

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>

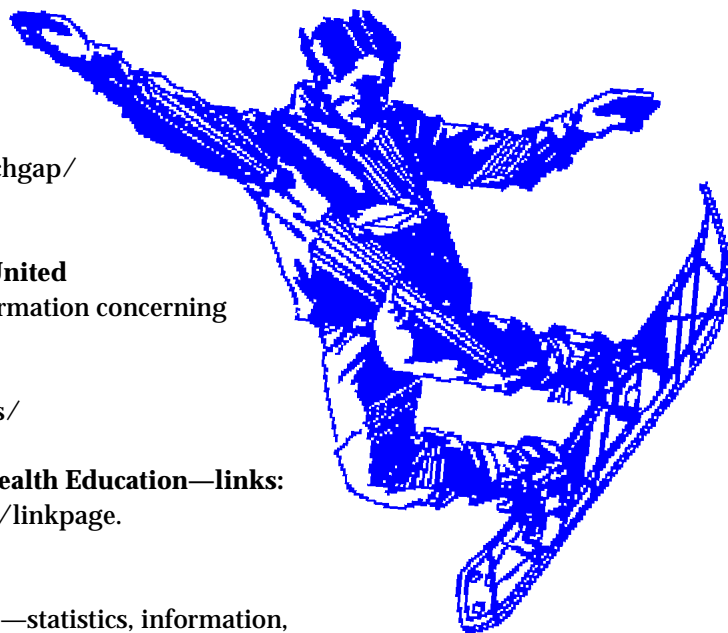
Reinventing Schools—school improvement team resources:
<http://www.nap.edu/readingroom/books/techgap/welcome.html>

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:

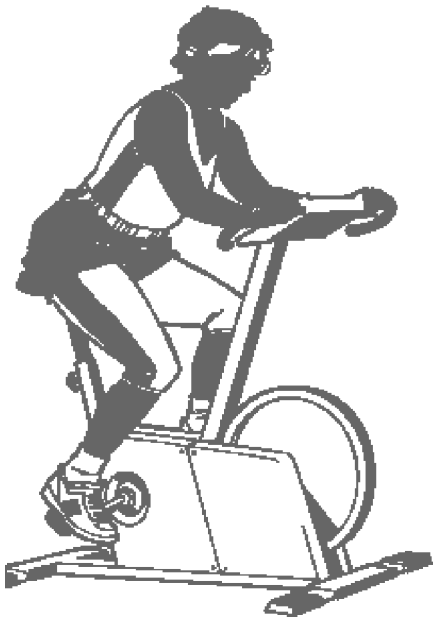
American Alliance for Health, Physical Education, Recreation, and Dance
1900 Association Drive
Reston, VA 22091
1-703-476-3410

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.