Health Education & Physical Education

PreK -12
Sunshine State Standards and Instructional Practices

literacy
responsibility
advocacy

A guide for teachers to help students achieve the Sunshine State Standards
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Introduction

CHAPTER HIGHLIGHTS
• The Need for Reform
• The Value of a Framework
• The Standards Movement
• Standards Initiatives in Health Education and Physical Education
• How Was This Framework Developed?

The Need for Reform

All over this country, educators, citizens, and political and business leaders are working toward education reform. An increasingly service-oriented, information-based society that is virtually exploding with expanding knowledge demands that everyone have the opportunity to acquire the necessary skills to succeed in the information age. Reform is needed to keep pace with opportunities presented by technological advances, new knowledge about how students learn, and new ideas about how people can improve the productivity and quality of their organizations. The need for schools to change is reinforced by the recognition that teaching and learning are most effective when the diverse needs of students are met. Worldwide economic changes and an array of political and social issues also call for new ways of operating schools.

These new conditions require citizens who are prepared to make well-reasoned, thoughtful, and healthy lifelong decisions in an ever-changing world. Students must learn how to locate, comprehend, interpret, evaluate, manage, and apply information from a variety of sources and media. They must learn how to communicate effectively in a variety of settings and for a variety of purposes through many different media. They must develop mathematical skills to analyze information, solve problems, and create products to meet new needs. They must become creative and critical thinkers, skilled in systematic problem solving. They must learn to wisely allocate resources
used to solve problems. They must learn to understand systems and to use technology. They must develop the integrity to work cooperatively and effectively with people from many diverse backgrounds. In addition, the education of all students must include health education and physical education components designed to promote a lifelong commitment to wellness centered around a healthy and physically active lifestyle.

Florida has created a school improvement and accountability initiative to reform education in its public schools. The goal of this initiative is to raise student achievement to world-class levels. To this end, new, high-level academic standards, called the Sunshine State Standards, have been created delineating expected achievement by all students. The health education and physical education standards are presented in this document in chapter 3.

Florida’s reform effort is based on a commitment to continuous quality improvement in every school across the state. As such, it calls for improvement teams in schools to articulate a fundamentally new direction for instruction and to reexamine the ways in which the day-to-day business of schools is conducted.

A number of assumptions provide a foundation for Florida’s school improvement and accountability initiative. These include the following:

- All children can learn at high levels, given proper instruction in a supportive environment.
- All schools can be successful.
- The state focuses on accountability for student achievement; schools focus on schooling and instructional processes necessary to raise student achievement.
- Children’s health, safety, social, and educational needs must be met collaboratively by schools, parents, agencies, and the community.
- The education stakeholders closest to the learners are best able to determine the appropriate strategies to identify and solve school problems and to improve instruction.
• The individual school is the unit of educational accountability for improving student performance, and school-level public reporting of effectiveness is a critical component of accountability.

• Continuous quality improvement is “the way of work”: It results in a focus on education stakeholders, collegiality, teamwork, collaboration, responsiveness, flexibility, innovations, risk taking, and effectiveness.

• The focus of Florida’s reform initiative is on what students need to know and be able to do for the 21st century.

The ultimate goal of education reform is to move from schooling that was designed in, and quite appropriate for, an industrial age to one that reflects and meets the needs of the new information age. Florida’s initiative invites schools to develop learning activities for students that deal with substantial, meaningful knowledge as it relates to performance in real life. Instead of teaching only content knowledge and skills, teachers must practice the difficult art of finding ways for each student to learn and to demonstrate that learning.

This current Florida education initiative differs from earlier approaches to school reform, which were often characterized by detailed legislative mandates and minimum standards. This initiative represents a decentralized approach to reform. The state will hold schools accountable for high levels of student achievement. Local districts and schools are free to design learning environments and experiences that best help their unique students meet the Sunshine State Standards.

Education reform, then, is about developing the capacity at the local level to identify and solve problems related to raising student achievement. Raising student achievement requires both (1) raising expectations through high academic standards grounded in a foundation of reading, writing, and mathematics, applied in real-world contexts, and (2) improving the environment for effective teaching and learning based on current research about how people learn.

The Value of a Framework

This curriculum framework is a resource and a guide for local education communities as they restructure their schools and improve their health education and physical education programs. Local planners who recognize the diversity of their students’ unique learning styles, backgrounds, attitudes, interests, aptitudes, and
needs know best what specific programs will help their students reach the Sunshine State Standards.

Grounded in national and state reform initiatives, this framework does not prescribe the specifics of classroom instruction. It presents broad, overarching concepts and ideas for the development of curriculum and instruction. Curriculum guides will need to be developed at the local level to provide specific content and specific teaching, learning, and classroom assessment activities. They will need to be far more detailed than this framework and reflect the qualities and flavor of the community as well as the unique needs of the students in the community. This framework also provides overviews of instructional strategies and assessment that can help local educators create supportive, effective educational environments in which all students can achieve Florida’s high academic standards and benchmarks.

A statewide external assessment program will monitor student learning in reading, writing, mathematics, and thinking skills. This system will be based on the language arts and mathematics standards articulated in these curriculum frameworks. However, in all subject areas, instruction must support the development of these essential skills.

To help local health education and physical education educators meet these challenges, this framework

- delineates for stakeholders what knowledge and skills the state will hold schools accountable for students learning at four developmental levels (grades preK-2, 3-5, 6-8, and 9-12);
- gives sample performance descriptions of how students might demonstrate these skills and knowledge, often in authentic, real-world contexts;
- correlates the sample performance descriptions to Florida’s Education Goal 3 Standards;
- encourages districts and schools to develop curricula guided by a locally developed vision designed to improve instruction through sound strategies and community support;
- promotes the selection and use of sound, well-developed, flexible, and innovative instructional strategies;
• provides overviews of models of good teaching, learning, and assessment that local education planners are encouraged to investigate and consider;
• presents ideas for developing connections within health education and physical education and with other disciplines;
• discusses the practical aspects of designing a quality learning environment;
• provides suggestions for the professional development of teachers; and
• includes suggestions and criteria for continuous district and school health education and physical education program improvement.

The Florida school improvement and accountability initiative envisions more effective education for students in Florida’s public schools. This system describes a vision of learning and schooling that is innovative, yet sound; ambitious, yet feasible; rigorous for students and demanding of teachers, yet achievable. The ultimate goal is success for every student.

The Florida Curriculum Framework for Health Education and Physical Education was developed to ensure that all Florida students receive meaningful health education and physical education experiences that produce citizens committed to wellness and a healthy and physically active lifestyle. Like all frameworks, it is evolving and will change to reflect new ideas and experiences.

**The Standards Movement**

The current effort to develop national standards in various subject areas can be traced back to September 1989, when the nation’s governors recommended that America establish national education goals. Leading education reformers established goals through America 2000, later renamed Goals 2000, along with a plan to meet these goals. The National Council on Education Standards and Testing recommended the development of voluntary national standards. The National Council of Teachers of Mathematics led the way in the development of national standards; subsequently, standards have been developed in many other academic areas.

The Secretary’s Commission on Achieving Necessary Skills (SCANS) Report, developed by the U.S. Department of Labor, verified the need for a plan for education reform. The Commission was charged with examining the demands of the workplace and determining whether the young people of the United States are prepared to meet
those demands. Specifically, the Commission was directed to define the skills and competencies needed for employment, propose acceptable levels of proficiency, suggest effective ways to assess proficiency, and develop a strategy for assuring that the identified skills and competencies become a part of the learning opportunity for every American student.

The SCANS Report, *What Work Requires of Schools*, published in June 1991, defined the workplace competencies and foundational skills required for effective job performance in today’s marketplace as well as for the future. This report has had a continuing impact on schools as they work to equip students with marketable skills. Florida’s Schoolyear 2000 Initiative conducted research that verified the importance of these skills for Florida’s job market. The SCANS competencies provide the basis for Florida’s Education Goal 3 Standards.

**Standards Initiatives in Health Education and Physical Education**

The *National Health Education Standards: Achieving Health Literacy* from the Joint Committee on National Health Education Standards (1995) and *Outcomes of Quality Physical Education Programs and Moving Into the Future, National Standards for Physical Education: A Guide to Content and Assessment* from the National Association for Sport and Physical Education (NASPE) have provided answers to the question, “What should students know and be able to do?” Together, the content standards and the benchmarks define quality health education and physical education programs. They not only outline what students should learn, but also provide guidance as to when it is reasonable to expect learning to occur.

Several other national and state initiatives also greatly influenced the development of this framework. In 1990, *Healthy People 2000* was released by the Department of Health and Human Services. *Healthy People 2000* presents national health promotion and disease prevention objectives for the year 2000 and emphasizes the importance of the prevention of illness and disease, especially lifestyle or chronic diseases that have become major health concerns. Of the 300 *Healthy People 2000* objectives, 192 address improving the health profile of American children and youth. A majority of these 192 objectives relate directly to school programs and services or can be positively influenced by the programs that take place in the school setting.
The Florida Department of Education and the Florida Department of Health and Rehabilitative Services, through a cooperative agreement with the Centers for Disease Control and Prevention, are collaborating to lay a foundation for building school health programs. This national and state initiative is called the Comprehensive School Health Program (CSHP). Its goal is to prevent the most serious health problems affecting children in Florida in order to improve educational outcomes. The CSHP model relies on collaborative and cooperative efforts among a team of professionals and individuals to address the health needs of students. The eight components of a Comprehensive School Health Program are health education; physical education; health services; nutrition services; counseling, psychological, and social services; healthy school environment; health promotion for staff; and parent/community involvement.

These national and state efforts, in conjunction with the standards and benchmarks articulated in chapter 3 of this framework, can be very useful in sharing critical information about quality health education and physical education programs with local communities. Curriculum planners can use these materials as a “mapping tool” for developing new programs or evaluating existing programs. The benchmarks provided in these documents can be used as a basis for assessment for assembling data on student progress and planning for appropriate, progressive, and sequential instruction and learning.

**How Was This Framework Developed?**

In response to the education reform initiative reflected in *Florida’s System of School Improvement and Accountability*, the Florida Department of Education began the development of a new design for curriculum frameworks in the fall of 1993. This new design is based on approaches being used in other states and was specifically based on a prototype document for science developed through the support of a National Eisenhower Curriculum Framework grant from the United States Department of Education.

In January 1994, a statewide advisory committee was formed, in cooperation with the Florida Organization of Instructional Leaders, to guide the framework activities. The *Principles Guiding the Development of Florida’s New Curriculum Frameworks* was produced by this committee. The writing of draft frameworks in the areas of health education/physical education, language arts, mathematics, social studies, the arts,
and foreign language, along with the revision of the science framework, was coordinated by the Department of Education through representative statewide writing teams for each subject area, under the leadership of curriculum specialists from the Department of Education. The writing teams conducted extensive research on content standards and instructional practices, received input from their professional organizations, deliberated issues, reached consensus, and crafted strong initial drafts.

In 1995, systematic analysis of the drafts of the curriculum frameworks in health education and physical education and other subject areas was conducted to determine the extent to which each draft addressed the Principles, Florida’s System of School Improvement and Accountability, other major state initiatives, and national curriculum standards. The analysis also examined consistency in content, style, and format across the documents. The Center for Educational Technology (CET) at Florida State University and the Mid-continent Regional Educational Laboratory (McREL) Institute in Aurora, Colorado, conducted this analysis and developed a plan for revising and preparing the final versions of the documents. The McREL Institute was selected for this work because of its expertise in the analysis of standards for curriculum and because of its knowledge of national standards. With continued input from the original curriculum framework writing teams and experts, and the assistance of CET and the McREL Institute, the revisions for each framework were prepared and reviewed.

Statewide reviews of the drafts were conducted through meetings of the original writing teams, focus groups of education stakeholders including business leaders and members of the Florida PTA, conference presentations, and mailings to each school district. The revisions were completed early in 1996. The new curriculum frameworks will provide assistance to all education stakeholders in their collaborative efforts to raise student achievement of Florida academic and work-related standards to world-class levels.
**FLORIDA CURRICULUM FRAMEWORK**

**KEY CHAPTER POINTS**

- Education reform is needed to keep pace with a changing world.
- Florida has created an education reform initiative to raise student achievement to high levels.
- This initiative empowers schools to identify and solve problems at the local level.
- The Florida Curriculum Framework for Health Education and Physical Education articulates state-mandated academic standards that raise expectations for student achievement. It also includes overviews of best practices in instruction for local educators to further investigate.
- This framework has drawn on standards initiatives at national and state levels.
Chapter 1: Visioning

CHAPTER HIGHLIGHTS
• The Importance of a Local Vision
• Creating a Vision: The Local Process
• Underlying Assumptions of a Vision for Health Education and Physical Education Learning
• Health Education and Physical Education Vision Statement

The Importance of a Local Vision

A vision is a vivid picture of the desired future: a detailed description of what should be, could be, and might become. Effective leaders and organizations need a clear vision of their goals if they wish to make real improvement. Similarly, Florida’s education improvement initiative can best be realized if local community members come together to articulate a shared vision for educational excellence in their community.

Visioning is not about simply talking or writing about missions or goals; visioning uses words to create a dynamic picture of a new condition that will be intellectually and emotionally satisfying when achieved. Unless the stakeholders—educators, support staff, students, parents, and community members—understand the reasons for change and envision the desired changes in place, education reform cannot happen. Once the picture of a new way of doing things in schools and classrooms is clearly in the minds of education stakeholders, they are often not content with the old ways.

Education leaders need to work with the community to create and communicate visions of improved schools, health education and physical education classrooms, and student achievement that education stakeholders can accept and work toward. In fact, if the vision is powerful, education stakeholders will think up new strategies along
the way, find unexpected resources, work beyond expectations, and make extraordinary things happen in order to fulfill their vision.

Creating a Vision: The Local Process

Real reform of education cannot take place unless local stakeholders share a vision of the future. Schools often develop a vision for their improvement efforts, but the visioning process does not have to stop there. Health education and physical education teachers in every Florida school and district are also encouraged to develop and embrace a vision that defines their discipline, provides purpose and direction for improvement efforts, unifies the school community, and articulates the goals and value of health education and physical education.

All those interested in school improvement should contribute to the development of a school's vision. Parents and guardians, business and community leaders, and other interested stakeholders are invited to join with students, educators, and other professionals in formulating a vision for substantial change. The intellectual and cultural diversity of the vision crafters will help ensure a strong, unique community vision for health education and physical education. Involvement of all stakeholders in education builds ownership of both the process and the outcomes.

Vision crafters should focus their primary attention on how best to help their students reach Florida’s high academic standards. National, state, and local trends as well as best practices in curriculum, instruction, and assessment need to be considered. The vision described in this framework may also be helpful in the development of a vision for health education and physical education in each local Florida school.
Underlying Assumptions of a Vision for Health Education and Physical Education

Certain underlying assumptions support the vision for health education and physical education articulated in this framework. A key component of this vision is wellness, which is defined in this framework as the state of optimal physical, mental, emotional, and social well-being, not merely the absence of disease and infirmity. Wellness involves taking positive actions to maximize well-being. The assumptions underlying the vision for health education and physical education presented in this framework include the following:

- Every person is a learner; education professionals, students, and family form a community of learners.
- All students are entitled to a learning environment that promotes wellness.
- Wellness enhances the student’s ability to learn.
- Effective teaching and learning connect concepts and processes to everyday events.
- Quality instruction in health education and physical education promotes a commitment to wellness.
- Learning environments conducive to quality health education and physical education instruction are the responsibility of the school community.
- Learning takes place both in schools and in communities.
- Instructional programs and teaching strategies should accommodate diverse learning styles and needs.
- Excellence in health education and physical education teaching and learning grows from a commitment shared by teachers, students, parents, administrators, and the community at large.
- Wellness is essential for lifelong learning.

Health Education and Physical Education Vision Statement

This vision for health education and physical education was developed by the statewide curriculum framework writing team. It is presented here as a starting point:

1 One resource that influenced this definition is Constitution of the World Health Organization (1946).
point, to encourage local communities to develop health education and physical education visions for their students, their classrooms, their schools, and their districts.

This framework is based on the premise that the quality and productivity of each student's life is enhanced through involvement in a learning environment that fosters a lifelong commitment to individual and community wellness. Wellness is essential for optimal cognitive, motor, social, and emotional development. It is the foundation for health education and physical education, as well as all other areas of instruction.

Through participation in a dynamic wellness initiative, students are motivated to adopt healthy and physically active lifestyles. This experience promotes the acquisition of knowledge, develops positive beliefs, attitudes, and values; and provides opportunities to learn and practice skills and behaviors that support healthy, physically active living.

When members of a community work together to form a vision, they assess their programs and goals, discuss their options, and chart a course for action. A local vision of teaching and learning in health education and physical education reflects the highest ideals of a school community, serving to unify the community and to clarify its commitment to program improvement. Developing a local vision for improving health education and physical education is an ongoing process, one that reflects the best of health education and physical education teaching, learning, and community values.
KEY CHAPTER POINTS

• A vision is a picture created to describe the desired future.

• Visions unify a group by sensitizing everyone to the nature of commitment.

• Because they are products of communication, visions are neither static nor restrictive.

• The vision statement serves to inspire participants to believe that learning in health education and physical education can be different and better.

• Local educators are challenged to become actively involved in assuring quality health education and physical education for all students.

• A vision statement helps generate a sense of deliberate and conscious effort in all that is done, serving to focus a community’s imagination and energy.

• The vision for health education and physical education developed by the statewide curriculum framework writing team can serve as a starting point for local communities to develop their own vision.
Chapter 2: Goal 3 Standards

Chapter Highlights

• The Impact of Goal 3 Standards
• Using the Goal 3 Standards
• Suggestions for Health Education and Physical Education Teachers

There are a number of general processes and abilities that are used in all subject areas. For example, locating information, organizing that information, and then using it to solve a problem or produce a product are useful abilities in virtually any area of study. Similarly, identifying the resources necessary for accomplishing a goal, setting milestones, and then managing those resources are abilities that are common to many subject areas. They are also important to success in everyday life at home, in the community, and in the workplace.

These practical but highly important cross-disciplinary processes and abilities have been identified as standards under Goal 3 in the document Florida’s System of School Improvement and Accountability. One of the seven goals that are the foundation for school reform in Florida, Goal 3 deals with student performance. It states,

Students successfully compete at the highest levels nationally and internationally and are prepared to make well-reasoned, thoughtful, and healthy lifelong decisions.

In all, eleven standards are identified within Goal 3, ten dealing specifically with student achievement. This chapter describes ways in which these ten general standards can be addressed in health education and physical education.

It is important to realize that the term standard is used somewhat differently in this chapter than it is in chapter 3. A Goal 3 standard describes a general category of processes and abilities that are important to all subject areas and the world of work. The Sunshine State Standards described in chapter 3 of this framework refer to the knowledge and skills specific to health education and physical education.
Both the first ten standards of Goal 3 and the health education and physical education standards have been adopted by the State Board of Education and represent what the state will hold schools accountable for reaching. The Goal 3 standards can be summarized as follows:

**GOAL 3 STANDARDS**

1. **Standard 1** Information Managers
2. **Standard 2** Effective Communicators
3. **Standard 3** Numeric Problem Solvers
4. **Standard 4** Creative and Critical Thinkers
5. **Standard 5** Responsible Workers
6. **Standard 6** Resource Managers
7. **Standard 7** Systems Managers
8. **Standard 8** Cooperative Workers
9. **Standard 9** Effective Leaders
10. **Standard 10** Multiculturally Sensitive Citizens
11. **Standard 11** Involvement of Families

In each subject area in the state of Florida, students will be expected to develop their skills and abilities as information managers, effective communicators, and so on. Indeed, Florida’s public schools are accountable to their stakeholders for students learning to apply the first ten standards of Goal 3 to all subject areas. Schools are expected to conduct assessments that will, along with external assessments conducted by the state on the first four standards, show that students are making progress toward Goal 3.

