Activity Centers for Disease Control and Prevention
4770 Buford Highway, NE MS K-46
Atlanta, GA 30341-3724
1-404-488-5515

National Heart, Lung, and Blood Institute Information Center
P.O. Box 30105
Bethesda, MD 20824-0105
303-251-1222



National Recreation and Park Association
2775 South Quincy Street, Suite 300
Arlington, VA 22206-22041
703-578-5558

President's Council on Physical Fitness and Sports
701 Pennsylvania Ave., N.W.
Suite 250
Washington, DC 20004
1-202-272-3421

PE-TV
100 Technology Center Drive
Stroughton, MA 02072

Family and Consumer Science Resources on the World-Wide Web



<http://www.nysed.gov/workforce/cdos.html>

information concerning *Learning Standards - Career Development and Occupational Studies*, SCANS resources, occupational education proficiency exams, student leadership organizations, occupational and career development technical assistance, calendar of conferences and events, and family and consumer sciences materials.

<http://www.FACSE.org/>

current national information of interest to Family and Consumer Sciences (FACS) educators. Home page includes links to FACS statistics, FACS legislative coalitions, and State information. Future plans include links to FACS sites in all states, and distribution of the FACS national standards.



<http://www.fhahero.org/>

Cornell University College of Human Ecology

Responding to human needs through research,
education, and outreach

Economic and Social Well-Being



- ▶ Admissions
- ▶ Faculty
- ▶ Departments and Centers
- ▶ Student Opportunities
- ▶ Search (virtual library)
- ▶ Happenings/Announcements

Nutrition and Health



Environmental Design and Technology



Human Development



<http://www.human.cornell.edu/>

<http://www.cce.cornell.edu/>
Cornell Cooperative Extension home page.

<http://www.cyfernet.org/>
Cooperative Extension System's children, youth, and family information services: provides educational outreach programs at land grant universities in all states in conjunction with county governments and USDA's Cooperative State Research Education and Extension Service.

<http://www.aafcs.org/>
home page for the American Association of Family and Consumer Sciences organizations representing family and consumer sciences professionals across practice areas and content specialization.

<http://www.nncc.org/>
National Network for child care.



Definitions of Key Health Education and Assessment Terms

To facilitate the understanding of the SCASS members and others who work on the development of the resources to be created in the SCASS Health Education Project, as well as those who use the project resources, members have agreed upon the following definitions of key health education and assessment terms.

Health Terms ¹

Health A state of complete physical, mental, and social well-being; not merely the absence of disease and infirmity (1).

Health Educator A practitioner who is professionally-prepared in the field of health education, who demonstrates competence in both theory and practice, and who accepts responsibility to advance the aims of the health education profession (1).

Health Literacy The capacity of an individual to obtain, interpret, and understand basic health information and services, and the competence to use such information and services in ways which are health enhancing (1).

Comprehensive School Health Program An organized set of policies, procedures, and activities designed to protect and promote the health and well-being of students and staff which has traditionally included school health education, healthful school environments, and school health services. It should also include, but not be limited to, school guidance and counseling, physical education, nutrition services, social work, psychological services, and employee health promotion (1).

School Health Education One component of the comprehensive school health program. It addresses the physical, mental, emotional, and social dimensions of health and includes the development, delivery, and evaluation of a planned, sequential curriculum and teaching strategies. Curriculum development includes the articulation of goals, objectives, content sequence, and specific classroom lessons which draw from various content and topic areas to achieve broader-based student outcomes relating to health. School health education is designed to positively influence the knowledge, attitudes, skills, and behaviors of individuals so as to promote health and prevent or reduce the risks of disease (1).

Healthful School Environment One component of the comprehensive school health program. It includes a safe and health-enhancing physical environment, the organization of a healthful school day; an atmosphere which promotes everyone's self-esteem; and the fostering of interrelationships that are favorable to social/emotional health (2).

