



Health, Physical Education, & Family and Consumer Sciences

Resource Guide

INTRODUCTION

Regents	2
Acknowledgments.....	3
Foreword.....	5
Introduction.....	7

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 UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University

CARL T. HAYDEN, <i>Chancellor</i> , A.B., J.D.	Elmira
LOUISE P. MATTEONI, <i>Vice Chancellor</i> , B.A., M.A., Ph.D.	Bayside
JORGE L. BATISTA, B.A., J.D.	Bronx
J. EDWARD MEYER, B.A., LL.B.	Chappaqua
R. CARLOS CARBALLADA, <i>Chancellor Emeritus</i> , B.S.	Rochester
ADELAIDE L. SANFORD, B.A., M.A., P.D.	Hollis
DIANE O'NEILL MCGIVERN, B.S.N., M.A., Ph.D.	Staten Island
SAUL B. COHEN, B.A., M.A., Ph.D.	New Rochelle
JAMES C. DAWSON, A.A., B.A., M.S., Ph.D.	Peru
ROBERT M. BENNETT, B.A., M.S.	Tonawanda
ROBERT M. JOHNSON, B.S., J.D.	Lloyd Harbor
PETER M. PRYOR, B.A., LL.B., J.D., LL.D.	Albany
ANTHONY S. BOTTAR, B.A., J.D.	Syracuse
MERRYL H. TISCH, B.A., M.A.	New York
HAROLD O. LEVY, B.S., M.A. (Oxon.), J.D.	New York
ENA L. FARLEY, B.A., M.A., Ph.D.	Brockport

President of The University and Commissioner of Education

RICHARD P. MILLS

Chief Operating Officer

RICHARD H. CATE

Deputy Commissioner for Elementary, Middle, Secondary, and Continuing Education

JAMES A. KADAMUS

Assistant Commissioner for Curriculum, Instruction, and Assessment

EDWARD T. LALOR

Coordinator of Curriculum and Instruction

ROSEANNE DEFABIO

The State Education Department does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, genetic predisposition or carrier status, or sexual orientation in its educational programs, services and activities. Portions of this publication can be made available in a variety of formats, including braille, large print, or audio tape, upon request. Inquiries concerning this policy of nondiscrimination should be directed to the Department's Office for Diversity, Ethics, and Access, Room 152, Education Building, Albany, NY 12234.

Acknowledgments

Many State Education Department staff members have made significant contributions to the *Health, Physical Education, and Family and Consumer Sciences Resource Guide*. **Edward Lalor and Roseanne DeFabio** originated the concept of the resource guide and served as primary motivating forces in its development. **Colleen Canorro, Marilyn Kucera, and Rebecca Gardner** in collaboration with the entire Health, Physical Education, and Family and Consumer Sciences group, reviewed and selected materials for inclusion in the document and offered their subject area expertise to the overall document. **Anne Schiano, Jeanette Canaday, and Virginia Hammer** developed and coordinated the process used to request and review learning experiences from teachers across the State, many of which appear in Part II. **John Maryanopolis, Jan Christman, Major Capers, and Patricia Mulligan** contributed their creative and technical capabilities to the overall design of the Resource Guide. **Edith Toohey, Patricia Webster, and Judith Golombiski** served as coordinating editors.

Joseph McDonald, Judith Pelchat, Mary Newman, and Nancy Mohr, from the Annenberg Institute for School Reform at Brown University, Providence, RI, provided invaluable assistance in the development, implementation, and refinement of the peer process used to review the learning experiences submitted by New York State teachers.

Local and State health, physical education, and family and consumer sciences education professional associations gave invaluable support and publicity to the request for learning experiences. Special thanks to **Ted Kanorowski** who served as the Health, Physical Education, and Family and Consumer Sciences consultant/coach for the project. Ted's leadership, patience, and persistence have helped make this Resource Guide a reality.

Teachers from many schools and districts served as pioneers by submitting their work for review in Part II. Although the work of each of these teachers may not appear in this edition, all are commended for their contributions:

Barbara G. Abbey
Sharon Along
Laurel Avery-DeToy
Natalie G. Baily
Judy C. Beers
Shirley Benning
Robert Binggeli
Karen Bolinger
Michael Broderick
Sheila Brooks
Lenny Brown
Francis F. Cabana, Jr.
Kellie Carey
Tracy Carlini
Ann Coleman
Sylvia Cooksey
Karen Cotten
Diane Cowan

Linda Cramer
Kathleen Curley
Phyllis Curtin
Kevin Davenport
Victoria DeWald
Janet Dolezel
Cheryl Driscoll
Janet Driscoll
Valerie Easterly
Maisha Enaharo
Maija Fink
Artis Finn
Claudia Foti
Rosanna R. Frank
Emily Garrett Sharp
Patricia Gopsill
Sharon Greenfield
Toni Hagerman

Joe Horan
Sandra Ingrao
Brenda Jaeger
Eric Johengen
Elaine K. Kennedy
Cheryl L. Kosarek
Ursula M. Kuhn
Ann Laduca
Laura Land
Robert Landon
Mary Lasley
Colsome Logan
Joe Longo
Barbara A. Lopiccolo
Laura Macey
Cathie Marsh
Mary Macnaught
Anne Marie Meyer
Patricia Monopoli
Cathy Moots
Daisy Morales
Marybeth Mueller
Gary Neapolitano
Terry Ostrander
Patricia W. Ouillette
Alice Paladino
Susan Passineau
Donna Patrick

Jill M. Pearce
Bonnie Perkins
Theresa Phillips
Many Ann Pinney
Rosemarie Poscillo
Marie L. Pollot
Jo-Ann Rascoe
Ellen Robertson
Mary Robinson Berhang
Linda Rubeck
Dawn Scagnelli
Josephine D. Schalk
Lynne Schmidt
Victor Sgambato
Laurie Skinner
Terrie Sleeman
Marilyn Smith
Linda Traynor
Linda Ulrich-Hagner
Judith Updike
Sandra Vorse
Barbara Wagner Bashaw
Nancy L. Watkajtys
Howard Weiss
Judith White
Marjorie Wilkison
Nancy E. Zuglan

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>