**Impact of Goal 3 Standards**

Many stakeholders will be affected by the teaching and assessment of Goal 3 standards. Students have a vested interest in understanding and attaining the Goal 3 standards, because these standards will affect their ability to function effectively in their personal and professional lives. Parents or other caregivers must participate in their children’s learning process and in the assessment of their children’s performance on Goal 3 standards. Standard 11 of Goal 3 calls on families to “share the responsibility of accomplishing the standards set in Goal 3 throughout a student’s education from preschool through 12th grade.” School administrators and staff
should welcome parents as full partners in helping students improve their academic performance by making time and opportunities for mutual communication available. Parents need to communicate with school personnel regarding curriculum, assessment, and goals for individual students, provide a home environment that is supportive of improving student performance, and provide encouragement and discipline as appropriate to support school success.

Teachers must assume new and different roles in assessment. New approaches to understanding student learning and performance will place teachers in the position of assessing student progress in more authentic ways. These expanded assessments should reflect how students will need to use content knowledge, as well as the Goal 3 general processes and abilities, in real life—now and in their future.

Florida’s school administrators have primary responsibility for encouraging, facilitating, and initiating changes within their schools. School administrators will be primarily responsible for identifying strategies for accessing teacher training offered by their district, the state, and other sources such as universities and colleges. Administrators’ primary responsibilities within the framework of Goal 3 assessment will be to support the integration of assessment and instruction in the classroom and establish school reporting systems for the multiple data sources that will be derived from Goal 3 assessment activities.

The business community stands to benefit greatly from the emphasis on Goal 3 standards. Indeed, the Goal 3 standards directly address skills effective workers need to be successful in the 21st century. The skills identified in the U.S. Department of Labor’s SCANS Report on necessary skills for the workplace are the basis of the Goal 3 standards. Consequently, Florida’s emphasis on the Goal 3 standards is an investment in the success of the business community.

**Using the Goal 3 Standards**

The Goal 3 standards do not exist in isolation; they should be an integral part of daily classroom instruction and assessment. To a great extent, the Goal 3 standards can be thought of as generic processes and abilities that help students apply specific health education and physical education content knowledge to real-world situations. As students learn health education and physical education content, they are using the processes and abilities involved in being an information manager, effective communicator, numeric problem solver, and so on.
Teachers should directly address the processes and abilities involved in the Goal 3 standards. In fact, the Goal 3 processes and abilities can and should become a common “language” that is used in every classroom at every grade level. In this section, examples are provided to illustrate how each of the first ten standards can be used in health education and physical education. All of the examples depict activities that the teacher designs to help students learn new knowledge and apply that knowledge to classroom and real-world activities. The designing of classroom tasks is one of the most important parts of the art of teaching. In the past, classroom activities often provided little flexibility in terms of the knowledge involved, what students do with that knowledge, and how students demonstrate their competence. The tasks designed around the Goal 3 standards should not be limiting. Each of the Goal 3 standards can play a significant role in tasks designed to integrate real-world problems and situations into classroom activities.

**Standard 1:** Florida students locate, comprehend, interpret, evaluate, maintain, and apply information, concepts, and ideas found in literature, the arts, symbols, recordings, video and other graphic displays, and computer files in order to perform tasks and/or for enjoyment.

Proficient information managers acquire, use, and manage information purposefully. Developing information managers involves creating tasks that require skills in information acquisition, use, and management. These tasks range from daily functions in school and work settings to everyday activities at home and in the community.

The infusion of technology and multimedia in various spheres of life has placed increased demands on information management skills. People frequently face challenges in locating, interpreting, applying, evaluating, and storing information. Numerous daily tasks require competence in the skills and abilities of Standard 1. Common examples include

- interpreting weather maps on television or in the newspaper;
- reading or giving directions to get to places;
• accessing information from data storage systems, such as electronic encyclopedias or atlases;
• setting up and operating a new appliance, such as a VCR;
• following instructions to complete income tax returns;
• keeping important documents and records organized;
• interacting on electronic networks, such as the Internet; and
• interpreting statistical data.

Standard 2: Florida students communicate in English and other languages using information, concepts, prose, symbols, reports, audio and video recordings, speeches, graphic displays, and computer-based programs.

Effective communicators convey thoughts, ideas, and information purposefully. Developing effective communicators involves creating tasks that require skills for transmitting and receiving communications. Communications are transmitted when a student speaks, writes, performs, or creates products. Communications are received by students through observing, reading, and listening—the skills of Standard 1. Media technology can significantly enhance communications.

To be competitive in the 21st-century global economy, students should be able to communicate effectively, not only in English, but also in one or more foreign languages. It is also important for students to be able to use languages pertinent to specialized areas, for example, mathematical notation and vocabulary, scientific language, Latin terminology, music notation, and computer languages.

Communication is an essential form of human engagement. Success in the skills and abilities that are part of Standard 2 is vital to success in school, at home, and the workplace. Common examples of activities that involve communication skills include

• making a multimedia presentation to introduce a new marketing strategy;
• writing letters of application for jobs or educational programs;
• making formal or informal announcements;
• writing a technical report or a business plan;
• initiating and making conversation;
• creating a campaign to educate others about health risks;
• viewing and listening to an opera or play; and
• discussing, as a member of a team or committee, ways to solve a problem.

Standard 3: Florida students use numeric operations and concepts to describe, analyze, disaggregate, communicate, and synthesize numeric data, and to identify and solve problems.

Numeric problem solvers analyze and solve mathematical or quantitative problems in applied situations in school, life, and the workplace. Developing numeric problem solvers involves creating tasks that require students to gather, read, manipulate, interpret, organize, and analyze quantitative data. Numeric problem solvers also verify, explain, and justify solutions to quantitative or mathematical problems. Students must be able to take advantage of technology such as calculators and computers that support mathematical problem solving. Common examples of activities that require competence in the skills and abilities of Standard 3 include

• understanding bus, train, and plane schedules;
• determining the best value of things to buy;
• keeping accounts and budgets for different purposes;
• measuring ingredients for recipes and distances for travel; and
• gathering, summarizing, and analyzing data to determine needs in particular situations.

Standard 4: Florida students use creative thinking skills to generate new ideas, make the best decision, recognize and solve problems through reasoning, interpret symbolic data, and develop efficient techniques for lifelong learning.

Creative and critical thinkers gather new information to answer questions and make conclusions, connections, and inferences from existing information. Creative thinking involves divergent thinking, originality, and the ability to find novel or unique relationships and solutions. Creative thinkers have a high tolerance for ambiguity; they seek out opposing viewpoints.

Developing creative and critical thinkers involves creating tasks that require students to become proficient in using critical and creative thinking processes to solve problems. As they progress through their school years, students are expected to apply various problem-solving processes to the scientific method, logical analysis,
trial-and-error techniques, and the creation of functional objects, works of arts, and performances. Students also must be able to creatively deal with limitations imposed upon the creative process, such as space limitations or lack of availability of materials. Teachers should nurture attitudes of persistence and perseverance during problem-solving activities.

**Standard 5:** Florida students display responsibility, self-esteem, sociability, self-management, integrity, and honesty.

In order to develop responsible workers, educators should emphasize the personal and social attributes that form positive social skills, such as self-management behaviors, self-esteem, and honesty. These attributes are used in day-to-day interactions with people in school, at home, in the community, and in the workplace.

Unlike Standards 1 to 4, which focus on cognitive and academic development, Standard 5 emphasizes affective and social growth as well as self-discipline. Instruction in the skills and abilities of Standard 5 occurs in formal and informal interactive settings. Teachers, parents, the school community, and the community at large should work as partners to develop students as responsible workers. The learning environment must be conducive to nurturing the personal and social attributes that define Standard 5. Positive behaviors can be reinforced through consistent role modeling by peers and adults. Mentoring, counseling, individual educational plans, and contracts between teachers and students are effective ways to help students become responsible workers.

**Standard 6:** Florida students will appropriately allocate time, money, materials, and other resources.

Developing effective resource managers involves helping students learn to allocate and manage resources to complete projects and tasks. Instruction in and assessment of the skills and abilities delineated in Standard 6 occurs as students prepare action plans to accomplish tasks, allocate time and necessary resources, implement plans, and evaluate whether or not the resources allocated were adequate. Students can demonstrate their effectiveness as resource managers at home, in school and school-related activities, in the community, and in the workplace.
The intent of Standard 6 is to help students become proficient in allocating time, preparing and following time lines, preparing budgets, and acquiring and distributing materials and other resources, such as facilities, technology, or environmental resources. These skills can be used when conducting research, developing products, or preparing presentations.

**Standard 7:** Florida students integrate their knowledge and understanding of how social, organizational, informational, and technological systems work with their abilities to analyze trends, design and improve systems, and use and maintain appropriate technology.

Developing proficient systems managers involves helping students understand what systems are, how they work, and how to use the systems approach to solve problems or design solutions. Instruction in and assessment of the skills and abilities of Standard 7 occur as students analyze information and solve problems that help them see the big picture and its parts.

The intent of Standard 7 is to help students use the systems approach as a way of getting a better grasp of events and phenomena in their world. Thus, helping students learn about the natural systems of science, the systems of language, and systematic mathematical thinking is a good way to introduce the concept of systems. Efficient systems managers use systems concepts to process information, solve problems, develop new models, or change existing systems to produce better results.

Various concepts can be studied using the systems approach. Students should be able to identify and understand natural, social, organizational, informational, and technological systems. Systems in their world include grading systems, the education system, the lunchroom system, computer systems, government systems, and the judicial system.

**Standard 8:** Florida students work cooperatively to successfully complete a project or activity.

In order to develop cooperative workers, educators should emphasize the attributes and interpersonal skills necessary to work effectively in teams, a process that is used extensively in the work world. The goal is to develop students and workers who can interact cooperatively and productively in groups.
Unlike Standard 5 (responsible workers), which deals with affective and social growth on a personal level, Standard 8 deals with goal- or task-oriented social behaviors that involve group work. To help develop cooperative workers, opportunities must be provided for students to perform tasks in cooperative groups. Such opportunities should help students understand group processes, assume various roles in the group, keep the group on task, motivate the group toward task completion, and evaluate the effectiveness of the group in accomplishing goals. Instruction in the skills and abilities of Standard 8 might occur in classroom, community, or workplace-like settings.

**Standard 9:** Florida students establish credibility with their colleagues through competence and integrity, and help their peers achieve their goals by communicating their feelings and ideas to justify or successfully negotiate a position that advances goal attainment.

In order to develop effective leaders, educators should emphasize the attributes and interpersonal skills necessary for students to advance group and individual goals. Students must learn to develop skills in listening, communicating, decision making, conflict resolution, and negotiation. This standard aims to develop students who can lead groups productively.

Standard 9 is closely related to Standard 5 (responsible workers), which deals with affective and social growth on a personal level, and Standard 8 (cooperative workers), which deals with goal- or task-oriented group behaviors. In order to help develop effective leaders, opportunities must be provided for students to take on leadership responsibilities in safe, nonthreatening environments. Such opportunities should help students learn to communicate directly, treat individuals fairly, and separate work- and group-related issues from personal ones.

**Standard 10:** Florida students appreciate their own culture and the cultures of others, understand the concerns and perspectives of members of other ethnic and gender groups, reject the stereotyping of themselves and others, and seek out and utilize the views of persons from diverse ethnic, social, and educational backgrounds while completing individual and group projects.

In order to develop multiculturally sensitive citizens and workers, educators should help students become knowledgeable about their own cultural backgrounds and the cultures of others. Instruction in and assessment of the skills and abilities identified in Standard 10 should help students understand the importance of
treating others with dignity and respect. This standard involves broadening students’ knowledge and understanding of the languages, customs, beliefs, traditions, and values of different cultures.

**Standard 11:** Families will share the responsibility of accomplishing the standards set in Goal 3 throughout a student’s education from preschool through 12th grade.

Educators are encouraged to invite and facilitate the involvement of families in their children’s education. Parents should be encouraged to volunteer in the classroom, help at home with homework and projects, monitor progress through parent/teacher conferences, generate community support for education, and model lifelong learning.

**Suggestions for Health Education and Physical Education Teachers**

Schools will be held accountable for incorporating the Goal 3 student-achievement standards into instruction and classroom assessment. The following are examples of health education and physical education classroom activities that integrate the Goal 3 standards:

Students use numeric operations necessary to determine their target heart rate according to height, weight, and age. They use this information during aerobic exercise in order to understand the relationship between target heart rate and cardiovascular fitness. Students use their understanding of cardiovascular fitness to develop individualized fitness improvement programs.

This example uses Standard 1, information managers; Standard 3, numeric problem solvers; and Standard 7, systems managers.

Students work in groups to design a play area for a local elementary school. Groups make collective decisions on such things as type of equipment needed, landscaping, safety issues, and monetary needs. Students also consider ways to make the play area accessible for students with special needs. Each group presents its design to the class, including budget and implementation proposals.
This example uses Standard 2, effective communicators; Standard 3, numeric problem solvers; Standard 4, creative and critical thinkers; Standard 5, responsible workers; Standard 6, resource managers; and Standard 8, cooperative workers.

Students are asked to watch a videotape of the advertisements shown during Saturday-morning cartoons. Students record the advertisements for food and use a checklist to categorize them according to criteria developed by the teacher and students together. After the activity, students discuss how advertising can influence healthy food choices and the types of stereotypes and biases that commercials use to communicate their messages to children.

This example uses Standard 1, information managers; Standard 4, creative and critical thinkers; and Standard 10, multiculturally sensitive citizens.

Students take turns acting as captain for a game of their choice. Captains will explain the rules of the game and direct other students by offering strategy tips or demonstrating technique in order to display leadership skills. Captains also explain the safe and responsible behavior necessary to play the game.

This example uses Standard 2, effective communicators; Standard 5, responsible workers; and Standard 9, effective leaders.

**Key Chapter Points**

- The first ten standards of Florida’s Goal 3 Standards are general processes and abilities that cut across all subject areas.

- These processes and abilities are important to success in school and in everyday life at home, in the community, and in the work world.

- These Goal 3 Standards should be an integral part of daily classroom instruction and assessment in every subject area at every grade level; they will help students apply specific content knowledge in real-world situations.
Essential content standards for health education and physical education provide the foundation for the development of an appropriate curriculum to be delivered by certified health educators and physical educators. Before addressing the health education and physical education standards, it is useful to consider why we need academic standards. In her book, *National Standards in American Education: A Citizen’s Guide*, Diane Ravitch, former Assistant Secretary of Education at the U.S. Department of Education, explains that standards are a necessary and accepted part of American life in almost every field but education:

> Americans clamor for standards in nearly every part of their lives. They expect strict standards to govern construction of buildings, bridges, highways, and tunnels; shoddy work would put lives at risk. They expect explicit standards in the field of telecommunications; imagine how difficult life would be if every city, state, and nation had incompatible telephone systems. They expect stringent standards to protect their drinking water, the food they eat, and the air they breathe…. Even the most ordinary transactions of daily life reflect the omnipresence of standards. (pp. 8-9)

Standards have the potential of affecting many aspects of schooling in Florida. The health education and physical education curriculum—what teachers teach and how
they teach it—should be organized around the health education and physical education standards. Assessment is one of the most obvious areas that will be affected. The state will be assessing reading, writing, and mathematics based on the curriculum frameworks. However, on the local level, the state standards for health education and physical education should form the basis of assessments for health education and physical education. Finally, the systems used to report student progress—report cards and transcripts—should have a clear relationship with these academic standards. In short, the health education and physical education standards presented in this framework should be the starting point for health education and physical education in Florida’s education system. This chapter presents those standards in detail.

**Themes**

In planning the sequential, progressive, and integrated curriculum for health education and physical education programs, educators will find commonalities in the themes that underlie the standards and benchmarks of the two programs. The health education and physical education strands, standards, and benchmarks are connected by four recurring, embedded themes that describe what education and, in particular, Florida’s school improvement and accountability initiative, seek to help students become. National professional organizations have identified those characteristics that students should develop as they study health education and physical education. The following discussion of recurring themes has been adapted from *National Health Education Standards: Achieving Health Literacy* (1995), by the Joint Committee on National Health Education Standards.

**Health Education and Physical Education Themes**

1. **Each student is a critical thinker and a problem solver.**

   Florida students are critical thinkers and problem solvers who identify and creatively address issues that impact personal, family, community, state, nation, and world health and wellness. They use a variety of sources to access the current, credible, and applicable information required to make thoughtful, well-reasoned, and healthy lifelong decisions. Furthermore, they understand and apply principles of creative thinking and models of decision making and goal setting regarding wellness.
2. Each student is a responsible, productive citizen.

Florida students are responsible, productive citizens who realize an obligation to assure that their community is kept healthy, safe, and secure so that all citizens can experience a high quality of life. Florida students recognize that this obligation begins with themselves. Therefore, they are responsible citizens who avoid behaviors that pose a health or safety threat to themselves and/or others or an undue burden on society. Finally, they apply democratic and organizational principals in working collaboratively with others to maintain and to improve individual, family, and community wellness.

3. Each student is a self-directed learner.

Florida students are self-directed learners who have a command of the dynamic, changing wellness-promotion and disease-prevention knowledge base. They use literacy, numeracy, and critical-thinking skills to gather, analyze, and apply wellness information as needs and priorities change throughout life. They also apply interpersonal and social skills in relationships that lead to individual growth, maturity, and a high level of wellness.

4. Each student is an effective communicator.

Florida students are effective communicators who organize and convey beliefs, ideas, and information about health and physical activity through oral, written, graphic, and technological media. They serve as conscientious advocates for positions, policies, and programs that are in the best interest of society and are intended to enhance personal, family, and community.
The standards presented in this chapter have a specific hierarchic structure. There are several levels of information, each more specific than the next.

- **Subject area** = domain, content area, such as health education, mathematics, science, music
- **Strand** = label (word or short phrase) for a category of knowledge, such as literacy, measurement, nature of matter, skills and techniques
- **Standard** = general statement of expected learner achievement
- **Benchmark** = learner expectations (what a student should know and be able to do) at the end of the developmental levels of grades PreK-2, 3-5, 6-8, 9-12

**Sample Performance Descriptions** = examples of things a student could do to demonstrate achievement of the benchmark

**Correlations to Goal 3 Standards** = identification of the specific Goal 3 standards that are incorporated into the sample performance descriptions

The strands, standards, and benchmarks make up the Sunshine State Standards. These have been adopted by the State Board of Education as a rule, 6A-1.09401, FAC. This rule requires public schools to provide appropriate instruction to assist students in the achievement of these standards. Each district school board must incorporate the Sunshine State Standards into the district Pupil Progression Plan.

A **strand** is the most general type of information. A strand is a label for a category of knowledge under which standards are subsumed. Strands, reflective of the national standards established by AAHE and NASPE, are organizing categories essential to each discipline. There are three strands in health education, supported by the seven AAHE standards, and three strands in physical education, supported by the eight NASPE standards. These strands are based on the premise that individuals with disabilities will be included, when appropriate, with nondisabled peers:
Each of these strands contains two or more standards. A **standard** is a description of general expectations regarding knowledge and skill development within a strand. For example, within health education Strand A: Health Literacy, there are two standards:

**Standard 1:** The student comprehends concepts related to health promotion and disease prevention.

**Standard 2:** The student knows how to access valid health information and health-promoting products and services.

Within physical education Strand B: Responsible Physical Activity Behaviors, there are two standards:

**Standard 1:** The student achieves and maintains a health-enhancing level of physical fitness.

**Standard 2:** The student demonstrates responsible personal and social behavior in physical activity.

These health education and physical education standards provide more specific guidance as to what students should know and be able to do in relationship to the Health Literacy strand and the Responsible Physical Activity Behaviors strand, respectively.