School Health Services Part of the comprehensive school health program provided by physicians, nurses, dentists, health education, and other allied health personnel, social work-

¹ The health education terms are taken or adapted from (1) "Report of the 1990 Joint Committee on Health Education Terminology," *Journal of Health Education*, March/April, 1991, Volume 22, No. 2; (2) the "Montana Health Enhancement Program," Montana Department of Education, 1993.

ers, teachers, and others to appraise, protect, and promote the health of students and school personnel. These services are designed to insure access to and the appropriate use of primary health care services, prevent and control communicable disease, provide emergency care for injury or sudden illness, promote and provide optimum sanitary conditions in a safe school facility and environment, and provide concurrent learning opportunities which are conducive to the maintenance and promotion of individual and community health (1).

Physical Education Part of the comprehensive school health program that includes a sequential pre K-12 curriculum that provides a variety of developmental movement activities and health-related physical fitness programs to promote each student's optimum physical, mental, emotional, and social development and the development of physically-active lifestyles (2).

School Guidance and Counseling Part of the comprehensive school health program that provides primary prevention and early intervention programs which attend to the mental, emotional, and social health of students (2).

Nutrition Services As part of the comprehensive school health program, these services provide nutritionally-balanced, quality, appealing meals that follow dietary guidelines for Americans and reinforce concepts taught in the instructional setting regarding the selection of healthy foods and the development of health-enhancing nutritional habits (2).

School Site Health Promotion As part of the comprehensive school health program, provides health assessments, health education, and health-related fitness activities to encourage and assist all personnel in the development of health-enhancing behaviors, thus promoting better health, improved morale, and a greater personal commitment to the school's overall comprehensive school health program (2).

Parent and Community Involvement As part of the comprehensive school health program, this involvement establishes a dynamic partnership to enhance the health and well being of students. School health advisory councils, coalitions, and broadly-based constituencies for school health can provide a means to effectively build support for school health program efforts. Schools should be encouraged to actively solicit parent involvement and engage community resources and services to respond more effectively to the health-related needs of students (2).

Assessment Terms ²

Content Standards Content standards specify what students should know and be able to do. They involve the knowledge and skills essential to a discipline that students are expected to learn. Those "skills" include the ways of thinking, working, communicating, reasoning, and investigating that characterize each discipline. That "knowledge" includes the most important and enduring ideas, concepts, issues, dilemmas, and information of the discipline. Content standards are not merely lists of facts. Standards should be academically sound, broadly conceived, and assessable. Performance

² Taken from "Promises to Keep: Creating High Standards for American Students, Report on the Review of Education Standards from the Goals 3 and 4 Technical Planning Group to the National Education Goals Panel," November, 1993.

Indicators are more specific illustrations of the material and ideas implied by the content standards. Because the content standards tend to be broad statements of intent, performance indicators will show specific applications of the standards in more measurable terms. Taken as a group, the performance indicators for a content standard will demonstrate most but not all of the ways in which the content standard can be further defined.

Performance Standards These standards specify “how good is good enough.” They indicate how adept or competent a student demonstration must be to indicate attainment of the content standards. They involve judgements of what distinguishes an adequate from an outstanding level of performance. Student performance standards should establish the degree or quality of the student performance in the challenging subject matter set out in the content standards. Performance standards are not skills and modes of reasoning referred to in the content standards. Rather, they indicate both the nature of the evidence (such as an essay, mathematical proof, scientific experiment, project, exam, or combination of these) required to demonstrate that the content standard has been met and the quality of the student performance that will be deemed acceptable (that merits a passing or an “A” grade).

On-Demand Assessment These assessments are given to students in one, relatively brief sitting, where students have not had an opportunity to rehearse their responses, nor to alter or improve their responses after they are provided.

Formative Assessment These assessments, usually carried out at the classroom or school level, are used to guide the instruction of individual students.

Summative Assessment These assessments, which may be carried out at the school, district, state or national levels, serve the purpose of summarizing student performance on larger portions of learning at the end of major blocks of time.

Assessment System The various pieces or components of the assessment process. This may refer to either formative and summative assessments, or to assessments of different types, or those conducted for different purposes.

Assessment Component An assessment component is a type of assessment instrument.

Exercise An individual task or item to which a student responds.

Instrument A set of exercises, of one or more types, which have known statistical properties and are to be used together to yield a broader set of information than at the individual exercise level.

Selected Response An exercise in which the student selects from among predetermined answers one or more responses.

Short-Answer Response An exercise to which a student provides a word, a phrase, a couple of sentences, or a diagram in response to a question.

Extended Response An exercise to which a student provides several paragraphs or more of extended text or other type of written response to an exercise.

Performance Event An on-demand performance of some type, including written response, to which a student responds in a relatively brief period of time (e.g., 15 to 45 minutes).

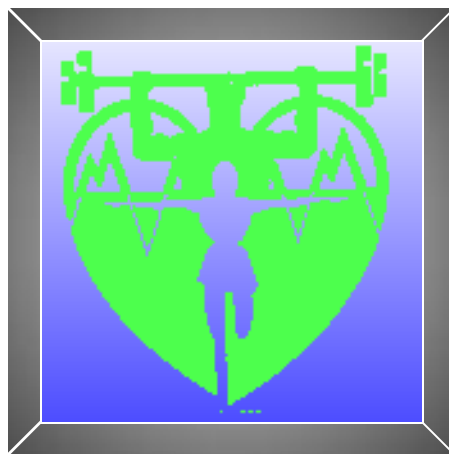
Performance Task An exercise in which a student responds over a period of some time (e.g., several weeks). The exercise usually involves several parts and may require multiple activities and types of responses.

Portfolio Both the accumulation of student-prompted and unprompted work within the classroom, as well as the reflections of students, teachers, and others on this work. The folder may include standard tasks or those self-selected, a variety of assessment results, or other information. The intent is to portray both the current level of the student and the progress of the student over time.

Criterion-Referenced This type of assessment interpretation compares a student's response to a pre-determined level of desired performance. Student's scores are expressed in terms of meeting or not meeting the criterion, or in terms of how far above or below the criterion.

Norm-Referenced This type of assessment interpretation compares a student's response to a comparison (or norm) group. Student's scores are expressed in terms of performance relative to the comparison group.

Instructionally-Imbedded This type of activity is something that takes place within the on-going classroom instruction on a similar topic. As used in assessment, this means a student activity, usually of some length (days or weeks) in which students engage in a hands-on learning activity that yields one or more products on which students can be scored, either collectively or individually.



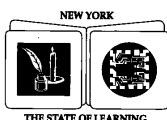
Health, Physical Education, Family and Consumer Sciences

Resource Guide

PART V

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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, Room 681 EBA, New York State Education Department, Albany, NY 12234 (tel. 518-474-5922).



<http://www.nysed.gov>

STANDARD I: 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.

Health Education

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.

Elementary Level

Students will:

- know how basic body systems work and interrelate in normal patterns of growth and development
- possess basic knowledge and skills which support positive health choices and behaviors
- understand how behaviors such as food selection, exercise, and rest affect growth and development
- recognize influences which affect health choices and behaviors
- know about some diseases and disorders and how they are prevented and treated
- practice and support others in making healthy choices.

Intermediate Level

Students will:

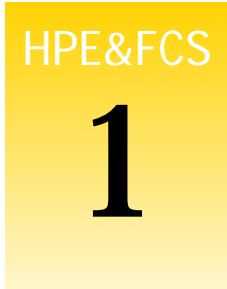
- integrate knowledge of basic body systems with an understanding of the changes that accompany puberty
- apply prevention and risk reduction strategies to adolescent health problems
- demonstrate the necessary knowledge and skills to promote healthy adolescent development
- analyze the multiple influences which affect health decisions and behaviors.

Commencement Level

Students will:

- understand human growth and development throughout the life cycle
- 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.

STANDARD 1: Health, Physical Education, & Family and Consumer Sciences, continued



Physical Education

Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.