The most specific level of information is the **benchmark**. A benchmark is a statement of expectations about student knowledge and skill at the end of one of four developmental levels: grades PreK-2, 3-5, 6-8, and 9-12. Benchmarks translate health education and physical education standards into expectations at different levels of student development. Within a standard, one would expect high school students to be performing differently from primary students. The benchmarks describe these differing levels of expectations. Although the identified developmental levels span several grades in order to accommodate continuous progress approaches,
the benchmarks describe expected achievement as students exit the developmental level, that is, at the end of second grade, at the end of fifth grade, at the end of eighth grade, and at the end of twelfth grade. It is expected that several benchmarks might often be combined in a single teaching or assessment activity. The listing of separate benchmarks should not be construed to mean that students must demonstrate achievement of them one at a time, to be checked off by the teacher.

Expectations of student knowledge and skills are described in the benchmarks, but the benchmarks are also written with some assumptions regarding student learning. Although knowledge and skills stated at an earlier level of schooling might not be reiterated within benchmarks at later levels, they remain important and should be reinforced and even retaught, if necessary. For example, in the early years, if students are expected to recognize the relationship between physical and emotional health, learning and assessments in later grades should also incorporate this knowledge, even though the expectation is not explicitly restated within benchmarks for the later years. It is also assumed that in meeting the expectations described in these benchmarks, students are working with material that is developmentally appropriate with regard to their age, developmental level, and grade level.

Accompanying the benchmarks are sample performance descriptions. These sample performance descriptions suggest how teachers might ask students to apply the knowledge and skill described in the benchmark. For example, consider the following benchmark at the 3-5 level within health education Strand B, Standard 1:

The student uses strategies for improving or maintaining personal health.

The sample performance description that accompanies this benchmark is

[Achievement of the benchmarks may be demonstrated when the student] charts daily intake of fat grams for a week, illustrates the results using a diagram or graph, and calculates average intake for the week. The student then analyzes the foods eaten and plans any needed improvement to fulfill the requirements of the food guide pyramid as part of an individual wellness plan.

To perform this activity, students must apply the knowledge and skill described in the benchmark.
Each sample performance description is keyed to specific Goal 3 standards; for example, in the above sample performance description, students are using the processes and abilities associated with Goal 3 Standards 1, 3, 4, and 6. In addition, these sample performance descriptions incorporate Goal 3 performance at the appropriate developmental levels. In chapter 2, Goal 3 standards were described as an integral part of Florida education. The first ten standards within Goal 3 are to be integrated into each content area.

The sample performance descriptions and their Goal 3 correlations are meant to suggest to local curriculum and assessment developers and teachers the kinds of classroom assessment activities that can be used with the benchmarks. They are not one-to-one assessment items for the benchmarks; neither are they state-mandated assessment activities. They serve only to suggest to local curriculum and assessment designers and teachers how they might begin to think about ways to determine if students are achieving or are making adequate progress toward achieving the benchmarks. They also provide examples of ways in which to integrate knowledge and skills from other content areas. As districts implement these frameworks, it is anticipated that more sample performance descriptions will be developed that are grade specific and will cover the scope of the benchmarks. Designers and teachers should choose the content, topic, or processes for the activities appropriate to the local curriculum and develop completely new performance descriptions.

For ease of reference, the table of standards and benchmarks uses an identification system that mirrors the hierarchic structure just described. Each strand, standard, benchmark, and sample performance description has been assigned a unique identification code. The codes associated with the benchmarks and sample performance descriptions reflect the structure of this coding system. For example, note the following benchmark:

\[
\text{HE.B.2.3.1} \\
\text{The student knows how messages from media and other sources influence health behavior.}
\]

This code indicates that the benchmark is in the content area of health education (HE) under Strand B, Responsible Health Behavior. The next two numbers identify the standard (2) under which the benchmark is categorized, and the developmental level (3) designated for this benchmark, that is, grades 6-8. The last number, 1, signifies that this is the first benchmark found under the standard at this developmental level.
developmental level. Sample performance descriptions share a similar identification code but differ in having a lowercase letter appended. This can be seen in the code for a sample performance description associated with the benchmark above:

HE.B.2.3.1.b

[Achievement of the benchmarks may be demonstrated when the student] writes a report on how hamburger and pizza commercials influence fast-food choices.

The letter “b” indicates that this is the second sample performance description provided for this benchmark.

In addition to the coding system, the layout of the table that follows reflects the hierarchic structure: Each new strand, standard, and benchmark level begins a new page. This offers an easy way for teachers to re-sort and organize the material by developmental level.

The standards and benchmarks in the curriculum frameworks identify the essential knowledge and skills that students should learn and for which the state will hold schools accountable. Nevertheless, how the standards and benchmarks are organized, what specific curriculum, instructional strategies, materials, and activities are designed to teach them, how much time is spent teaching them, and when they are taught within the developmental levels are local decisions.

Benchmarks and performance descriptions should be modified to accommodate the unique and individual needs of students with disabilities (see chapter 4). Educators can refer to the National Standards for Adapted Physical Education (1994) for more information. (To order, contact Dr. Hester Henderson, Treasurer of the Department of Exercise and Sport Science, HPER, N-255, Salt Lake City, Utah 84112.)

**Health Education**

Students come to school with a variety of health needs and interests. Health education should be linked to the actual health issues of the school and community. Many issues facing students are critical to life. At the same time, these issues are often subjects that teachers must be trained to teach. Students must practice in a sequential manner the skills needed to become responsible for their own health and wellness.
At the elementary level, the health education curriculum needs to focus on the importance of personal health and making positive health-related decisions. At the middle school level, students identify health problems of adolescents and benefit from experiences related to positive health behaviors. At the high school level, students evaluate health risks and demonstrate the ability to maintain positive health decisions.

**Introduction to Health Education Strand A: Health Literacy**

Basic to health education is a foundation of knowledge about the interrelationship of behavior and health, interactions within the human body, and the prevention of diseases and other health problems. Experiencing physical, mental, emotional, and social changes as one grows and develops provides a self-contained “learning laboratory.” Accessing reliable health information, products, and services is important in the prevention, early detection, and treatment of most health problems. Applying the skills of information analysis, organization, comparison, synthesis, and evaluation to health issues provides a foundation for individuals to move toward becoming health-literate, responsible, and productive citizens. Students who learn to think well and who understand health-promotion and disease-prevention concepts build a foundation for leading healthy and productive lives.

**Introduction to Health Education Strand B: Responsible Health Behavior**

Responsible, health-literate individuals have a foundation for living healthy, productive lives. Reducing harmful and risk-taking behaviors can prevent many diseases and injuries; recognizing and practicing health-enhancing behaviors can contribute to a positive quality of life. Strategies used to maintain and improve positive health behaviors will use knowledge and skills that help students become critical thinkers and problem solvers. As critical thinkers and problem solvers, students are able to draw upon the contributions of culture, media, technology, and
other factors to strengthen individual, family, and community health. Many students in today’s classrooms bring with them cultural characteristics that should be recognized and incorporated in health instruction. Effective communication also assists in developing positive, healthy relationships and success in all aspects of living, including employment, family, and community life. Health-literate, responsible individuals respect cultural diversity, interact effectively, and mitigate conflict.

**Introduction to Health Education Strand C: Advocate and Promote Healthy Living**

Individuals, families, communities, and agencies have a responsibility to help to create an environment that protects and promotes the health and safety of society. To accomplish this, individuals need to develop skills to monitor health issues and advocate for responsible policies and actions that promote health. Decision making and goal setting are essential lifelong skills needed in order to implement and to sustain healthy living. These skills make it possible for individuals to transfer health knowledge into healthy lifestyles. When applied to health issues, decision-making and goal-setting skills will enable individuals to work collaboratively with other citizens to improve the quality of life in their families, schools, and communities.

**Note:** The above sections on the health education strands have been adapted from *National Health Education Standards: Achieving Health Literacy* (1995), Joint Committee on National Health Education Standards, published by the American Association for Health Education/Alliance for Health, Physical Education, Recreation, and Dance.

**Physical Education**

Physical education plays an important role in every student’s physical, mental, and social well-being. The physically educated student understands and seeks the benefits of a healthy and physically active life. Every student, regardless of physical ability or background, should have the opportunity to pursue and enjoy these benefits, which help to motivate a commitment to fitness throughout life. Physical education also provides significant opportunities for learning those social skills that are important for cooperation and individual success.
Introduction to Physical Education Strand A: Physical Education Literacy

Literacy in physical education means competence in movement forms, the knowledge, and application of concepts and principles related to motor skills, and the adoption of a healthy, physically active lifestyle. Competence in movement forms makes possible the enjoyment of participation in physical activity and establishes the foundation for continued motor skill acquisition. Increased skill acquisition, in turn, affords the student the capacity for successful and advanced levels of performance that further increase the likelihood of participation in physical activity. Motor-skill acquisition and performance are enhanced by the application of movement concepts and principles. Increased knowledge and practice promotes independent learning and more regular and effective participation in physical activity. Understanding not only how motor skills develop but the relationships between physical activity and its immediate and identifiable effects on the body contributes to an understanding of the benefits of a healthy lifestyle.

Introduction to Physical Education Strand B: Responsible Physical Activity Behaviors

The physically educated student demonstrates behaviors in physical activity settings that contribute to personal health and promote individual and group success. In the early years, the emphasis is on an awareness of the elements of physical fitness and having fun while participating in health-enhancing activities. In the middle grades, students learn how to develop and maintain each component of fitness. Finally, when students learn how to design and develop their own personal fitness program, they are able to take responsibility for maintaining a health-enhancing level of physical fitness.

Responsibility for behavior also extends to behaviors that promote personal and group success in activity settings. These include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior in sports, and positive social interaction. At the early levels, the emphasis is on safety and on student recognition of classroom rules and procedures. As students mature they begin to work independently and in small groups; they also participate in decision-making processes to establish rules and procedures. Finally, they learn to function independently and responsibly and to positively influence the responsible behavior of others in physical activity settings.
Introduction to Physical Education Strand C: Advocate and Promote Physically Active Lifestyles

Positive interactions among participants in physical activity settings provide the opportunity for students to develop respect for the similarities and differences among individuals. Students learn to appreciate similarities and differences in culture, ethnicity, motor performance, disabilities, gender, race, and socioeconomic status as well as physical characteristics (for example, strength, size, and shape). Young students begin to recognize individual similarities and differences as they participate cooperatively in physical activity. As they mature, students recognize the value of diversity in physical activity and are expected to develop strategies for the inclusion of others.

Physical activity can provide opportunities for self-expression, as well as social interaction, and can be enjoyable, challenging, and fun. Students develop awareness of these intrinsic values and benefits of participation in physical activity. Such benefits entice people to continue participation in activity throughout life. Young children derive pleasure from movement sensations and experience challenge and joy as they sense a growing competence in movement ability. At the middle school level, participation in physical activity provides important opportunities for challenge, social interaction, and group membership, as well as opportunities for continued personal growth in physical skills and their applied settings. In high school, students learn how physical activities can contribute to the attainment of personal goals and how personal characteristics are reflected in performance styles and activity preferences throughout life.

Source: Reprinted from Moving into the Future National Standards for Physical Education (1995), from the National Association for Sport and Physical Education, 1900 Association Drive, Reston, Virginia 22091.
**FLORIDA CURRICULUM FRAMEWORK**

**Summary of Strands and Standards for Health Education**

**A. Health Literacy**
1. The student comprehends concepts related to health promotion and disease prevention.
2. The student knows how to access valid health information and health-promoting products and services.

**B. Responsible Health Behavior**
1. The student knows health-enhancing behaviors and how to reduce health risks.
2. The student analyzes the influence of culture, media, technology, and other factors on health.
3. The student knows how to use effective interpersonal communication skills that enhance health.

**C. Advocate and Promote Healthy Living**
1. The student knows how to use goal-setting and decision-making skills that enhance health.
2. The student knows how to advocate for personal, family, and community health.
Summary of Strands and Standards for Physical Education

A. Physical Education Literacy
   1. The student demonstrates competency in many movement forms and proficiency in a few forms of physical activity.
   2. The student applies concepts and principles of human movement to the development of motor skills and the learning of new skills.
   3. The student analyzes the benefits of regular participation in physical activity.

B. Responsible Physical Activity Behaviors
   1. The student achieves and maintains a health-enhancing level of physical fitness.
   2. The student demonstrates responsible personal and social behavior in physical activity.

C. Advocate and Promote Physically Active Lifestyles
   1. The student understands how participating in physical activity promotes inclusion and an understanding of the abilities and cultural diversity of people.
   2. The student understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication.
A. Health Literacy

1. The student comprehends concepts related to health promotion and disease prevention.

<table>
<thead>
<tr>
<th>Level</th>
<th>Benchmark</th>
<th>Sample Performance Descriptions</th>
<th>Goal 3 Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades</td>
<td>HE.A.1.1.1 knows names of body parts.</td>
<td>HE.A.1.1.1.a identifies the head, arm, leg, hand, foot, stomach, lungs, brain, and trunk on an outline of the body and presents his or her drawing to the class.</td>
<td>1, 2, 4</td>
</tr>
<tr>
<td>PreK-2</td>
<td>HE.A.1.1.2 understands positive health behaviors that enhance wellness.</td>
<td>HE.A.1.1.2.a demonstrates proper hand-washing techniques and explains why it is important not to touch someone else’s blood (e.g., because of HIV and Hepatitis B). HE.A.1.1.2.b lists daily health habits (e.g., hygiene, nutrition, exercise) and maintains a health checklist. HE.A.1.1.2.c lists reasons why alcohol and tobacco products are not good for people.</td>
<td>1, 2, 5</td>
</tr>
<tr>
<td></td>
<td>HE.A.1.1.3 understands the various responsibilities of family members</td>
<td>HE.A.1.1.3.a draws pictures of family members performing tasks and describes their responsibilities.</td>
<td>2, 4</td>
</tr>
<tr>
<td></td>
<td>(e.g., mother, father, aunt, grandparent, guardian, and sister) for health promotion and disease prevention.</td>
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</tbody>
</table>
### A. Health Literacy

1. The student comprehends concepts related to health promotion and disease prevention.

<table>
<thead>
<tr>
<th>Level</th>
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<th>Goal 3 Standards</th>
</tr>
</thead>
</table>
| Grades PreK-2 | HE.A.1.1.4 recognizes environmental health problems and understands possible solutions. | HE.A.1.1.4.a participates in a class discussion about ecosystems and how litter affects these systems.  
HE.A.1.1.4.b discusses ways to clean up litter at the school and to promote a litter-free environment.                                                                 | 2, 4             |
|           | HE.A.1.1.5 identifies common health problems of children and possible ways to prevent these problems. | HE.A.1.1.5.a works with others in a small group to discuss a specific health problem (e.g., head lice) and lists ways to avoid spreading the problem. The student then presents the list with the group to the rest of the class. | 2, 4, 8          |
|           | HE.A.1.1.6 understands why health problems should be recognized and treated early. | HE.A.1.1.6.a discusses the problem of dental caries and lists ways of improving dental health in order to prevent tooth decay, then creates a dental health chart to document tooth care.  
HE.A.1.1.6.b discusses why ear infections should be treated early and where to get help. | 2, 3, 4          |
### A. Health Literacy

1. The student comprehends concepts related to health promotion and disease prevention.

<table>
<thead>
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<th>Sample Performance Descriptions</th>
<th>Goal 3 Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreK-2</td>
<td>HE.A.1.1.7</td>
<td>The student recognizes that injuries may be prevented.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>HE.A.1.1.7.a explains why it is important to use helmets while roller blading and bicycling.</td>
<td>2, 4, 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HE.A.1.1.7.b discusses reasons for wearing seat belts in the car.</td>
<td>2, 4, 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HE.A.1.1.7.c explains why toys should be put away when not in use.</td>
<td>2, 4, 5</td>
</tr>
<tr>
<td></td>
<td>HE.A.1.1.8</td>
<td>The student recognizes the relationship between physical and emotional health.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>HE.A.1.1.8.a lists some of the physical reactions that occur when a person is afraid or sad (e.g., an upset stomach or a headache).</td>
<td>1, 4</td>
</tr>
<tr>
<td></td>
<td>HE.A.1.1.9</td>
<td>The student classifies food and food combinations according to the Food Guide Pyramid.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>HE.A.1.1.9.a places food models or pictures in the proper place on the Food Guide Pyramid and explains how much of each food group should be eaten each day.</td>
<td>1, 2, 3, 4</td>
</tr>
</tbody>
</table>
### A. Health Literacy

1. The student comprehends concepts related to health promotion and disease prevention.

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<tbody>
<tr>
<td><strong>Grades 3-5</strong></td>
<td>HE.A.1.2.1 understands the functions of the human body systems.</td>
<td>HE.A.1.2.1.a works cooperatively with other students to create a diagram of the human body and to trace the blood through the heart, lungs, and body. The group then presents its diagram to the class.</td>
<td>1, 2, 4, 8</td>
</tr>
<tr>
<td></td>
<td>HE.A.1.2.2 knows how personal health behaviors influence individual well-being.</td>
<td>HE.A.1.2.2.a develops an individual wellness goal for nutrition and physical activity and records progress toward that goal in a journal.</td>
<td>1, 5, 6</td>
</tr>
<tr>
<td></td>
<td>HE.A.1.2.3 knows the indicators of physical, mental, emotional and social health during childhood.</td>
<td>HE.A.1.2.3.a lists attributes that indicate wellness in physical, mental, emotional, and social health.</td>
<td>1, 4, 5</td>
</tr>
<tr>
<td></td>
<td>HE.A.1.2.4 understands how the family influences personal health.</td>
<td>HE.A.1.2.4.a works with others in a small group to develop a list of ways in which families influence food choices, then compares this list with lists made by other groups in the class. HE.A.1.2.4.b lists ways in which families influence physical activity choices.</td>
<td>1, 2, 4, 8</td>
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A. Health Literacy

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</table>
| Grades 3-5 | HE.A.1.2.5  
knows the ways in which the environment impacts health. | HE.A.1.2.5.a creates a collage depicting water pollution and explains how water pollution affects health and the ecosystem. | 2, 4              |
|        | HE.A.1.2.6  
knows the most common health problems of children. | HE.A.1.2.6.a makes a class presentation with other students about different viral infections (e.g., colds, measles, mumps, and chicken pox).  
HE.A.1.2.6.b makes a class presentation on bacterial infections (e.g., tetanus and pneumonia).  
HE.A.1.2.6.c with others in a small group, researches the effects of certain nutrient deficiencies in the body and presents findings in a group presentation to the class. | 1, 2, 6, 8       |
|        | HE.A.1.2.7  
knows why health problems should be detected and treated early. | HE.A.1.2.7.a participates in a classroom health fair for parents on the importance of nutrition and fitness in the prevention of chronic diseases. | 2, 4, 8, 11      |

Sunshine State Standards: Health Education, 1996
A. Health Literacy

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<tr>
<td>Grades 3-5</td>
<td>HE.A.1.2.8 knows how childhood injuries and illnesses can be prevented and treated.</td>
<td>HE.A.1.2.8.a works with other students to create a poster campaign for seat belt usage and displays posters in local stores. HE.A.1.2.8.b generates personal immunization records on a computer, using information from family members, in order to determine the current status of personal immunizations. Then the student records the number of students in the class who have been immunized for each disease and uses these numbers to determine the percentage of the class who has been immunized for each disease.</td>
<td>2, 8, 9</td>
</tr>
<tr>
<td></td>
<td>HE.A.1.2.9 knows why illegal drugs should not be used and the consequences of their use.</td>
<td>HE.A.1.2.9 participates in a group debate about the consequences of tobacco use and the laws regarding tobacco use during childhood.</td>
<td>1, 2, 4, 5, 8, 9</td>
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<td>Grades 3-5</td>
<td>HE.A.1.2.10 knows the nutritional values of different foods.</td>
<td>HE.A.1.2.10.a reads and interprets information on various food labels (e.g., identifying fat, salt, and sugar content), then writes a report on his or her interpretation of one of the labels. HE.A.1.2.10.b lists healthy choices available at fast-food restaurants and explains why these choices are healthy in a report.</td>
<td>1, 2, 4</td>
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Sunshine State Standards: Health Education, 1996
## A. Health Literacy