Elementary Level	Intermediate Level	Commencement Level
<p>Students will:</p> <ul style="list-style-type: none"> participate in physical activities (games, sports, exercises) that provide conditioning for each fitness area develop physical fitness skills through regular practice, effort, and perseverance demonstrate mastery of fundamental motor, non-locomotor, and manipulative skills, and understand fundamental principles of movement understand the effects of activity on the body, the risks associated with inactivity, and the basic components of health-related fitness (cardiovascular, muscle strength, muscle endurance, flexibility, and body composition) demonstrate and assess their fitness by performing exercises or activities related to each health-related fitness component, and establish personal goals to improve their fitness understand the relationship between physical activity and individual well being. 	<p>Students will:</p> <ul style="list-style-type: none"> demonstrate competency in a variety of physical activities (games, sports, exercises) that provide conditioning for each fitness area know that motor skills progress in complexity and need to be used in the context of games and sports with additional environmental constraints combine and integrate fundamental skills and adjust technique based on feedback, including self-assessment understand the relationship between physical activity and the prevention of illness, disease, and premature death develop and implement a personal fitness plan based on self-assessment and goal setting, understand physiological changes that result from training, and understand the health benefits of regular participation in activity develop leadership, problem solving, cooperation, and team work by participating in group activities. 	<p>Students will:</p> <ul style="list-style-type: none"> demonstrate proficiency in selected complex physical activities (games, sports, exercises) that provide conditioning for each fitness area establish and maintain a high level of skilled performance, demonstrate mastery of fundamental movement forms and skills that can contribute to daily living tasks, and analyze skill activities make physical activity an important part of their life and recognize such consequent benefits as self-renewal, greater productivity as a worker, more energy for family activities, and reduction in health care costs use the basic principles of skill analysis to improve previously acquired skills and to continue to learn new skills and activities know the components of personal wellness (nutrition and weight control, disease prevention, stress management, safety, and physical fitness), establish a personal profile with fitness/wellness goals, and engage in appropriate activities to improve or sustain their fitness follow a program that relates to wellness, including weight control and stress management demonstrate competence in leading and participating in group activities.

STANDARD 1: Health, Physical Education, & Family and Consumer Sciences, continued

Family and Consumer Sciences

Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the appropriate tools and technologies for safe and healthy food preparation.

Elementary Level

Students will:

- understand the importance of nutritious food and how it contributes to good health, make simple nutritious food choices, and assist with basic food preparation
- use simple household tools safely to perform a variety of everyday tasks
- recognize how a family contributes to personal health.

Intermediate Level

Students will:

- understand the relationships among diet, health, and physical activities; evaluate their own eating patterns; and use appropriate technology and resources to make food selections and prepare simple, nutritious meals
- apply principles of food safety and sanitation
- recognize the mental, social, and emotional aspects of good health
- apply decision making process to dilemmas related to personal health.

Commencement Level

Students will:

- apply knowledge of food choices and menus to plan a balanced diet, use new technologies to plan and prepare nutritious meals for a variety of dietary needs
- adjust their own diet to accommodate changing levels of activity or to meet their nutritional needs throughout the life cycle
- identify ways to meet basic needs of all family members
- take reasoned action toward reaching personal health goals.

STANDARD 2: A Safe and Healthy Environment

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

Health Education

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.

Elementary Level	Intermediate Level	Commencement Level
<p>Students will:</p> <ul style="list-style-type: none">• understand basic safety rules• recognize potentially dangerous situations and know how to avoid or reduce their risk• know some personal and social skills which contribute to individual safety• recognize characteristics of the environment that contribute to health.	<p>Students will:</p> <ul style="list-style-type: none">• assess potentially dangerous situations and demonstrate the skills to avoid or reduce their risks• demonstrate personal and social skills which enhance personal health and safety• understand the need for personal involvement in improving the environment.	<p>Students will:</p> <ul style="list-style-type: none">• recognize hazardous conditions in the home, school, work place, and community and propose solutions to eliminate or reduce them• evaluate personal and social skills which contribute to health and safety of self and others• recognize how individual behavior affects the quality of the environment.

STANDARD 2: Health, Physical Education, & Family and Consumer Sciences, continued

Physical Education

Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

Elementary Level	Intermediate Level	Commencement Level
<p>Students will:</p> <ul style="list-style-type: none"> • contribute to a safe and healthy environment by observing safe conditions for games, recreation, and outdoor activities • come to know and practice appropriate participant and spectator behaviors to produce a safe and positive environment • work constructively with others to accomplish a variety of goals and tasks • know how injuries from physical activity can be prevented or treated • demonstrate care, consideration, and respect of self and others during physical activity. 	<p>Students will:</p> <ul style="list-style-type: none"> • understand the risks of injury if physical activity is performed incorrectly or performed in extreme environmental conditions, and recognize the importance of safe physical conditions (equipment, facilities) as well as the emotional conditions essential for safety • develop skills of cooperation and collaboration, as well as fairness, sportsmanship, and respect for others • work constructively with others to accomplish a goal in a group activity, demonstrating consideration for others involved • understand the physical and environmental dangers associated with particular activities and demonstrate proper procedures for safe participation in games, sports, and recreational pursuits • understand the role of physical activity, sport, and games as a balance between cooperative and competitive behaviors and as a possible arena in which to develop and sharpen leadership and problem solving skills, and understand the physical, emotional, and social benefits of participation in physical activities. 	<p>Students will:</p> <ul style="list-style-type: none"> • know the potential safety hazards associated with a wide variety of games and activities and are able to prevent and respond to accidents • demonstrate responsible personal and social behavior while engaged in physical activities • accept physical activity as an important part of life. Self-renewal, productivity as a worker, energy for family activities, fitness, weight control, stress management, and reduction in health-care costs are understood as benefits of physical activity • create a positive climate for group activities by assuming a variety of roles • understand the physical, social, and emotional benefits of physical activity and can demonstrate leadership and problem solving through participation in organized games or activities.

Family and Consumer Sciences

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

Elementary Level	Intermediate Level	Commencement Level
<p>Students will:</p> <ul style="list-style-type: none">• understand some basic requirements of nurturing people of various ages, and demonstrate appropriate ways to interact with them• know some conditions necessary for a safe and healthy home and school environment and recognize the various ways individuals contribute to that environment.	<p>Students will:</p> <ul style="list-style-type: none">• demonstrate the principles of safe and healthy child care• know the basics of managing a safe and healthy home• use age-appropriate techniques to select and maintain clothing.	<p>Students will:</p> <ul style="list-style-type: none">• understand the stages of child development and apply this knowledge to activities designed to enrich the physical, social, mental, and emotional development of a young child• apply housing principles (e.g., design and safety) to meet the needs of family members of all ages and abilities• understand essential requirements for selecting and maintaining a home• apply basic rules of health and safety to a variety of home and work place situations.

STANDARD 3: Resource Management

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

Health Education

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

Elementary Level	Intermediate Level	Commencement Level
<p>Students will:</p> <ul style="list-style-type: none"> • identify characteristics of valid health information and health-promoting products and services and know where to locate them • understand how culture contributes to individual family and community beliefs and practices affecting health • know how to access help when illness, injury, or emergency situations occur • recognize how the media influences health choices. 	<p>Students will:</p> <ul style="list-style-type: none"> • distinguish between valid and invalid health information, products and services • recognize how cultural beliefs influence health behaviors and the use of health services • demonstrate the ability to work cooperatively when advocating for healthy individuals, families and schools • analyze how media and technology influence the selection of health information, products and services • recognize the need to be an advocate for family and community health • demonstrate the ability to access community health services for prevention, illness, and emergency care. 	<p>Students will:</p> <ul style="list-style-type: none"> • demonstrate how to evaluate health information, products and services for validity and reliability • analyze how cultural beliefs influence health behaviors and the use of health products and services • demonstrate the ability to access community health services for self and others • use technology and the media to promote positive health messages • demonstrate advocacy skills in promoting individual, family and community health.

Physical Education

Students will be aware of and able to access opportunities available to them within their community to engage in physical activity. They will be informed consumers and be able to evaluate facilities and programs. Students will also be aware of some career options in the field of physical fitness and sports.