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<tr>
<td>Grades 6-8</td>
<td>HE.A.1.3.1 knows how body systems work together and influence each other.</td>
<td>HE.A.1.3.1.a explains how the pituitary gland (endocrine system) regulates the reproductive system and how the malfunction of this gland affects puberty. The student then makes an oral or written presentation.</td>
</tr>
<tr>
<td></td>
<td>HE.A.1.3.1.b presents an oral or written report about how the nervous system controls other systems.</td>
<td></td>
</tr>
<tr>
<td>Grades 6-8</td>
<td>HE.A.1.3.2 understands the relationship between positive health behaviors and the prevention of injury, illness, disease, and other health problems.</td>
<td>HE.A.1.3.2.a researches and writes a paper about diseases in early American settlers and how better nutrition might have prevented some of these diseases.</td>
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<tr>
<td></td>
<td>HE.A.1.3.2.b presents a paper on how helmets prevent head injuries.</td>
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<td></td>
<td>HE.A.1.3.2.c works with others in a small group to collect data on the number of students using seat belts when they arrive at school. Then the student uses these numbers to determine the percentage of students using and not using seat belts.</td>
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</table>
| **Grades 6-8** | **HE.A.1.3.3**  
knows how physical, mental, emotional, and social health interrelate during adolescence. | **HE.A.1.3.3.a**  
participates in a class discussion about the relationships among physical, mental, emotional, and social health during adolescence. Then the student works with other students to determine what aspects of these relationships are important during adolescence. | 1, 2, 4, 8 |
| | **HE.A.1.3.4**  
understands how peer pressure can influence healthful choices. | **HE.A.1.3.4.a**  
role plays refusal skills in different situations (e.g. with regard to drugs, tobacco, alcohol, or sex). | 2, 4, 5, 9 |
| | **HE.A.1.3.5**  
understands the relationship between the environment and personal health. | **HE.A.1.3.5.a**  
measures the decibel level of different noises, describes how various sound levels affect hearing, and records findings in a written report. | 1, 2, 3, 4 |
| | **HE.A.1.3.6**  
knows ways in which to reduce the risks related to the health problems of adolescents. | **HE.A.1.3.6.a**  
researches common health problems of adolescents (e.g., acne, anorexia and bulimia, obesity, and STDs) and makes an oral presentation to the class, using available statistical data. | 1, 2, 3, 4, 6, 9 |
A. Health Literacy

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<td><strong>Grades 6-8</strong></td>
<td>HE.A.1.3.7</td>
<td>The student knows the benefits of positive health practices and the appropriate health-care measures necessary to prevent accidents, illnesses, and death.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HE.A.1.3.7.a collects local newspaper articles on D.U.I., weapons infractions, and other violence-related incidents and discusses how these incidents could have been prevented.</td>
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<td></td>
<td></td>
<td>HE.A.1.3.7.b explains the importance of regular, aerobic, physical activity and records his or her participation in a wellness-plan journal.</td>
</tr>
<tr>
<td></td>
<td>HE.A.1.3.8</td>
<td>The student knows how lifestyle, pathogens (germs), family history, and other risk factors are related to the cause or prevention of disease and other health problems.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HE.A.1.3.8.a researches a heritable disease (e.g., diabetes, muscular dystrophy, hemophilia, or sickle cell anemia) and presents the information in a written report.</td>
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<td></td>
<td>HE.A.1.3.8.b researches the many diseases spread by sexual contact and why sexual abstinence is the best choice.</td>
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<td></td>
<td>HE.A.1.3.8.c writes a paper describing the transfer of viruses or bacteria-causing illnesses.</td>
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<td>1, 2, 4, 6</td>
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<td>Grades 6-8</td>
<td>HE.A.1.3.9 knows various methods of health promotion and disease prevention.</td>
<td>HE.A.1.3.9.a creates health-promotion public-service announcements to present to other groups or classes. HE.A.1.3.9.b formulates and implements a personal wellness plan that addresses nutrition, physical activity, mental health, social activities, and environmental health.</td>
</tr>
<tr>
<td></td>
<td>HE.A.1.3.10 knows eating disorders that adversely affect health.</td>
<td>HE.A.1.3.10.a lists the warning signs and symptoms that people who are suffering from eating disorders exhibit. HE.A.1.3.10.b with others in a small group, discusses the possible reasons that people suffer from eating disorders and where they can go for help.</td>
</tr>
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A. Health Literacy

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</table>
| Grades 9-12 | HE.A.1.4.1 understands the impact of personal health behaviors on body systems. | HE.A.1.4.1.a works with a partner to analyze the various causes of stress and the effects of stress on different body systems.  
HE.A.1.4.1.b prepares an oral report on the effects of nicotine, alcohol, or caffeine on body systems. | 1, 4, 8 |
|       | HE.A.1.4.2 understands the potential impact of common risk behaviors on the quality of life. | HE.A.1.4.2.a writes a report on how quality of life might be affected by tobacco, malnutrition, inactivity, teenage sexual activity, alcohol and other drug use, or not using seat belts or helmets. The student includes this report in a wellness-plan journal. | 2, 4 |
# A. Health Literacy

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<td>Grades 9-12</td>
<td>HE.A.1.4.3 understands the relationships among physical, mental, emotional, and social health throughout adulthood.</td>
<td>HE.A.1.4.3.a analyzes with other students the impact of pregnancy on body systems at different stages of life and organizes the findings into a group presentation for the class. HE.A.1.4.3.b lists some popular role models, analyzes the positive qualities possessed by these role models, and writes a report about his or favorite role model.</td>
<td>1, 2, 4, 5</td>
</tr>
<tr>
<td></td>
<td>HE.A.1.4.4 understands how the environmental conditions of the community influence the health of individuals.</td>
<td>HE.A.1.4.4.a visits a local landfill operation and analyzes the impact of the landfill on the surrounding environment. The student then organizes this information into a written report. HE.A.1.4.4.b critiques services offered by the local health department in the area of environmental health and reports his or her findings to the class.</td>
<td>1, 2, 4, 5, 9</td>
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</table>
| **Grades 9-12** | HE.A.1.4.5  
knows how the social environment influences the health of the community. | HE.A.1.4.5.a  
works with others in a small group to analyze the social factors in school that create potentially violent situations and develops a solution for preventing these situations from occurring. | 1, 2, 4, 5, 8 |
| | HE.A.1.4.6  
knows how to delay the onset of and reduce the risk for potential health problems during adulthood. | HE.A.1.4.6.a  
formulates and implements an effective plan for lifelong health, addressing changing nutritional needs, lifestyle changes, and exercise, and includes this plan in an individual wellness plan journal.  
HE.A.1.4.6.b  
identifies the warning signs that are commonly exhibited by a person with suicidal tendencies. | 1, 4, 5, 6 |
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<td><strong>Grades 9-12</strong></td>
<td>HE.A.1.4.7&lt;br&gt;understands how public health policies and government regulations influence health conditions.</td>
<td>HE.A.1.4.7.a&lt;br&gt;researches and writes a paper about the immunization policies of a country other than the United States and the potential health problems a visitor might encounter. &lt;br&gt;HE.A.1.4.7.b&lt;br&gt;compares government-funded health care with private or insurance-funded health care. &lt;br&gt;HE.A.1.4.7.c&lt;br&gt;researches district policies on HIV, Hepatitis B, or immunizations, updates these if needed, and presents the updates with the class to the school board.</td>
<td>1, 2, 4, 6</td>
</tr>
<tr>
<td></td>
<td>HE.A.1.4.8&lt;br&gt;knows how the prevention and control of health problems are influenced by research and medical advances.</td>
<td>HE.A.1.4.8.a&lt;br&gt;designs and participates in a medical health fair to illustrate recent medical advancements. &lt;br&gt;HE.A.1.4.8.b&lt;br&gt;researches the efforts of the Centers for Disease Control and Prevention and reports on new trends and issues.</td>
<td>1, 2, 8, 9, 1, 2, 4, 6</td>
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Sunshine State Standards: Health Education, 1996
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<td>Grades 9-12</td>
<td>HE.A.1.4.9 understands how nutrient and energy needs vary in relation to gender, activity level, and stage of life.</td>
<td>HE.A.1.4.9.a compares nutrient levels of men’s and women’s vitamin-and-mineral supplements and discusses why men and women need different levels of vitamins and minerals.</td>
<td>1, 2, 4, 6</td>
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A. Health Literacy

2. The student knows how to access valid health information and health-promoting products and services.

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<td>The student</td>
<td>Achievement of the benchmarks may be demonstrated when the student</td>
</tr>
<tr>
<td>Grades PreK-2</td>
<td>HE.A.2.1.1</td>
<td>HE.A.2.1.1.a draws pictures of health helpers (e.g., school nurse, doctors, hospital, or ambulance) and explains the information each health helper provides in an oral presentation.</td>
</tr>
</tbody>
</table>
|        | HE.A.2.1.2 | HE.A.2.1.2.a presents an oral report in which he or she identifies and explains the icon found on labels of several containers holding hazardous substances.  
|        |           | HE.A.2.1.2.b discusses the differences between medicine and candy. |
|        | HE.A.2.1.3 | HE.A.2.1.3.a lists ways to advertise health products (e.g., bandages). Then, working in a cooperative group, creates an advertisement for a health product and presents it to the class. |
A. Health Literacy

2. The student knows how to access valid health information and health-promoting products and services.

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<td>Grades 3-5</td>
<td>HE.A.2.2.1&lt;br&gt;knows the characteristics of valid health information, products, and services.</td>
<td>HE.A.2.2.1.a identifies the characteristics that distinguish a medical doctor from a quack.</td>
<td>1, 4, 5</td>
</tr>
<tr>
<td></td>
<td>HE.A.2.2.2&lt;br&gt;knows how to locate resources from home, school, and community that provide valid health information.</td>
<td>HE.A.2.2.2.a describes in a written report five places in the community where health information can be found. HE.A.2.2.2.b works with others in a small group to create a mural that depicts community health helpers.</td>
<td>1, 2, 4, 6</td>
</tr>
<tr>
<td></td>
<td>HE.A.2.2.3&lt;br&gt;knows how the media influence the selection of health information, products, and services.</td>
<td>HE.A.2.2.3.a watches television for a total of two hours, lists the food advertisements viewed during this time and the relationship between those advertisements and nutritional information, and reports these findings to the class. HE.A.2.2.3.b views videotapes of advertisements for health products and analyzes the characteristics of information presented.</td>
<td>1, 2, 4</td>
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### A. Health Literacy

2. The student knows how to access valid health information and health-promoting products and services.

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<td><strong>Grades 3-5</strong></td>
<td>HE.A.2.2.4 The student knows criteria for selecting health resources, products, and services.</td>
<td>HE.A.2.2.4.a uses food labels to decide which foods have the most nutrients and lists the number of grams of each nutrient and the percentage of total fat found on the label.</td>
</tr>
<tr>
<td></td>
<td>HE.A.2.2.5 The student knows of the availability of stress-management resources in the home, school, and community and has access to them.</td>
<td>HE.A.2.2.5.a working with others in a small group, lists five stress-management resources in the community (e.g., playground, recreation department, library, and school counselor) and the types of stress they assist in relieving, then shares information about one of these resources in a group presentation to the class.</td>
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## A. Health Literacy

2. The student knows how to access valid health information and health-promoting products and services.

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<td>Grades 6-8</td>
<td>HE.A.2.3.1</td>
<td>The student knows how to analyze the validity of health information, products, and services.</td>
<td>1, 2, 4, 6, 8</td>
</tr>
<tr>
<td></td>
<td>HE.A.2.3.1.a</td>
<td>HE.A.2.3.1.a collects health information articles while working in groups, analyzes these articles for validity, and presents the findings in an oral presentation.</td>
<td>1, 2, 4</td>
</tr>
<tr>
<td></td>
<td>HE.A.2.3.1.b</td>
<td>HE.A.2.3.1.b analyzes and compares information from a variety of weight-loss-service providers in the community and discusses ways to maintain a healthy weight in a written report.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HE.A.2.3.2</td>
<td>HE.A.2.3.2 knows how to use resources from the home, school, and community that provide valid health information.</td>
<td>2, 4, 6</td>
</tr>
<tr>
<td></td>
<td>HE.A.2.3.2.a</td>
<td>HE.A.2.3.2.a interviews local health professionals to determine what information they might have to share with adolescents and presents findings in an oral or written report.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HE.A.2.3.3</td>
<td>HE.A.2.3.3 knows how to locate health products and services.</td>
<td>1, 2, 4, 6, 8</td>
</tr>
<tr>
<td></td>
<td>HE.A.2.3.3.a</td>
<td>HE.A.2.3.3.a works with others in a small group to develop a resource guide for use by peers on local health products and services, including stress-management programs and providers.</td>
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A. Health Literacy

2. The student knows how to access valid health information and health-promoting products and services.

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<td>Grades 6-8</td>
<td>HE.A.2.3.4 knows how to access a variety of technologies for health information.</td>
<td>HE.A.2.3.4.a accesses the Internet with other students to find several sources of information on different health problems and shares this information with the class in an oral or written report.</td>
<td>1, 2, 4, 7, 8</td>
</tr>
<tr>
<td></td>
<td>HE.A.2.3.5 knows how to compare the costs of health products in order to assess value.</td>
<td>HE.A.2.3.5.a analyzes the content and compares the costs of several types of pain-relieving products in a written report.</td>
<td>1, 2, 4</td>
</tr>
<tr>
<td></td>
<td>HE.A.2.3.6 identifies situations requiring professional health services.</td>
<td>HE.A.2.3.6.a writes a story centering around a situation in which some type of professional health service is required.</td>
<td>1, 2, 4</td>
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A. Health Literacy

2. The student learns how to access valid health information and health-promoting products and services.

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<tbody>
<tr>
<td>Grades 9-12</td>
<td>HE.A.2.4.1</td>
<td>The student understands potential controversy regarding the validity of health information, products, and services.</td>
<td>HE.A.2.4.1.a participates in a group debate about conflicting issues surrounding HIV/AIDS information, products, and services. 1, 2, 4, 8, 9</td>
</tr>
<tr>
<td></td>
<td>HE.A.2.4.2</td>
<td>The student knows resources from home, school, and community that provide valid health information.</td>
<td>HE.A.2.4.2.a works with others in a small group to develop a resource card for students to carry in their wallet with phone numbers for crisis hotlines. 1, 4, 5, 6, 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HE.A.2.4.2.b arranges and participates in a mock accident of some kind that involves response teams. Upon completion, the student writes a summary of his or her experiences and feelings. 2, 4, 8</td>
</tr>
</tbody>
</table>
### A. Health Literacy

2. The student knows how to access valid health information and health-promoting products and services.

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<tr>
<td>Grades 9-12</td>
<td>HE.A.2.4.3 knows how to evaluate factors that influence personal selection of health products and services.</td>
<td>HE.A.2.4.3.a with others in a small group, writes and produces a public-service announcement or an advertisement concerning a health issue (e.g., the use of sunscreens) and presents the advertisement over ITV or in class. Then the student interviews other students to determine what factors influence personal selection of the product.</td>
<td>1, 2, 4, 8</td>
</tr>
<tr>
<td></td>
<td>HE.A.2.4.4 knows how to access school and community health services for self and others.</td>
<td>HE.A.2.4.4.a analyzes given health-related scenarios, selects appropriate health-care services, and discusses the reasons for the selections with the class.</td>
<td>1, 2, 4</td>
</tr>
</tbody>
</table>
A. Health Literacy

2. The student knows how to access valid health information and health-promoting products and services.

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<tr>
<td>Grades 9-12</td>
<td>HE.A.2.4.5</td>
<td>The student knows how to analyze the cost and accessibility of health-care services.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HE.A.2.4.5.a</td>
</tr>
<tr>
<td></td>
<td>HE.A.2.4.6</td>
<td>knows how to analyze situations requiring professional health services.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HE.A.2.4.6.a</td>
</tr>
</tbody>
</table>
## B. Responsible Health Behavior

1. The student knows health-enhancing behaviors and how to reduce health risks.

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<tbody>
<tr>
<td>PreK-2</td>
<td><strong>HE.B.1.1.1</strong> knows and practices good personal health habits.</td>
<td>HE.B.1.1.1.a describes good techniques for bathing and teeth brushing and keeps track of his or her own habits on a daily-health-practice chart.</td>
<td>1, 2, 4, 6</td>
</tr>
<tr>
<td></td>
<td><strong>HE.B.1.1.2</strong> identifies safe and unsafe behaviors.</td>
<td>HE.B.1.1.2.a identifies safe behaviors around water (e.g., not swimming alone and wearing flotation devices).</td>
<td>4, 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HE.B.1.1.2.b describes circumstances in which taking medication is appropriate.</td>
<td>1, 2, 4, 5</td>
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<tr>
<td></td>
<td></td>
<td>HE.B.1.1.2.c discusses the importance of “looking both ways” when crossing a street.</td>
<td>1, 2, 4, 5</td>
</tr>
<tr>
<td></td>
<td><strong>HE.B.1.1.3</strong> knows positive ways to handle anger.</td>
<td>HE.B.1.1.3.a studies conflict scenarios provided by the teacher and describes positive ways to resolve these conflicts.</td>
<td>1, 2, 4, 5</td>
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## B. Responsible Health Behavior

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<tr>
<td><strong>Grades PreK-2</strong></td>
<td>HE.B.1.1.4 knows and practices ways to prevent injuries.</td>
<td>HE.B.1.1.4.a develops, with assistance from family, a fire safety plan for home and family and shares this plan with the class.</td>
<td>2, 4, 5, 11</td>
</tr>
<tr>
<td></td>
<td>HE.B.1.1.5 distinguishes between threatening and nonthreatening environments.</td>
<td>HE.B.1.1.5.a creates the national weather-warning flags for different situations (e.g., hurricane watch or warning) and explains what they mean.</td>
<td>2, 4, 5</td>
</tr>
<tr>
<td></td>
<td>HE.B.1.1.6 demonstrates methods of avoiding threatening situations and how to seek help in threatening situations.</td>
<td>HE.B.1.1.6.a role plays ways to avoid a stranger and get adult help. HE.B.1.1.6.b demonstrates the steps in dialing 911 and giving the appropriate information.</td>
<td>2, 4, 1, 2, 5</td>
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## B. Responsible Health Behavior

1. The student knows health-enhancing behaviors and how to reduce health risks.

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<td>Grades 3-5</td>
<td>HE.B.1.2.1&lt;br&gt;knows the importance of assuming responsibility for personal health habits.</td>
<td>HE.B.1.2.1.a develops a personal hygiene plan that includes care of hair, skin, nails, teeth, and feet and other body care and uses a chart to keep track of when these habits are done.</td>
<td>1, 5, 6</td>
</tr>
<tr>
<td></td>
<td>HE.B.1.2.2&lt;br&gt;compares behaviors that are safe to those that are risky or harmful.</td>
<td>HE.B.1.2.2.a discusses and role plays what to do when faced with fighting or weapons.&lt;br&gt;HE.B.1.2.2.b assists in the development of a bicycle-safety rodeo and participates in one at school.</td>
<td>2, 4, 8</td>
</tr>
<tr>
<td></td>
<td>HE.B.1.2.3&lt;br&gt;knows and uses stress-management skills.</td>
<td>HE.B.1.2.3.a shares with the class positive ways to handle stress (e.g., listening to music, reading, exercising, and talking with a friend).</td>
<td>2, 4, 5, 9</td>
</tr>
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B. Responsible Health Behavior