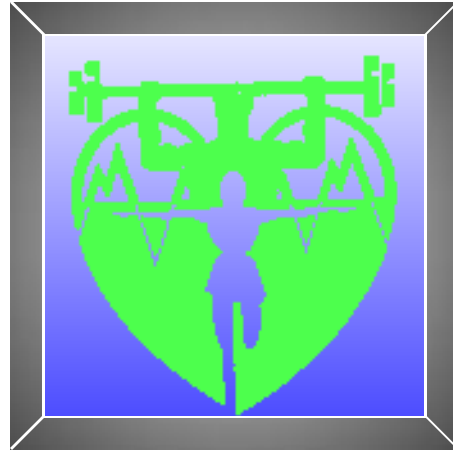
Elementary Level	Intermediate Level	Commencement Level
<p>Students will:</p> <ul style="list-style-type: none">• know that resources available at home and in the community offer opportunities to participate in and enjoy a variety of physical activities in their leisure time• become discriminating consumers of fitness information, health-related fitness activities in their communities, and fitness and sports equipment• demonstrate the ability to apply the decision making process to physical activity.	<p>Students will:</p> <ul style="list-style-type: none">• should be informed consumers, aware of the alternatives available to them within their communities for physical activity and should be able to evaluate facilities and programs available• demonstrate the ability to locate physical activity information, products, and services• know some career options in the field of physical fitness and sports.	<p>Students will:</p> <ul style="list-style-type: none">• recognize their role as concerned and discriminating consumers of physical activities programs and understand the importance of physical activity as a resource for everyone regardless of age or ability• recognize the benefits of engaging in appropriate physical activities with others, including both older and younger members of the community• identify a variety of career opportunities associated with sports and fitness and understand the qualifications, educational requirements, and job responsibilities of those careers.

STANDARD 3: Health, Physical Education, & Family and Consumer Sciences, continued

Family and Consumer Sciences

tudents will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.

Elementary Level	Intermediate Level	Commencement Level
<p>Students will:</p> <ul style="list-style-type: none"> understand the kinds of resources available in their community and make informed decisions related to their own use understand how people acquire, use, and protect money and recognize some factors that influence spending know the different jobs in their communities and the contributions made by individuals performing those jobs. 	<p>Students will:</p> <ul style="list-style-type: none"> understand how the family can provide for the economic, physical, and emotional needs of its members understand the resources available to them, make informed decisions about the use of those resources, and know some ways to expand resources are able to budget their time and money understand how working contributes to a quality living environment identify their own abilities and interests as possible guides to career choice. 	<p>Students will:</p> <ul style="list-style-type: none"> analyze a wide range of factors related to managing personal resources to balance obligations to work, family, and self understand the basics of an individual/family budget and plan to obtain, use, and protect money and assets analyze abilities and interests in relation to careers, set long-term career goals, and develop a plan for progressing toward their goals understand the concept of entrepreneurship as it exists in today's economy develop job skills (e.g., communication, effective time management, problem solving, and leadership).



Health, Physical Education, Family and Consumer Sciences

Resource Guide

REVIEW AND COMMENTS

Reaction Form2

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Health, Physical Education, and Family and Consumer Sciences Resource Guide

R E A C T I O N F O R M

Your response to this questionnaire will assist the Education Department in preparing the revised *Health, Physical Education, and Family and Consumer Sciences Resource Guide*. Thank you for taking the time to send us your comments. Please feel free to duplicate this form for other individuals.

Demographic Information: I am a(an):

- Teacher (Grade _____) Parent
- Administrator: Principal Assistant Principal Curriculum Specialist
- Other _____

1. How did you hear about the *Health, Physical Education, and Family and Consumer Sciences Resource Guide*?
- colleague administrator
- teleconference workshop
- electronic notice BOCES/CSD
- other

2. What specifically is most helpful about:

Part I? _____

Part II? _____

Part III? _____

3. What other materials would you like to see in the guide?

4. What changes would you suggest to make the document more user-friendly?

5. Overall, to what extent do you feel the information in this guide will influence teaching and learning in your classroom?

5	4	3	2	1
To a Great Extent				Not at All

6. Overall, to what extent do you feel the guide illuminates the *Learning Standards for Health, Physical Education, and Family and Consumer Sciences* ?

5	4	3	2	1
To a Great Extent				Not at All

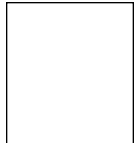
Additional Comments:

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Please return this form by May 31, 1997 to the following address:

Health, Physical Education, and Family and Consumer Sciences
Resource Guide
New York State Education Department
Office of Curriculum and Instruction
681 EBA
Albany, New York 12234

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