1. The student knows health-enhancing behaviors and how to reduce health risks.

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<td>Grades 3-5</td>
<td>HE.B.1.2.4 uses strategies for improving or maintaining personal health.</td>
<td>HE.B.1.2.4.a charts daily intake of fat grams for a week, illustrates the results using a diagram or graph, and calculates average intake for the week. The student then analyzes the foods eaten and plans any needed improvement to fulfill the requirements of the food guide pyramid as part of an individual wellness plan.</td>
<td>1, 3, 4, 6</td>
</tr>
<tr>
<td></td>
<td>HE.B.1.2.5 knows strategies for avoiding threatening or abusive situations.</td>
<td>HE.B.1.2.5.a role plays the steps to use in resolving conflict with others. HE.B.1.2.5.b develops a family plan to use during threatening weather (e.g., hurricanes or floods).</td>
<td>2, 4, 1, 4, 5</td>
</tr>
<tr>
<td></td>
<td>HE.B.1.2.6 knows and practices basic techniques for medical emergencies.</td>
<td>HE.B1.2.6.a practices basic first-aid skills for excessive bleeding, burns, fractured bones, poisoning, and CPR.</td>
<td>4, 5, 6</td>
</tr>
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B. Responsible Health Behavior

1. The student knows health-enhancing behaviors and how to reduce health risks.

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<td></td>
<td>The student knows the importance of assuming responsibility for personal health behaviors.</td>
<td>HE.B.1.3.1a leads a small group discussion about the potential risks that may be encountered at non-school-related parties (e.g., drugs, sex, and tobacco) and the consequences of risky choices, then summarizes the group’s discussion for the class.</td>
<td>2, 4, 5, 8, 9</td>
</tr>
<tr>
<td>Grades 6-8</td>
<td>HE.B.1.3.2 understands the short-term and long-term consequences of safe, risky, and harmful behaviors.</td>
<td>HE.B.1.3.2a analyzes the costs and consequences of being arrested on misdemeanor and felony charges, including the impact on family and friends.</td>
<td>1, 4, 5</td>
</tr>
<tr>
<td></td>
<td>HE.B.1.3.3 knows strategies for managing stress.</td>
<td>HE.B.1.3.3a writes a fictional scenario about a stressful situation, then shares the scenario with the class and discusses solutions for managing these events.</td>
<td>2, 4, 8, 9</td>
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## B. Responsible Health Behavior

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<td>Grades 6-8</td>
<td>The student</td>
<td>Achievement of the benchmarks may be demonstrated when the student</td>
<td>1, 2, 5, 6</td>
</tr>
<tr>
<td></td>
<td>HE.B.1.3.4 knows strategies for improving and maintaining personal and family health.</td>
<td>HE.B.1.3.4.a develops a personal exercise program, describes the health benefits of the program, and implements it over a period of time.</td>
<td>1, 2, 5, 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HE.B.1.3.4.b develops a family nutrition plan, describes the health benefits of the plan, and describes ways to implement it.</td>
<td>1, 2, 5, 6</td>
</tr>
<tr>
<td></td>
<td>HE.B.1.3.5 knows techniques for avoiding threatening situations.</td>
<td>HE.B.1.3.5.a develops and implements a survey to determine how students respond to threatening situations (e.g., violence, hurricanes, floods, and reckless drivers). The student then analyzes the data and writes a report.</td>
<td>1, 2, 4, 5</td>
</tr>
<tr>
<td></td>
<td>HE.B.1.3.6 knows injury-prevention and injury-management strategies for personal and family health.</td>
<td>HE.B.1.3.6.a develops and implements an injury-prevention health fair for class, school, and/or family.</td>
<td>1, 2, 5, 6</td>
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B. Responsible Health Behavior

1. The student knows health-enhancing behaviors and how to reduce health risks.

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<tr>
<td>Grades 9-12</td>
<td>HE.B.1.4.1</td>
<td>HE.B.1.4.1.a examines the legal and economic consequences of drinking and driving to family, friends, and self. The student develops a school-wide campaign to inform students of the results of findings. HE.B.1.4.1.b examines the consequences of premarital sexual activity to self and others and shares findings with the class.</td>
<td>2, 4, 5</td>
</tr>
<tr>
<td></td>
<td>HE.B.1.4.2</td>
<td>HE.B.1.4.2.a evaluates personal health by completing a health-risk behavior survey. The student develops a plan to improve personal health based on these results.</td>
<td>1, 5</td>
</tr>
<tr>
<td></td>
<td>HE.B.1.4.3</td>
<td>HE.B.1.4.3.a participates in a personal stress appraisal to determine possible health-related problems that could result from stress. The student then uses these results to develop a stress-management plan.</td>
<td>1, 5</td>
</tr>
</tbody>
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## B. Responsible Health Behavior

1. The student knows health-enhancing behaviors and how to reduce health risks.

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| **Grades 9-12** | HE.B.1.4.4 knows strategies for improving or maintaining personal, family, and community health. | **HE.B.1.4.4.a** writes a report on the criteria used when selecting a family physician and why a particular physician would be chosen.  
**HE.B.1.4.4.b** obtains data about community health issues and problems from a county public-health unit and develops a plan for addressing the most serious problems represented by the data. |

| | Goal 3 Standards |
| | |
| | 2, 4, 6 |

| | |
| | 1, 4, 5, 6 |

| | HE.B.1.4.5 knows injury-prevention and injury-management strategies for personal, family, and community health. | **HE.B.1.4.5.a** conducts first-aid training for middle- or elementary-school students.  
**HE.B.1.4.5.b** demonstrates the use of CPR, first aid, and water-safety techniques. |

| | Goal 3 Standards |
| | |
| | 1, 9 |

| | |
| | 1, 5 |
## B. Responsible Health Behavior

2. The student analyzes the influence of culture, media, technology, and other factors on health.

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<tr>
<td><strong>Grades PreK-2</strong></td>
<td>HE.B.2.1.1 recognizes the ways in which the media, technology, and other sources provide information about health.</td>
<td>HE.B.2.1.1.a watches a videotape of advertisements for healthy food products, then discusses the validity of the information given in these advertisements.</td>
<td>1, 2, 4</td>
</tr>
<tr>
<td></td>
<td>HE.B.2.1.2 recognizes that individuals have different cultural backgrounds that impact health practices.</td>
<td>HE.B.2.1.2.a interviews family members about their origins and lists unique family customs and celebrations, then explains how these customs and celebrations influence health habits (e.g., eating habits, and exercise). HE.B.2.1.2.b contrasts the traditional foods of different cultures (e.g., Haitian, Cuban, African American, Jewish, and Chinese) and writes a report about how the traditional foods of selected cultures meet human nutritional requirements.</td>
<td>1, 2, 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1, 2, 4, 10</td>
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B. **Responsible Health Behavior**

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| Grades PreK-2 | HE.B.2.1.3 knows and accepts the differences of people with special health needs. | HE.B.2.1.3.a works in conjunction with a physical education class to plan and participate in a disabilities-awareness jamboree.  
HE.B.2.1.3.b role plays a disabled person by wearing a blindfold, ear plugs, or mittens. Shares his or her experiences in an oral or written report. | 2, 5, 8, 10 |
|             | Achievements of the benchmarks may be demonstrated when the student        |                                                                                                                                                                                                                                | 2, 4, 5, 10       |
B. Responsible Health Behavior

2. The student analyzes the influence of culture, media, technology, and other factors on health.

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<td>Grades 3-5</td>
<td>HE.B.2.2.1 knows how the media influence thoughts and feelings about health behavior.</td>
<td>HE.B.2.2.1.a identifies the types of products advertised in a sports magazine and discusses the positive and negative influences of the ads on thoughts and feelings about health.</td>
<td>1, 2, 4</td>
</tr>
</tbody>
</table>
|         | HE.B.2.2.2 understands how information from school and family influences personal health behaviors. | HE.B.2.2.2.a works in a cooperative group to create and carry out a survey about the ways in which family members handle personal health issues. After completion of the survey, the group compares its results with other groups. Each group then presents its findings to the class.  
HE.B.2.2.2.b discusses how parents, teachers, administrators, and staff can act as role models to influence student health behaviors.  
HE.B.2.2.2.c debates how the sale of candy, coke, and chips at school influences the food choices of students. | 1, 2, 8 |
B. Responsible Health Behavior

2. The student analyzes the influence of culture, media, technology, and other factors on health.

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<td>Grades 3-5</td>
<td>HE.B.2.2.3 &lt;br&gt;knows the ways in which technology can influence personal health.</td>
<td>HE.B.2.2.3.a &lt;br&gt;presents a report on diagnostic machines and how they work (e.g., machines used for heart bypass, dialysis, EKG, EEG, and CAT scan).</td>
<td>1, 2</td>
</tr>
<tr>
<td></td>
<td>HE.B.2.2.4 &lt;br&gt;understands the role of culture, age, or gender differences in personal health practices (e.g., fitness activities and food preferences).</td>
<td>HE.B.2.2.4.a &lt;br&gt;interviews an elderly person and videotapes or writes a report to share with the class about the person’s cultural heritage as it relates to nutrition and exercise. &lt;br&gt;HE.B.2.2.4.b &lt;br&gt;explores various foods from other cultures and prepares favorites for a class sampling day.</td>
<td>1, 2, 10</td>
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| Grades 6-8 | HE.B.2.3.1 knows how messages from media and other sources influence health behavior. | HE.B.2.3.1.a selects two sun-care products and decides which would better meet personal needs and why. The student then shares the information orally with the class.  
HE.B.2.3.1.b writes a report on how hamburger and pizza commercials influence fast-food choices. | 2, 4 |
| | HE.B.2.3.2 knows how information from peers influences health. | HE.B.2.3.2.a role plays refusal skills regarding peer pressure to use alcohol and/or tobacco. | 2, 5 |
### B. Responsible Health Behavior

2. The student analyzes the influence of culture, media, technology, and other factors on health.

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<td><strong>Grades 6-8</strong></td>
<td>HE.B.2.3.3 identifies aspects in one's own culture and in the cultures of others that may have an impact on health and the use of health services.</td>
<td>HE.B.2.3.3.a researches folk medicine and home remedies, writes a report, and gives an oral presentation to the class.</td>
<td>1, 2, 10</td>
</tr>
<tr>
<td></td>
<td>HE.B.2.3.4 understands emotional and social health risks caused by prejudice in the community.</td>
<td>HE.B.2.3.4.a works in a cooperative group to identify and explore the different prejudices exhibited by various groups in the community. The student then makes an oral presentation to the rest of the class about ways to dispel the prejudices. HE.B.2.3.4.b writes a personal goal to stop prejudice and implements and monitors progress for an individual wellness plan.</td>
<td>2, 4, 8, 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2, 5, 10</td>
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<td>Grades 9-12</td>
<td>HE.B.2.4.1 understands the impact of technology on personal, family, and community health.</td>
<td>HE.B.2.4.1.a writes a report about the latest medical technology and presents it to the class, relating how medical technology improves the health of individuals, families, and communities.</td>
<td>1, 2, 9</td>
</tr>
<tr>
<td></td>
<td>HE.B.2.4.2 understands the role of governmental agencies in regulating advertising claims related to health.</td>
<td>HE.B.2.4.2.a researches and writes a report discussing the regulatory activity of a governmental agency on advertising or health issues.</td>
<td>1, 2</td>
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2. The student analyzes the influence of culture, media, technology, and other factors on health.

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| Grades 9-12 | HE.B.2.4.3 knows how information from peers, family, and the community influences personal health. | HE.B.2.4.3.a role plays responses to peer pressure situations (e.g., to skip school or to not study for a test.).  
HE.B.2.4.3.b writes a personal goal for handling peer pressure and implements and monitors progress for an individual wellness plan. | 2, 4, 5          |
|             | HE.B.2.4.4 knows how ethnic and cultural diversity both enrich and challenge healthy living. | HE.B.2.4.4.a conducts research on topics such as chiropractic medicine, folk medicine, herbal medicine, and acupuncture, and arranges a discussion to focus on how different cultures have contributed to medical practices in America. | 2, 9, 10         |
### B. Responsible Health Behavior

3. The student knows how to use effective interpersonal communication skills that enhance health.

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<td></td>
<td>The student knows the various kinds of verbal and nonverbal communication (e.g., hand gestures and facial expressions).</td>
<td>HE.B.3.1.1.a lists ways to communicate feelings (e.g., love, happiness, anger, and sadness) without using words.</td>
<td>2, 4</td>
</tr>
<tr>
<td></td>
<td>HE.B.3.1.2 knows the skills needed to be a responsible friend and family member (e.g., doing chores and helping others).</td>
<td>HE.B.3.1.2.a lists ways in which children can help support positive family interactions (e.g., listening and following directions, honesty, and respect for self and others).</td>
<td>1, 4, 5</td>
</tr>
<tr>
<td></td>
<td>HE.B.3.1.3 knows how to use positive communication skills when expressing needs, wants, and feelings.</td>
<td>HE.B.3.1.3.a demonstrates acceptable methods of gaining attention.</td>
<td>2, 5</td>
</tr>
<tr>
<td></td>
<td>HE.B.3.1.4 knows various ways of communicating care and consideration of others (e.g., sharing and saying “please” and “thank you”).</td>
<td>HE.B.3.1.4.a demonstrates positive actions toward others while playing games.</td>
<td>2, 5</td>
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### B. Responsible Health Behavior

3. The student knows how to use effective interpersonal communication skills that enhance health.

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<tbody>
<tr>
<td>Grades PreK-2</td>
<td>The student listens attentively (e.g., does not talk while others are talking).</td>
<td>HE.B.3.1.5.a discusses why it is important not to talk when others are talking.</td>
<td>2, 5, 8</td>
</tr>
<tr>
<td></td>
<td>HE.B.3.1.6 knows refusal skills to use in potentially harmful or dangerous situations (e.g., refusing to ride a bike without a helmet).</td>
<td>HE.B.3.1.6.a role plays a situation in which he or she resists the pressure to go swimming in a pool where no lifeguard or parent is present.</td>
<td>2, 5, 8</td>
</tr>
<tr>
<td></td>
<td>HE.B.3.1.7 knows various ways in which to resolve conflict using positive behavior.</td>
<td>HE.B.3.1.7.a role plays a situation in which he or she uses conflict-resolution techniques to end a conflict with another student.</td>
<td>2, 5, 8</td>
</tr>
<tr>
<td></td>
<td>HE.B.3.1.8 identifies healthy ways to handle feelings.</td>
<td>HE.B.3.1.8.a describes various things to do to feel better when he or she is upset (e.g., talking with a friend or playing with a favorite toy).</td>
<td>2, 4, 5</td>
</tr>
</tbody>
</table>
B. Responsible Health Behavior

3. The student knows how to use effective interpersonal communication skills that enhance health.

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<td>Grades 3-5</td>
<td>HE.B.3.2.1</td>
<td>The student understands the relationship between verbal and nonverbal communication (e.g., body language).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HE.B.3.2.1.a</td>
<td>lists the various messages one can communicate through body language.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>HE.B.3.2.1.b</td>
<td>communicates a message to a classmate verbally, then nonverbally.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>HE.B.3.2.2</td>
<td>knows the skills needed to be a responsible friend and family member (e.g., communication and sharing).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HE.B.3.2.2.a</td>
<td>describes five characteristics he or she feels a good friend should have.</td>
<td>2, 4</td>
</tr>
<tr>
<td></td>
<td>HE.B.3.2.2.b</td>
<td>writes a personal goal for being a good friend and implements and monitors his or her progress toward attaining the goal as part of an individual wellness plan.</td>
<td>4, 5</td>
</tr>
<tr>
<td></td>
<td>HE.B.3.2.3</td>
<td>knows nonviolent, positive behaviors for resolving conflict (e.g., peer mediation).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HE.B.3.2.3.a</td>
<td>role plays a conflict situation involving a demonstration of the peer mediation process.</td>
<td>2, 5, 8</td>
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## B. Responsible Health Behavior

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<td>Grades 3-5</td>
<td>HE.B.3.2.4</td>
<td>The student knows various ways to communicate care, consideration, and acceptance of self and others (e.g., by cooperating).</td>
<td>HE.B.3.2.4.a participates in a group health research project and keeps a journal describing interactions between group members while working toward a common goal.</td>
</tr>
<tr>
<td></td>
<td>HE.B.3.2.5</td>
<td>Exhibits attentive listening skills to enhance interpersonal communication.</td>
<td>HE.B.3.2.5.a practices effective listening skills by interviewing another student about favorite activities and sharing information from that interview with the class.</td>
</tr>
<tr>
<td></td>
<td>HE.B.3.2.6</td>
<td>Knows refusal and negotiation skills to use in potentially harmful or dangerous situations (e.g., refusing to use illegal drugs).</td>
<td>HE.B.3.2.6.a role plays a situation in which the student resists pressure to use illegal drugs, alcohol, or tobacco products.</td>
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### B. Responsible Health Behavior

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<td>Grades 3-5</td>
<td>HE.B.3.2.7 knows the difference between negative and positive behaviors used in conflict situations (e.g., talking vs. hitting, passivity vs. action).</td>
<td>HE.B.3.2.7.a studies various examples of situations involving conflicts between peers, then participates in small-group discussions on ways to resolve them.</td>
<td>1, 8</td>
</tr>
<tr>
<td></td>
<td>HE.B.3.2.8 knows ways to manage grief caused by disappointment, separation, or loss (e.g., loss of a pet).</td>
<td>HE.B.3.2.8.a writes a paragraph discussing a fictional sad or disappointing incident and how his or her grief or disappointment was managed.</td>
<td>2, 4</td>
</tr>
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B. Responsible Health Behavior

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<td>Grades 6-8</td>
<td>HE.B.3.3.1 knows effective verbal and nonverbal communication skills (e.g., body language and eye statements).</td>
<td>HE.B.3.3.1.a role plays effective and ineffective use of nonverbal communication skills.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>HE.B.3.3.2 knows various ways to communicate care, consideration, and acceptance of self and others (e.g., respect, trust, kindness, and sexual abstinence as an expression of love).</td>
<td>HE.B.3.3.2.a writes a paper describing the characteristics of healthy relationships, including descriptions of how individuals communicate care, consideration, acceptance, and love.</td>
<td>2, 4, 5</td>
</tr>
<tr>
<td></td>
<td>HE.B.3.3.3 knows skills for building and maintaining positive interpersonal relationships (e.g., compromising).</td>
<td>HE.B.3.3.3.a discusses situations in which friends can avoid conflicts by compromising.</td>
<td>2, 4, 5</td>
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### B. Responsible Health Behavior

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<tr>
<td>Grades 6-8</td>
<td>HE.B.3.3.4 &lt;br&gt;understands how the behavior of family members and peers affects interpersonal communication.</td>
<td>HE.B.3.3.4.a &lt;br&gt;role plays family and peer conflicts and methods of resolving the conflicts.</td>
<td>2, 4, 5</td>
</tr>
<tr>
<td></td>
<td>HE.B.3.3.5 &lt;br&gt;demonstrates attentive communication skills (e.g., eye contact and hand and body gestures).</td>
<td>HE.B.3.3.5.a &lt;br&gt;lists and demonstrates different ways in which people use body language to communicate.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>HE.B.3.3.6 &lt;br&gt;knows communication strategies for avoiding potentially harmful situations (e.g., refusal skills and resistance to peer pressure).</td>
<td>HE.B.3.3.6.a &lt;br&gt;role plays a situation in which a student uses communication strategies to resist pressure to drink alcohol or smoke cigarettes. &lt;br&gt;HE.B.3.3.6.b &lt;br&gt;role plays a situation in which a student uses communication strategies to resist pressure to become sexually active.</td>
<td>2, 4, 5</td>
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| Grades 6-8 | **HE.B.3.3.7**  
understands the possible causes of conflict among youth in schools and communities and knows positive communication strategies for preventing conflict. | HE.B.3.3.7.a  
writes a paper about how ethnic prejudices cause conflicts in the school and community and ways to raise awareness about the negative effects of prejudice.  
HE.B.3.3.7.b  
works with others in a small group to create an awareness campaign against racial prejudice. | 2, 10 |
| | **HE.B.3.3.8**  
knows communication strategies for managing grief caused by disappointment, separation, or loss (e.g., counseling, talking, and listening). | HE.B.3.3.8.a  
explains each of Kubler-Ross’s five stages of grief, then writes a paper describing ways to help a friend cope with the various stages of grief. | 2, 4 |
### B. Responsible Health Behavior

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<td><strong>Grades 9-12</strong></td>
<td>HE.B.3.4.1 understands the relationship between verbal and nonverbal communication (e.g., body language, voice tone, volume, and pitch).</td>
<td>HE.B.3.4.1.a interprets the nonverbal communication among individuals participating in a debate and writes a paper on its impact on the outcome of the debate.</td>
<td>2, 4</td>
</tr>
<tr>
<td></td>
<td>HE.B.3.4.2 knows techniques for communicating care, consideration, and respect of self and others (e.g., encouragement, trust, and sexual abstinence).</td>
<td>HE.B.3.4.2.a discusses ways to establish trust between individuals in a relationship.</td>
<td>2, 4, 5</td>
</tr>
<tr>
<td></td>
<td>HE.B.3.4.3 knows positive strategies for expressing needs, wants, and feelings.</td>
<td>HE.B.3.4.3.a role plays a situation between locker partners in which one student wishes to voice concerns about the state of their shared space.</td>
<td>2, 4, 5</td>
</tr>
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### B. Responsible Health Behavior

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| Grades 9-12 | HE.B.3.4.4  
knows skills for communicating effectively with family, friends, and others. | HE.B.3.4.4.a  
role plays appropriate ways to respond to arguments with friends and family members. | 2, 4, 5 |
|         | HE.B.3.4.5  
knows strategies for solving interpersonal conflicts without harming self and others (e.g., peer mediation skills). | HE.B.3.4.5.a  
role plays a situation in which a student mediates a conflict over a rivalry between friends. | 2, 4, 5 |
|         | HE.B.3.4.6  
understands the possible causes of conflict among youth in schools and communities (e.g., ethnic prejudice) and knows methods for reducing that conflict (e.g., conflict-resolution skills and peer mediation). | HE.B.3.4.6.a  
discusses ways to reduce ethnic prejudices in the school and creates a cultural awareness campaign. | 2, 4, 10 |
3. The student knows how to use effective interpersonal communication skills that enhance health.

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<td>Grades 9-12</td>
<td>HE.B.3.4.7</td>
<td>knows strategies for dealing with individuals who are exhibiting dangerous behaviors (e.g., evading and avoiding dangerous situations).</td>
<td>HE.B.3.4.7.a role plays a situation in which a student resists pressure to get into a car with a person who has been drinking and then analyzes the strategies used.</td>
</tr>
<tr>
<td></td>
<td>HE.B.3.4.8</td>
<td>understands various ways in which different families handle grief (e.g., in terms of cultural differences).</td>
<td>HE.B.3.4.8.a writes a report about grieving practices in another culture and compares the differences between cultures.</td>
</tr>
</tbody>
</table>
## C. Advocate and Promote Healthy Living

1. The student knows how to use goal-setting and decision-making skills that enhance health.

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<td>Grades PreK-2</td>
<td>HE.C.1.1.1 identifies health problems that require the help of a trusted adult (e.g., child abuse).</td>
<td>HE.C.1.1.1.a lists ways to seek assistance if worried, abused, or threatened.</td>
</tr>
<tr>
<td></td>
<td>HE.C.1.1.2 recognizes that decisions about personal behavior may be healthy or unhealthy (e.g., obeying pedestrian rules).</td>
<td>HE.C.1.1.2.a discusses the reasons for observing the safety rules that tell us to look both ways before crossing the street.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HE.C.1.1.2.b discusses the importance of brushing teeth.</td>
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<tr>
<td></td>
<td></td>
<td>HE.C.1.1.2.c discusses reasons for choosing physical activity rather than watching television.</td>
</tr>
</tbody>
</table>

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<tr>
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<tbody>
<tr>
<td>1, 5</td>
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C. Advocate and Promote Healthy Living

1. The student knows how to use goal-setting and decision-making skills that enhance health.

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<td>Grades 3-5</td>
<td>HE.C.1.2.1</td>
<td>The student knows how to apply a decision-making process to health issues and problems (e.g., decision not to use tobacco products). HE.C.1.2.1.a writes a paragraph discussing why people should not use tobacco products, using a decision-making process to demonstrate personal choices.</td>
<td>2, 4, 5</td>
</tr>
<tr>
<td></td>
<td>HE.C.1.2.2</td>
<td>The student knows appropriate sources of information for making health-related decisions (e.g., talking to parents concerning growth and development issues). HE.C.1.2.2.a discusses why the family is an essential source of information regarding health issues.</td>
<td>2, 5</td>
</tr>
<tr>
<td></td>
<td>HE.C.1.2.3</td>
<td>The student knows various methods for predicting outcomes of positive health decisions (e.g., life expectancy). HE.C.1.2.3.a describes an incident in which a health decision contributes to a longer life and relates the outcomes (e.g., not smoking vs. smoking, wearing a seat belt vs. not wearing a seat belt).</td>
<td>2, 4, 5</td>
</tr>
<tr>
<td></td>
<td>HE.C.1.2.4</td>
<td>The student knows how to make progress toward achieving a personal goal (e.g., by creating an action plan for individual wellness plan). HE.C.1.2.4.a develops an individual wellness plan, implements the plan, and revises it if progress is not made. HE.C.1.2.4.b creates an action plan for achieving a personal fitness goal, and implements and monitors it as part of the wellness plan.</td>
<td>1, 4, 5</td>
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1. The student knows how to use goal-setting and decision-making skills that enhance health.

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<td><strong>HE.C.1.3.1</strong></td>
<td>knows how to apply a decision-making process to health issues and problems individually and collaboratively (e.g., nutritional food choices at home, restaurants, and school).</td>
<td>HE.C.1.3.1.a uses a decision-making process to select items from a fast-food menu. HE.C.1.3.1.b participates in a debate about smoking, drinking alcohol, sexual activity, skipping school, or vandalizing others’ property.</td>
</tr>
<tr>
<td><strong>HE.C.1.3.2</strong></td>
<td>understands the role that individual, family, community, and cultural attitudes play when people make health-related decisions (e.g., when making food choices).</td>
<td>HE.C.1.3.2.a lists the ways in which family, peers, and popular culture influence individual health.</td>
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C. Advocate and Promote Healthy Living

1. The student knows how to use goal-setting and decision-making skills that enhance health.

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<td>Grades 6-8</td>
<td>HE.C.1.3.3 understands the various consequences of health-related decisions.</td>
<td>HE.C.1.3.3.a discusses the possible negative effects of steroids on the body functions of an athlete who decides to enhance his or her performance. HE.C.1.3.3.b discusses the negative effects on body functions of poor eating habits and/or inactivity.</td>
<td>1, 4</td>
</tr>
<tr>
<td></td>
<td>HE.C.1.3.4 knows strategies and skills needed to attain a personal health goal.</td>
<td>HE.C.1.3.4.a keeps a daily log of physical activities as part of an individual wellness plan for physical fitness.</td>
<td>1, 5</td>
</tr>
<tr>
<td></td>
<td>HE.C.1.3.5 knows how priorities, changing abilities, and responsibilities influence setting health goals (e.g., conducting a needs assessment).</td>
<td>HE.C.1.3.5.a participates in a health assessment to determine areas in which personal health could be improved, then creates goals to improve these as part of an individual wellness plan.</td>
<td>1, 5</td>
</tr>
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## C. Advocate and Promote Healthy Living

1. The student knows how to use goal-setting and decision-making skills that enhance health.

### Sample Performance Descriptions

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<td>Grades 6-8</td>
<td>HE.C.1.3.6 &lt;br&gt;knows the outcomes of good personal health habits.</td>
<td>HE.C.1.3.6.a  &lt;br&gt;lists the positive benefits of making a commitment to lifelong personal wellness by analyzing the impact of various health habits on personal wellness.</td>
</tr>
<tr>
<td></td>
<td>HE.C.1.3.7 &lt;br&gt;knows how expanding abilities, independence, and responsibilities associated with maturation influence personal behavior.</td>
<td>HE.C.1.3.7.a  &lt;br&gt;discusses ways to address safety considerations and demonstrate responsible behavior while caring for others (e.g., babysitting). &lt;br&gt;HE.C.1.3.7.b  &lt;br&gt;creates a personal plan for babysitting two children, ages two (2) and four (4), on Saturday afternoon from 2:00-4:00 pm.</td>
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1. The student knows how to use goal-setting and decision-making skills that enhance health.

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<td><strong>Grades 9-12</strong></td>
<td>HE.C.1.4.1 knows various strategies when making decisions related to health needs and risks of young adults (e.g., support-and-reward system).</td>
<td>HE.C.1.4.1.a discusses how a support-and-reward system can be an effective strategy when making health-related decisions.</td>
</tr>
<tr>
<td></td>
<td>HE.C.1.4.2 knows the health concerns that require collaborative decision making (e.g., community violence and water pollution).</td>
<td>HE.C.1.4.2.a researches a water pollution problem and discusses ways a community can work together to improve the quality of water. The student also discusses the effects on the ecosystem.</td>
</tr>
<tr>
<td></td>
<td>HE.C.1.4.3 knows methods for predicting the immediate and long-term impact of health decisions on the individuals who make them.</td>
<td>HE.C.1.4.3.a writes a paper about the short-term and long-term effects of smoking cigarettes or marijuana, including a cost analysis of the health care needed by someone using these drugs.</td>
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### C. Advocate and Promote Healthy Living

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<td>Grades 9-12</td>
<td>HE.C.1.4.4</td>
<td>The student knows how to implement a plan for attaining personal health goals for the school year and knows methods for evaluating progress.</td>
<td>1, 2, 3, 5</td>
</tr>
<tr>
<td></td>
<td>HE.C.1.4.4.a</td>
<td>Creates an individual wellness plan and keeps a daily log for a specified period of time describing individual progress.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HE.C.1.4.5</td>
<td>The student knows how to make positive decisions related to injury, tobacco, nutrition, physical activity, sexuality, and alcohol and other drugs.</td>
<td>1, 2, 4, 5, 8</td>
</tr>
<tr>
<td></td>
<td>HE.C.1.4.5.a</td>
<td>Participates in a group discussion about the negative effects of steroids, alcohol or other drugs, tobacco, sexual activity, poor nutrition, or inactivity. The student then writes a report on the outcomes of these discussions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HE.C.1.4.6</td>
<td>The student knows various strategies to use when applying the decision-making process regarding healthy habits (e.g., ways to avoid junk foods).</td>
<td>2, 4</td>
</tr>
<tr>
<td></td>
<td>HE.C.1.4.6.a</td>
<td>Discusses ways to adapt favorite recipes to make them more healthy (e.g., reducing the amount of fat, salt, or sugar).</td>
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C. Advocate and Promote Healthy Living

2. The student knows how to advocate for personal, family, and community health.

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<td>Grades</td>
<td>The student</td>
<td>Achievement of the benchmarks may be demonstrated when the student</td>
<td></td>
</tr>
<tr>
<td>PreK-2</td>
<td>HE.C.2.1.1.1 knows various ways to share health information (e.g., talking to peers about healthy snacks).</td>
<td>HE.C.2.1.1.a identifies healthy and unhealthy snacks.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HE.C.2.1.1.b works in a small group to grow a “healthy snack garden” for the class.</td>
<td>1, 6, 8</td>
</tr>
<tr>
<td></td>
<td>HE.C.2.1.2 knows various ways to convey accurate health information and ideas to both individuals and groups.</td>
<td>HE.C.2.1.2.a talks with other students about what to do when injured on the playground (e.g., do not touch someone else’s blood and get help).</td>
<td>2, 4, 5, 9</td>
</tr>
<tr>
<td></td>
<td>HE.C.2.1.3 knows the community agencies that support healthy families, individuals, and communities.</td>
<td>HE.C.2.1.3.a draws a picture of his or her pediatrician and the office where the doctor works.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HE.C.2.1.3.b visits the community recreation facilities, then discusses the programs offered at the facilities and how these programs help to support healthy lifestyles.</td>
<td>1, 2, 4</td>
</tr>
</tbody>
</table>
## C. Advocate and Promote Healthy Living

2. The student knows how to advocate for personal, family, and community health.

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<thead>
<tr>
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<tr>
<td><strong>Grades PreK-2</strong></td>
<td>HE.C.2.1.4  &lt;br&gt;knows methods for assisting others in making positive choices (e.g., about safety belts).</td>
<td>HE.C.2.1.4.a  &lt;br&gt;demonstrates the proper use of a safety belt and discusses ways to convince and help others to use safety belts.</td>
</tr>
<tr>
<td></td>
<td>HE.C.2.1.5  &lt;br&gt;works with one or more people toward a common goal.</td>
<td>HE.C.2.1.5.a  &lt;br&gt;works with others in a small group to put together healthy snacks to be shared with the class.</td>
</tr>
</tbody>
</table>
### C. Advocate and Promote Healthy Living

2. The student knows how to advocate for personal, family, and community health.

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<tr>
<td>Grades 3-5</td>
<td><strong>HE.C.2.2.1</strong>&lt;br&gt;knows various methods for communicating health information and ideas (e.g., through oral or written reports).</td>
<td><strong>HE.C.2.2.1.a</strong>&lt;br&gt;makes an oral report to the class with a partner about health practices in colonial America and how these practices have changed.</td>
<td>1, 2, 8, 9</td>
</tr>
<tr>
<td></td>
<td><strong>HE.C.2.2.2</strong>&lt;br&gt;knows ways to effectively express feelings and opinions on health issues.</td>
<td><strong>HE.C.2.2.2.a</strong>&lt;br&gt;participates in a class debate about “junk” food vs. nutritious food and their effects on personal health.&lt;br&gt;&lt;br&gt;<strong>HE.C.2.2.2.b</strong>&lt;br&gt;participates in a class debate about physical activity vs. inactivity and their effects on personal health.</td>
<td>1, 2, 4, 9</td>
</tr>
<tr>
<td></td>
<td><strong>HE.C.2.2.3</strong>&lt;br&gt;knows the community agencies that advocate healthy individuals, families, and communities (e.g., health department and volunteer agencies).</td>
<td><strong>HE.C.2.2.3.a</strong>&lt;br&gt;makes a class presentation about a community volunteer agency and the ways in which the agency advocates good health.</td>
<td>1, 2, 5, 9</td>
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## C. Advocate and Promote Healthy Living

2. The student knows how to advocate for personal, family, and community health.

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<tr>
<td></td>
<td>The student</td>
<td>Achievement of the benchmarks may be demonstrated when the student</td>
<td></td>
</tr>
<tr>
<td>Grades 3-5</td>
<td>HE.C.2.2.4 knows how to positively influence others to make positive choices.</td>
<td>HE.C.2.2.4.a role plays a situation in which he or she convinces a friend to wear a helmet when riding a bicycle.</td>
<td>2, 5, 9</td>
</tr>
<tr>
<td></td>
<td>HE.C.2.2.5 knows various ways individuals and groups can work together.</td>
<td>HE.C.2.2.5.a participates with the class in a school clean-up project.</td>
<td>5, 8</td>
</tr>
<tr>
<td></td>
<td>HE.C.2.2.6 knows how to enlist family, school, and community helpers to aid in achieving health goals.</td>
<td>HE.C.2.2.6.a participates in a community-wide recycling project and enlists others to participate in the effort.</td>
<td>5, 8, 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HE.C.2.2.6.b plans and implements a daily physical activity program for students in the class.</td>
<td>1, 4, 6, 9</td>
</tr>
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## C. Advocate and Promote Healthy Living

2. The student knows how to advocate for personal, family, and community health.

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<tr>
<td><strong>Grades 6-8</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>HE.C.2.3.1</td>
<td>knows methods for conveying accurate health information and ideas to both individuals and groups using a variety of methods (e.g., through dialogue, oral reports, and posters).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HE.C.2.3.2</td>
<td>knows ways to effectively express feelings and opinions on health issues.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HE.C.2.3.3</td>
<td>recognizes that there are barriers to the effective communication of feelings and opinions on health issues when advocating for healthy living.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HE.C.2.3.3.a</td>
<td>discusses ways that people communicate their feelings and why some people have problems expressing feelings.</td>
<td>2, 4</td>
</tr>
<tr>
<td></td>
<td>HE.C.2.3.3.b</td>
<td>discusses the types of health issues that might cause some students to feel uncomfortable in expressing their opinions.</td>
<td>2, 4</td>
</tr>
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## C. Advocate and Promote Healthy Living

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</table>
| Grades 6-8 | HE.C.2.3.4  
knows how to influence others to make positive choices. | HE.C.2.3.4.a  
role plays situations in which the student attempts to prevent a peer from making an unhealthy choice (e.g., to use tobacco products). | 2, 4, 5, 9       |
|         | HE.C.2.3.5  
knows ways to work cooperatively with others to advocate for healthy individuals, schools, and families. | HE.C.2.3.5.a  
creates a school-wide anti-drug campaign through the use of posters and audiovisual presentations. | 2, 4, 5           |
|         | HE.C.2.3.6  
knows how to access community agencies that advocate healthy individuals, families, and communities. | HE.C.2.3.6.a  
creates a wall chart that illustrates how to access organizations and agencies in the community that provide health information and services to adolescents. | 1, 2, 4           |
C. Advocate and Promote Healthy Living

2. The student knows how to advocate for personal, family, and community health.

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<tr>
<td>Grades 9-12</td>
<td>HE.C.2.4.1 knows oral, written, audio, and visual communication methods to accurately express health messages (e.g., through an audiovisual public service announcement).</td>
<td>HE.C.2.4.1.a creates a multimedia health presentation in small groups to be shared with the class.</td>
<td>1, 7, 8</td>
</tr>
<tr>
<td></td>
<td>HE.C.2.4.2 knows methods for effectively expressing feelings and opinions on health issues.</td>
<td>HE.C.2.4.2.a writes a reaction paper in response to a newspaper or magazine article about a health issue in the public arena.</td>
<td>2, 4</td>
</tr>
<tr>
<td></td>
<td>HE.C.2.4.3 knows strategies for overcoming barriers when communicating information, ideas, feelings, and opinions on health issues.</td>
<td>HE.C.2.4.3.a participates in a small-group discussion about health issues related to teenagers, then reflects on strategies used when communication efforts went well and when they failed.</td>
<td>2, 4, 8</td>
</tr>
</tbody>
</table>
## C. Advocate and Promote Healthy Living

2. The student knows how to advocate for personal, family, and community health.

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<td><strong>Grades 9-12</strong></td>
<td>HE.C.2.4.4</td>
<td>knows positive ways to influence others to make positive choices.</td>
</tr>
<tr>
<td></td>
<td>HE.C.2.4.4.a</td>
<td>makes a “Good Health” presentation to a class of elementary school children.</td>
</tr>
<tr>
<td></td>
<td>HE.C.2.4.5</td>
<td>knows methods for working cooperatively with others to advocate for healthy communities (e.g., community service projects and health careers).</td>
</tr>
<tr>
<td></td>
<td>HE.C.2.4.5.a</td>
<td>participates with the class in a local community service project aimed at improving the health of the community.</td>
</tr>
<tr>
<td></td>
<td>HE.C.2.4.6</td>
<td>knows effective techniques for supporting community, state, and federal agencies that advocate healthier communities.</td>
</tr>
<tr>
<td></td>
<td>HE.C.2.4.6.a</td>
<td>chooses a local environmental issue currently being debated in the public arena and writes a letter describing his or her feelings on the issue to the local Congressperson.</td>
</tr>
</tbody>
</table>
## A. Physical Education Literacy

1. The student demonstrates competency in many movement forms and proficiency in a few forms of physical activity.

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<tr>
<td>Grades PreK-2</td>
<td><strong>PE.A.1.1.1</strong> combines shapes, levels, directions, pathways, and ranges into simple sequences.</td>
<td><strong>PE.A.1.1.1.a</strong> creates and designs a movement sequence to music, using three or more different ways to move.</td>
<td>1, 2, 3, 5, 8</td>
</tr>
<tr>
<td></td>
<td><strong>PE.A.1.1.2</strong> kicks stationary and rolled balls with strong force while maintaining balance.</td>
<td><strong>PE.A.1.1.2.a</strong> chooses a partner and practices kicking a stationary ball without losing balance.</td>
<td>1, 2, 5, 8</td>
</tr>
<tr>
<td></td>
<td><strong>PE.A.1.1.3</strong> adapts movement to changing environmental conditions.</td>
<td><strong>PE.A.1.1.3.a</strong> tosses a ball to a moving partner.</td>
<td>1, 5</td>
</tr>
<tr>
<td></td>
<td><strong>PE.A.1.1.4</strong> chases, flees, and dodges to avoid or catch others and maneuver around obstacles.</td>
<td><strong>PE.A.1.1.4.a</strong> plays games such as tag with other students.</td>
<td>1, 2, 5, 8, 9</td>
</tr>
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A. **Physical Education Literacy**

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<td><strong>Grades PreK-2</strong></td>
<td>PE.A.1.1.5</td>
<td>The student consistently strikes lightweight objects with body parts and with lightweight implements.</td>
<td>1, 3, 5, 8</td>
</tr>
<tr>
<td></td>
<td>PE.A.1.1.5.a</td>
<td>plays a paddle-and-balloon game with a partner. One partner counts how many times the other can hit the balloon in an upward direction.</td>
<td>1, 3, 5, 8</td>
</tr>
<tr>
<td></td>
<td>PE.A.1.1.5.b</td>
<td>dribbles different-sized balls for a predetermined length of time.</td>
<td>1, 3, 5, 8</td>
</tr>
<tr>
<td></td>
<td>PE.A.1.1.6</td>
<td>knows ways to manage own body weight in a variety of situations (e.g., hanging and climbing, and balancing in symmetrical and asymmetrical shapes on a variety of body parts on mats or apparatus).</td>
<td>1, 5</td>
</tr>
<tr>
<td></td>
<td>PE.A.1.1.6.a</td>
<td>travels across a horizontal ladder using a hand-over-hand method.</td>
<td>1, 5</td>
</tr>
<tr>
<td></td>
<td>PE.A.1.1.6.b</td>
<td>demonstrates balancing on two hands and one foot.</td>
<td>1, 3, 5</td>
</tr>
<tr>
<td></td>
<td>PE.A.1.1.6.c</td>
<td>walks across a low balance beam, stopping in the middle and balancing on one foot.</td>
<td>1, 3, 5</td>
</tr>
<tr>
<td></td>
<td>PE.A.1.1.6.d</td>
<td>performs consecutive log rolls, forward rolls, leaps, jumps, or hops.</td>
<td>1, 3, 5</td>
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<td>Grades PreK-2</td>
<td>PE.A.1.1.7 demonstrates basic locomotor skills (e.g., hop, walk, run, jump, leap, gallop, skip, and slide).</td>
<td>PE.A.1.1.7.a jumps a self-turned rope to music and counts jumps out loud.</td>
<td>1, 2, 3, 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PE.A.1.1.7.b creates a sequence of different methods of movement (e.g., hop, walk, run, jump, leap, and gallop) to music.</td>
<td>1, 4, 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PE.A.1.1.7.c walks forward, backward, and sideways, while avoiding others or objects.</td>
<td>1, 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PE.A.1.1.7.d marches in response to various beats in music.</td>
<td>1, 3, 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PE.A.1.1.7.e jumps, hops, and walks to the beat of the music, while standing with other students in a circle.</td>
<td>1, 3, 5, 8</td>
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### A. Physical Education Literacy

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<td>Grades PreK-2</td>
<td>PE.A.1.1.8 uses an overhand throwing pattern with accuracy.</td>
<td>PE.A.1.1.8.a selects and sets up beanbag-and-hoop equipment and throws a beanbag into the hoop using an overhand motion, while a teammate counts the number of successful throws.</td>
<td>1, 3, 5, 6, 8</td>
</tr>
<tr>
<td></td>
<td>PE.A.1.1.9 knows various techniques for catching thrown objects.</td>
<td>PE.A.1.1.9.a tosses and catches beanbags with a partner. PE.A.1.1.9.b catches thrown balls of different sizes.</td>
<td>1, 5, 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1, 3, 5, 8</td>
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<td>Grades 3-5</td>
<td>PE.A.1.2.1 knows various techniques for throwing or catching different objects.</td>
<td>PE.A.1.2.1.a throws and catches various objects (e.g., a Frisbee, basketball, softball, and football).</td>
<td>1, 8</td>
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<td>Grades 3-5</td>
<td>PE.A.1.2.2</td>
<td>PE.A.1.2.2.a works cooperatively with other students to create and perform a line dance.</td>
<td>1, 2, 3, 5, 6, 8, 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PE.A.1.2.2.b performs a gymnastic routine on different pieces of apparatus. The routine should include approach, sequence, and dismount. The routine should also be videotaped for practice.</td>
<td>1, 7, 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PE.A.1.2.2.c creates a long jump-rope routine with other students.</td>
<td>1, 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PE.A.1.2.2.d participates in a game of tug-of-war using proper body alignment.</td>
<td>1, 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PE.A.1.2.2.e participates in a bicycle-safety rodeo.</td>
<td>1, 5, 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PE.A.1.2.2.f participates in a school gymnastics meet.</td>
<td>1, 8</td>
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<td>Gr 3-5</td>
<td>PE.A.1.2.3</td>
<td><strong>PE.A.1.2.3.a</strong> participates in modified soccer activity. <strong>PE.A.1.2.3.b</strong> demonstrates hand and foot dribbles in motion (e.g., dribbling a soccer ball or a basketball) while preventing an opponent from stealing the ball.</td>
<td>1, 5, 8</td>
</tr>
<tr>
<td></td>
<td>PE.A.1.2.4</td>
<td><strong>PE.A.1.2.4.a</strong> participates in modified team sports such as modified volleyball with other students.</td>
<td>1, 5, 8</td>
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<td>Grades</td>
<td>PE.A.1.2.5 knows how to create, explore, and devise game strategies.</td>
<td>PE.A.1.2.5.a constructs throwing and catching games that show evidence of basic game structure and strategy.</td>
<td>1, 2, 4, 5, 8, 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PE.A.1.2.5.b participates in a racquet-sport tournament.</td>
<td>1, 2, 4, 5, 8, 9</td>
</tr>
<tr>
<td>3-5</td>
<td></td>
<td>PE.A.1.2.5.c participates on a team in a game of Capture the Flag or any other game that involves team strategies.</td>
<td>1, 2, 4, 5, 8, 9</td>
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<td><strong>Grades 6-8</strong></td>
<td>PE.A.1.3.1 combines skills competently to participate in a modified version of team and individual sports, demonstrating mature patterns of manipulative skills (e.g., proper catching techniques).</td>
<td>PE.A.1.3.1.a participates with other students in a modified individual sport tournament such as a tennis tournament. PE.A.1.3.1.b participates in a modified volleyball, soccer, or basketball tournament or in any other team sport that involves throwing, passing, and running.</td>
<td>1, 5, 8</td>
</tr>
<tr>
<td></td>
<td>PE.A.1.3.2 uses basic offensive and defensive positioning while playing a modified version of a sport.</td>
<td>PE.A.1.3.2.a participates in modified basketball activities with other students while demonstrating transitions from offensive and defensive positions.</td>
<td>1, 5, 8</td>
</tr>
<tr>
<td></td>
<td>PE.A.1.3.3 designs and performs folk and square dance sequences.</td>
<td>PE.A.1.3.3.a learns, practices, and performs at least three folk and/or square dances of his or her choice with a group of students.</td>
<td>1, 4, 5, 8</td>
</tr>
<tr>
<td></td>
<td>PE.A.1.3.4 knows basic skills and safety procedures to participate in outdoor sports.</td>
<td>PE.A.1.3.4.a participates in a tournament involving an outdoor sport (e.g., soccer, beach volleyball, softball, or field hockey).</td>
<td>1, 5, 8</td>
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<td>Grades 9-12</td>
<td>PE.A.1.4.1 demonstrates competency or proficiency in self-selected activities.</td>
<td>PE.A.1.4.1.a participates in aquatics, dance, outdoor pursuits, individual activities or sports, dual activities or sports, and/or team activities or sports. The student selects activities to be monitored for the physical activity part of an individual wellness plan.</td>
<td>1, 5, 8, 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PE.A.1.4.1.b officiates a class tennis tournament.</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PE.A.1.4.1.c passes the Red Cross intermediate swimming requirements.</td>
<td>1, 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PE.A.1.4.1.d water skis with proficiency.</td>
<td>1, 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PE.A.1.4.1.e has skills for a black belt in karate.</td>
<td>1, 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PE.A.1.4.1.f participates in an archery round.</td>
<td>1, 5</td>
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### A. Physical Education Literacy

2. The student applies concepts and principles of human movement to the development of motor skills and the learning of new skills.

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</thead>
<tbody>
<tr>
<td>Grades PreK-2</td>
<td>PE.A.2.1.1&lt;br&gt;knows how to absorb force by establishing a base of support to receive the force of the oncoming object.</td>
<td>PE.A.2.1.1.a&lt;br&gt;demonstrates catching a ball while working with a partner. &lt;br&gt;PE.A.2.1.1.b&lt;br&gt;demonstrates kicking and receiving a soccer ball.</td>
<td>1, 5, 8</td>
</tr>
<tr>
<td></td>
<td>PE.A.2.1.2&lt;br&gt;knows ways to establish bases of support using various body parts and fundamental principles of balance.</td>
<td>PE.A.2.1.2.a&lt;br&gt;designs, refines, and performs a simple sequence starting with a balanced symmetrical shape, ending with an asymmetrical shape, and incorporating a transfer of weight in the middle.</td>
<td>1, 2, 3, 4, 5</td>
</tr>
<tr>
<td></td>
<td>PE.A.2.1.3&lt;br&gt;knows various techniques for landing safely.</td>
<td>PE.A.2.1.3.a&lt;br&gt;dismounts from parallel or horizontal bars, absorbing the force with bent knees.</td>
<td>1, 5</td>
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# A. Physical Education Literacy

2. The student applies concepts and principles of human movement to the development of motor skills and the learning of new skills.

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<tr>
<td>Grades PreK-2</td>
<td>PE.A.2.1.4 &lt;br&gt; uses concepts of space and movement to design and practice sequences that show the use of all three types of pathways (i.e., straight, zig-zag, and curved).</td>
<td>PE.A.2.1.4.a &lt;br&gt; performs with a partner a sequence using straight, zig-zag, and curved pathways using different types of movement (e.g., hop, skip, run, and walk).</td>
<td>1, 2, 3, 5, 8</td>
</tr>
<tr>
<td></td>
<td>PE.A.2.1.5 &lt;br&gt; uses movement control to run, hop, and skip in different ways in a large group without bumping into others or falling.</td>
<td>PE.A.2.1.5.a &lt;br&gt; identifies and demonstrates the major characteristics of mature walking, running, hopping, and skipping.</td>
<td>1, 5, 8</td>
</tr>
<tr>
<td></td>
<td>PE.A.2.1.6 &lt;br&gt; knows the characteristics of a mature throw.</td>
<td>PE.A.2.1.6.a &lt;br&gt; throws at a target on the wall with a partner in 5 throw turns. Each student should concentrate on the elements of throwing (e.g., ready position, arm preparation, opposite side to the target, step with the leg opposite the throwing arm, follow through, and accuracy of throw).</td>
<td>1, 2, 4, 5, 8</td>
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## A. Physical Education Literacy

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<td>Grades 3-5</td>
<td>PE.A.2.2.1 recognizes the proper techniques of performing an overhand throw.</td>
<td>PE.A.2.2.1.a throws a ball overhand for distance on a marked-off field. When the student is not throwing, he or she should analyze the throwing technique of students who are and offer suggestions about which elements of the other students’ technique could be improved through practice. PE.A.2.2.1.b strikes balls off of batting tees, using varying amounts of force, and then measures the distances the balls travel. PE.A.2.2.1.c throws balls at set distance markers.</td>
<td>1, 2, 4, 5, 8</td>
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<td>1, 3, 5</td>
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<td>Grades 3-5</td>
<td>PE.A.2.2.2 understands and applies basic movement concepts (e.g., space awareness, body awareness, and transfer of weight) to games, dance, and gymnastics.</td>
<td>PE.A.2.2.2.a designs, refines, and performs a dance or gymnastics sequence using movements in at least two different directions and at two different levels with definitive beginning and ending shapes. The sequence should have at least three points (e.g., beginning, middle, and end). PE.A.2.2.2.b participates in partner stunts and tumbling activities (e.g., mule kick, handstand, and cartwheel). PE.A.2.2.2.c designs a game of throwing and catching and writes the rules so that another class can play and score the game.</td>
<td>1, 2, 3, 4, 5, 6, 8</td>
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1, 2, 4, 5, 6, 8
## A. Physical Education Literacy

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<td><strong>Grades 3-5</strong></td>
<td>PE.A.2.2.3 knows the reasons that appropriate practice improves performance.</td>
<td>PE.A.2.2.3.a creates and refines an individual jump rope routine to music, using at least five different jumps of his or her choice. The student performs the routine for the class.</td>
<td>1, 3, 5, 6, 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PE.A.2.2.3.b videotapes the first and last practices of a dance or gymnastics routine and discusses how the routine improved over time.</td>
<td>1, 2, 3, 5, 7, 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PE.A.2.2.3.c videotapes over time his or her attempts to learn a team sport skill (e.g., shooting a free throw, passing a football, or kicking a soccer ball) and discusses the improvement he or she made.</td>
<td>1, 2, 4, 5, 7, 8, 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PE.A.2.2.3.d records in a journal the results of a specific skill (e.g., number of shots made) during a 10-minute practice each day for two weeks. The student then plots a learning curve using the horizontal axis for the number of days and the vertical axis for the number of shots.</td>
<td>1, 2, 4, 5, 7</td>
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### A. Physical Education Literacy

2. The student applies concepts and principles of human movement to the development of motor skills and the learning of new skills.

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<td>Grades 6-8</td>
<td>PE.A.2.3.1 knows the various ways in which the body can generate force and the mechanical principles involved (e.g., range of motion and speed that the arm or leg travels).</td>
<td>PE.A.2.3.1.a demonstrates proper lifting techniques and describes the mechanical principles involved. PE.A.2.3.1.b observes a team of elite volleyball players and analyzes the characteristics that enable success in serving, passing, and spiking.</td>
<td>1, 2, 5</td>
</tr>
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<td></td>
<td>PE.A.2.3.2 knows how to apply mature patterns of locomotor, nonlocomotor, body-management throwing, catching, and striking skills while participating in modified versions of team and individual sports.</td>
<td>PE.A.2.3.2.a participates on a team in modified sports activities (e.g., volleyball, baseball, football, hockey, or soccer). PE.A.2.3.2.b exhibits the knowledge and basic skills necessary to be a regular participant in an individual sport.</td>
<td>1, 5, 8</td>
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## A. Physical Education Literacy

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<td>Grades 6-8</td>
<td>PE.A.2.3.3 describes the principles of training and conditioning for specific physical activities.</td>
<td>PE.A.2.3.3.a develops a personal fitness plan as part of an individual wellness plan and keeps a daily journal that includes quantitative data to monitor progress.</td>
<td>1, 2, 3, 4, 5</td>
</tr>
<tr>
<td></td>
<td>PE.A.2.3.4 knows how to design and refine a routine by combining various movements to music.</td>
<td>PE.A.2.3.4.a plans and teaches a simple dance (selected from a movement form in which the student desires self-improvement) to a small group of younger students.</td>
<td>1, 2, 4, 5, 8, 9</td>
</tr>
<tr>
<td></td>
<td>PE.A.2.3.5 knows how to develop game strategies for offensive and defensive play (e.g., the strategies necessary to attack an attended and unattended goal).</td>
<td>PE.A.2.3.5.a participates on a team in a flag football game, demonstrating offensive and defensive techniques. PE.A.2.3.5.b participates with other students in ball-handling skills.</td>
<td>1, 5, 8, 9</td>
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## A. Physical Education Literacy

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<td>PE.A.2.4.1</td>
<td>The student understands how the laws of motion apply to the acquisition and improvement of skills.</td>
<td>1, 4, 5, 7</td>
</tr>
<tr>
<td>Grades 9-12</td>
<td>PE.A.2.4.1.a</td>
<td>critiques videotapes of himself or herself performing a sport, dance, or other physical activity. The student then writes a report that includes an analysis of the performance, a list of critical elements, a list of positive and negative attributes, and suggested procedures for enhancing performance.</td>
<td></td>
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<tr>
<td></td>
<td>PE.A.2.4.2</td>
<td>The student knows how to analyze, evaluate, and implement the mechanical principles of balance, force, and leverage that apply directly to self-selected activities.</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9</td>
</tr>
<tr>
<td></td>
<td>PE.A.2.4.2.a</td>
<td>works with other students to create a videotape of an individual sport skill. The students then write an analysis of the balance, force, and leverage used to perform the selected activity.</td>
<td></td>
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<tr>
<td></td>
<td>PE.A.2.4.3</td>
<td>The student knows how to evaluate one’s own skilled performances.</td>
<td>1, 2, 3, 4, 5, 9</td>
</tr>
<tr>
<td></td>
<td>PE.A.2.4.3.a</td>
<td>judges other students’ balance-beam routines and assigns point deductions when necessary.</td>
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A. Physical Education Literacy

3. The student analyzes the benefits of regular participation in physical activity.

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<td>PE.A.3.1.1 identifies changes in the body during physical activity.</td>
<td>PE.A.3.1.1.a describes the increase in respiration following a timed aerobic activity (e.g., running).</td>
<td>1, 2, 3, 5</td>
</tr>
<tr>
<td>PreK-2</td>
<td>PE.A.3.1.2 knows that the heart is a muscle that will become stronger as a result of physical activity.</td>
<td>PE.A.3.1.2.a discusses, in small groups, the benefits from an increased heart rate following an aerobic activity. PE.A.3.1.2.b names two activities that make a heart stronger.</td>
<td>1, 2, 3, 5, 7, 8</td>
</tr>
<tr>
<td></td>
<td>PE.A.3.1.3 understands that physical activity produces feelings of pleasure.</td>
<td>PE.A.3.1.3.a identifies favorite physical activity and the reasons for enjoyment. PE.A.3.1.3.b participates in a physical activity outside of physical education class.</td>
<td>1, 2, 4, 5</td>
</tr>
<tr>
<td></td>
<td>PE.A.3.1.4 knows ways in which physical activity promotes muscular strength.</td>
<td>PE.A.3.1.4.a discusses types of physical activity that improve muscular strength.</td>
<td>1, 2, 5</td>
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3. The student analyzes the benefits of regular participation in physical activity.

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<td><strong>Grades 3-5</strong></td>
<td>PE.A.3.2.1 describes healthful benefits that result from regular participation in vigorous physical activity.</td>
<td>PE.A.3.2.1.a designs a bulletin board depicting the healthful benefits of exercise with specified space between components.</td>
<td>1, 2, 3, 4, 5</td>
</tr>
<tr>
<td></td>
<td>PE.A.3.2.2 understands how a healthy body contributes to positive self-concepts.</td>
<td>PE.A.3.2.2.a writes a paragraph in his or her exercise journal about why people with healthy bodies usually have a good concept of self.</td>
<td>1, 2, 4, 5</td>
</tr>
<tr>
<td></td>
<td>PE.A.3.2.3 knows the opportunities in the school and community for regular participation in physical activity.</td>
<td>PE.A.3.2.3.a makes a wall chart with the class listing after-school opportunities for physical activity.</td>
<td>1, 2, 5, 6, 8, 9</td>
</tr>
<tr>
<td></td>
<td>PE.A.3.2.4 selects and participates regularly in physical activities for the purpose of improving skill and health.</td>
<td>PE.A.3.2.4.a selects an exercise intended to help achieve a fitness-related goal and practices regularly over a specified period of time. The student records results and graphs progress.</td>
<td>1, 2, 3, 5, 6</td>
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<td>Grades 6-8</td>
<td>PE.A.3.3.1 knows the potential fitness benefits of various activities.</td>
<td>PE.A.3.3.1.a analyzes and discusses, using qualitative and quantitative data, gymnastics and bowling in terms of their contributions to physical fitness. PE.A.3.3.1.b writes an essay about the long-term physiological, psychological, and cultural benefits that may result from regular participation in physical activity.</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td></td>
<td>PE.A.3.3.2 knows how to use a journal to document the benefits of participation in physical activity as part of an individual wellness plan.</td>
<td>PE.A.3.3.2.a completes a physical activity log for 14 consecutive days and reflects, in writing, on an activity or sport in which he or she has shown improvement. The student describes his or her feelings about the improvement. PE.A.3.3.2.b designs a personal exercise program with appropriate goals. The student keeps a daily journal to document attaining these goals as part of an individual wellness plan.</td>
<td>1, 2, 3, 4</td>
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<td><strong>Grades 6-8</strong></td>
<td>PE.A.3.3.3 knows what community resources related to fitness are available.</td>
<td>PE.A.3.3.3.a develops a matrix of available community fitness centers (e.g., aerobics, weight training, and nutritional counseling). PE.A.3.3.3.b develops a community activity with a group of students such as country line dancing, Saturday softball games, or walking/jogging clubs in order to support the community service requirements.</td>
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<td><strong>Grades 9-12</strong></td>
<td>PE.A.3.4.1 knows that physical activity reduces certain health risk factors.</td>
<td>PE.A.3.4.1.a researches and prepares a report on cardiovascular disease and its relationship to physical activity.</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
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<td></td>
<td>PE.A.3.4.2 knows how regular physical activity can relieve the stress of everyday life.</td>
<td>PE.A.3.4.2.a keeps a record of regular participation in physical activity for two weeks and then analyzes the record to determine whether physical activity relieved stress during this time period.</td>
<td>1, 2, 3, 4, 5</td>
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<td></td>
<td>PE.A.3.4.3 identifies the effects of age, gender, race, ethnicity, socioeconomic status, and culture on physical activity preferences and exercise habits.</td>
<td>PE.A.3.4.3.a interviews a man and a woman from each of the following age groups: 10-30 years old, 40-50 years old, and 65-75 years old. The student then determines whether each person is taking advantage of the physiological, psychological, and social benefits of physical activity. Finally, the student makes suggestions as to how each person can adjust his or her regimen to maximize the benefits of the activity.</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9</td>
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| Grades 9-12 | PE.A.3.4.4 knows the role of physical activity in the prevention of disease and the reduction of health-care costs. | PE.A.3.4.4.a discusses with other students how physical activity decreases the symptoms of diabetes and eliminates or prevents obesity.  
PE.A.3.4.4.b researches the cost savings realized by businesses that have instituted physical activity programs into employee wellness plans. The student then writes a report on his or her findings.  
PE.A.3.4.4.c discusses the relationships among the immune system, physical activity, and physical fitness. | 1, 2, 5, 8, 9, 1, 2, 3, 4, 6, 1, 2, 4 |
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<td>Grades 9-12</td>
<td>PE.A.3.4.5 evaluates the effectiveness and use of community resources related to fitness.</td>
<td>PE.A.3.4.5.a compares, contrasts, and explains the costs and benefits of joining different community fitness facilities.</td>
<td>1, 2, 3, 4, 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PE.A.3.4.5.b researches programs available through community nonprofit organizations (e.g., American Heart Association, American Lung Association, American Cancer Society, and March of Dimes).</td>
<td>1, 4</td>
</tr>
<tr>
<td></td>
<td>PE.A.3.4.6 understands the importance of making a commitment to physical activity as an important part of one’s lifestyle.</td>
<td>PE.A.3.4.6.a writes a contract to make a commitment to physical activity and keeps a journal documenting daily physical activity for a specified period of time.</td>
<td>1, 2, 5</td>
</tr>
<tr>
<td></td>
<td>PE.A.3.4.7 understands the utilization of fats, proteins, and carbohydrates as related to physical activity.</td>
<td>PE.A.3.4.7.a assesses energy intake and energy output necessary to maintain desired weight and enters the results into an individual wellness plan.</td>
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## B. Responsible Physical Activity Behaviors

1. The student achieves and maintains a health-enhancing level of physical fitness.

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<td>PreK-2</td>
<td>PE.B.1.1.1 knows how to move each joint through a functional range of motion.</td>
<td>PE.B.1.1.1.a flexes and extends arms and legs during a warm-up activity.</td>
<td>5</td>
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<td></td>
<td>PE.B.1.1.2 understands the changes that occur in respiration during vigorous physical activity.</td>
<td>PE.B.1.1.2.a discusses changes in breathing rates, after participation in sustained physical activity.</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td></td>
<td>PE.B.1.1.3 knows various warm-up and cool-down exercises.</td>
<td>PE.B.1.1.3.a participates in a class stretching exercise, before and after physical activity.</td>
<td>5, 8</td>
</tr>
<tr>
<td></td>
<td>PE.B.1.1.4 participates in health-related fitness assessment.</td>
<td>PE.B.1.1.4.a identifies goals related to personal fitness and creates a simple written plan to achieve them.</td>
<td>1, 2, 3, 4, 5, 6</td>
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<tr>
<td></td>
<td></td>
<td>PE.B.1.1.4.b selects a physical activity, participates in the activity at least three times per week, and evaluates progress.</td>
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# B. Responsible Physical Activity Behaviors

1. The student achieves and maintains a health-enhancing level of physical fitness.

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| **Grades 3-5** | PE.B.1.2.1  
knows how to maintain continuous aerobic activity for a specified period of time in order to improve endurance. | PE.B.1.2.1.a  
participates in a one-mile run or walk. | 1, 5 |
| | PE.B.1.2.2  
knows activities that promote a faster heart rate. | PE.B.1.2.2.a  
charts heart rate while sitting, walking, climbing stairs, and running. | 1, 2, 3, 5 |
| | PE.B.1.2.3  
knows how proper stretching increases flexibility and understands why flexibility is important. | PE.B.1.2.3.a  
participates in appropriate flexibility tasks before physical activity and explains the importance of flexibility. | 1, 5 |
B. Responsible Physical Activity Behaviors

1. The student achieves and maintains a health-enhancing level of physical fitness.

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<td>Grades 3-5</td>
<td>PE.B.1.2.4&lt;br&gt;knows how exercise helps control obesity.</td>
<td>PE.B.1.2.4.a&lt;br&gt;discusses how calories are converted into energy when exercising.</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td></td>
<td>PE.B.1.2.5&lt;br&gt;understands that correct body position and proper use of muscles are necessary to improve strength and flexibility.</td>
<td>PE.B.1.2.5.a&lt;br&gt;discusses how certain activities make muscles stronger. The student should then demonstrate proper techniques in muscle-strengthening exercises and explain why proper technique is necessary.</td>
<td>1, 2, 5</td>
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**B. Responsible Physical Activity Behaviors**

1. The student achieves and maintains a health-enhancing level of physical fitness.

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<tr>
<td>Grades 6-8</td>
<td>PE.B.1.3.1 knows how to sustain an aerobic activity, maintaining target heart rate, to achieve cardiovascular benefits.</td>
<td>PE.B.1.3.1.a participates in a low-impact aerobic routine for twenty minutes and monitors his or her heart rate throughout the routine and during recovery. PE.B.1.3.1.b records heart rate before, during, and after vigorous physical activity. The student then compares the results to established health guidelines in order to determine what range he or she is working within.</td>
<td>1, 5</td>
</tr>
<tr>
<td></td>
<td>PE.B.1.3.2 describes and applies the principles of training and conditioning for specific physical activities.</td>
<td>PE.B.1.3.2.a devises and implements a conditioning program for a community or school soccer team and evaluates the program on a weekly basis.</td>
<td>1, 2, 3, 4, 6</td>
</tr>
<tr>
<td></td>
<td>PE.B.1.3.3 knows proper warm-up, conditioning, and cool-down techniques and the reasons for using them.</td>
<td>PE.B.1.3.3.a devises and uses with other students a proper warm-up and cool-down for aerobic activity and teaches the exercises to the class.</td>
<td>1, 2, 3, 4, 5, 6, 8, 9</td>
</tr>
</tbody>
</table>
## B. Responsible Physical Activity Behaviors

1. The student achieves and maintains a health-enhancing level of physical fitness.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Grades 6-8</strong></td>
<td><strong>PE.B.1.3.4</strong> &lt;br&gt;knows the difference between muscular strength and muscular endurance, activities that contribute to the improvement of strength and endurance, and the various types of muscular strength and endurance required to perform different activities.</td>
<td><strong>PE.B.1.3.4.a</strong> &lt;br&gt;discusses and demonstrates the difference between muscular strength and muscular endurance activities. <strong>PE.B.1.3.4.b</strong> &lt;br&gt;writes a plan on a word processor for a circuit-weight-training program designed to meet physical fitness goals.</td>
<td>1, 2, 4, 5, 8, 1, 2, 3, 4, 5, 6, 7</td>
</tr>
<tr>
<td></td>
<td><strong>PE.B.1.3.5</strong> &lt;br&gt;knows how aerobic activity differs from anaerobic activity.</td>
<td><strong>PE.B.1.3.5.a</strong> &lt;br&gt;correctly demonstrates various exercises and determines which exercise is aerobic and which is anaerobic.</td>
<td>1, 2, 4, 5</td>
</tr>
<tr>
<td></td>
<td><strong>PE.B.1.3.6</strong> &lt;br&gt;understands the relationships between caloric intake and energy expenditure.</td>
<td><strong>PE.B.1.3.6.a</strong> &lt;br&gt;monitors how body composition changes over time due to caloric intake and energy expenditure.</td>
<td>1, 2, 4, 5, 7</td>
</tr>
<tr>
<td></td>
<td><strong>PE.B.1.3.7</strong> &lt;br&gt;knows the various ways to promote mobility in each joint.</td>
<td><strong>PE.B.1.3.7.a</strong> &lt;br&gt;demonstrates activities that improve flexibility.</td>
<td>1, 5</td>
</tr>
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### B. Responsible Physical Activity Behaviors

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<td>Grades 6-8</td>
<td>PE.B.1.3.8 knows how to determine recovery heart rate after exercise.</td>
<td>PE.B.1.3.8.a writes a report determining the physiological response to exercise using information from personal heart rate measurements.</td>
<td>1, 2, 3, 5, 6</td>
</tr>
<tr>
<td></td>
<td>PE.B.1.3.9 understands and applies formal and informal modes of fitness assessments (e.g., for cardiovascular fitness, a mile walk or run is a formal assessment; walking a flight of stairs is informal).</td>
<td>PE.B.1.3.9.a walks a flight of stairs as an informal mode of fitness assessment, measuring and reporting heart rate before and after the exercise. PE.B.1.3.9.b completes a one mile walk or run while monitoring heart rate before and after the exercise.</td>
<td>1, 2, 3, 5</td>
</tr>
<tr>
<td></td>
<td>PE.B.1.3.10 plans and participates in an individualized fitness program.</td>
<td>PE.B.1.3.10.a as part of an individual wellness plan, designs an eight-week personal fitness plan and documents participation in a journal.</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
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<td>PE.B.1.3.11 analyzes the results of fitness assessments to guide changes in a personal fitness program.</td>
<td>PE.B.1.3.11.a analyzes his or her personal fitness plan after eight weeks, makes changes to the plan, and continues for another eight weeks.</td>
<td>1, 4, 5</td>
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## B. Responsible Physical Activity Behaviors

1. The student achieves and maintains a health-enhancing level of physical fitness.

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<td><strong>Grades 6-8</strong></td>
<td>PE.B.1.3.12 achieves and maintains appropriate cardiovascular fitness, flexibility, muscular strength, endurance, and body composition.</td>
<td>PE.B.1.3.12.a identifies elements of a training program that will help him or her achieve and maintain cardiovascular flexibility, muscular strength, endurance, and body composition. Then the student writes out a training program and implements it, and keeps a log of daily activities, noting progress toward fitness program goals. PE.B.1.3.12.b maintains a log or diary of activity for seven consecutive days at various intervals throughout the year. The student analyzes the different types of activities he or she participates in during the different seasons and incorporates these activities into an individual wellness plan. The student has a health assessment before and after the plan is implemented and makes adjustments to the plan if necessary. PE.B.1.3.12.c uses computer software to plan and monitor an individual wellness plan.</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
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B. Responsible Physical Activity Behaviors

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<td>Grades 6-8</td>
<td>PE.B.1.3.13 explores new ways to achieve activity goals in an individual wellness plan (e.g., walking, in addition to playing a team sport).</td>
<td>PE.B.1.3.13.a chooses an outdoor sport and researches opportunities for participation in this sport in the community.</td>
<td>1, 2, 4, 5, 6</td>
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### B. Responsible Physical Activity Behaviors

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<tr>
<td>Grades 9-12</td>
<td>PE.B.1.4.1 knows how to maintain appropriate levels of cardiovascular fitness, muscular strength and endurance, flexibility, and body composition necessary for a healthy lifestyle.</td>
<td>PE.B.1.4.1.a documents participation in activities to enhance his or her level of flexibility, muscular strength and endurance, body composition, and cardiovascular strength. The student then includes these activities into his or her individual wellness plan.</td>
<td>1, 2, 3, 5</td>
</tr>
<tr>
<td></td>
<td>PE.B.1.4.2 knows how to apply the results of fitness assessments to guide changes in a personal program of physical activity and develop a training and conditioning program that enhances individual health-related needs.</td>
<td>PE.B.1.4.2.a reviews the results of his or her mile walk or run and develops a cardiovascular improvement action plan using these results.</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td></td>
<td>PE.B.1.4.3 uses technology to assess, enhance, and maintain fitness and skills.</td>
<td>PE.B.1.4.3.a demonstrates the use of fitness equipment to enhance cardiovascular fitness (e.g., stair master, treadmill, and stationary bike).</td>
<td>1, 5</td>
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B. Responsible Physical Activity Behaviors

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| Grades 9-12 | **PE.B.1.4.4**  
maintains and improves motor skills and knowledge necessary for participation in beneficial physical activity. | **PE.B.1.4.4.a**  
works with a local sports professional, such as a tennis pro, who assists students in designing personalized training or practice schedules for skills development. | 1, 2, 3, 5       |
|       | **PE.B.1.4.5**  
knows how to make changes in an individual wellness plan as lifestyle changes occur. | **PE.B.1.4.5.a**  
undertakes and explains modifications in her or his exercise plan in relation to seasonal changes and related personal conditions (e.g., asthmatic conditions). | 1, 2, 4, 5, 6    |
|       | **PE.B.1.4.6**  
knows the correlation between obesity, high blood pressure, and increased physical activity. | **PE.B.1.4.6.a**  
using electronic reference sources, databases, and spreadsheets to manage information and word-processing tools for developing an appealing format, researches and writes a report on how obesity, high blood pressure, and physical activity interrelate. | 1, 2, 3, 4, 5, 6, 7 |
### B. Responsible Physical Activity Behaviors

2. The student demonstrates responsible personal and social behavior in physical activity.

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</table>
| **Grades PreK-2** | PE.B.2.1.1  
understands the importance of being aware of one’s surroundings and acting in a safe manner while participating in physical activity settings. | PE.B.2.1.1.a  
controls movements and is aware of space while running, hopping, and skipping in different ways in a large group without bumping into others or falling down.  
PE.B.2.1.1.b  
explains safety rules and uses space and equipment during activities in a safe and appropriate manner. | 1, 2, 4, 5 |
| | PE.B.2.1.2  
follows directions given by instructor or group leader. | PE.B.2.1.2.a  
uses physical role playing to demonstrate the rules of a new classroom activity. | 1, 2, 5 |
## B. Responsible Physical Activity Behaviors

2. The student demonstrates responsible personal and social behavior in physical activity.

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<td></td>
</tr>
<tr>
<td>Grades PreK-2</td>
<td>PE.B.2.1.3</td>
<td>PE.B.2.1.3.a creates a picture book of rules and procedures for physical education with other students.</td>
<td>1, 2, 5, 6, 8, 9, 10</td>
</tr>
<tr>
<td></td>
<td>understands the difference between compliance and noncompliance with game rules and fair play.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PE.B.2.1.4</td>
<td>PE.B.2.1.4.a lists ways in which another student has been a good partner and ways in which the partner could improve.</td>
<td>1, 2, 5, 8, 9</td>
</tr>
<tr>
<td></td>
<td>identifies appropriate behaviors for participating with others in physical activity settings.</td>
<td>PE.B.2.1.4.b demonstrates responsible and caring behavior during team sport participation.</td>
<td>1, 2, 5, 8, 9</td>
</tr>
</tbody>
</table>
## B. Responsible Physical Activity Behaviors

2. The student demonstrates responsible personal and social behavior in physical activity.

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<td>Grades 3-5</td>
<td>PE.B.2.2.1 knows potential risks associated with physical activities.</td>
<td>PE.B.2.2.1.a creates a wall chart of precautions that should be followed in order to avoid injury when using apparatus during gymnastics practice.</td>
<td>1, 2, 5, 6</td>
</tr>
<tr>
<td></td>
<td>PE.B.2.2.2 applies and follows rules while playing sports and games.</td>
<td>PE.B.2.2.2.a discusses correct procedures related to rules in a designated game and ways to deal with instances of noncompliance.</td>
<td>1, 4, 5, 8, 9</td>
</tr>
<tr>
<td></td>
<td>PE.B.2.2.3 knows the importance of seeking out, participating with, and showing respect for people of like and different physical abilities.</td>
<td>PE.B.2.2.3.a creates a game in which someone who is blind could compete with sighted persons or describes challenges involved with such a game. PE.B.2.2.3.b participates in a Games Around the World Fun Day.</td>
<td>1, 2, 4, 5, 6, 10</td>
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### B. Responsible Physical Activity Behaviors

2. The student demonstrates responsible personal and social behavior in physical activity.

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<tr>
<td>Grades 6-8</td>
<td>PE.B.2.3.1 [demonstrates appropriate responses to emergency situations associated with physical activity (e.g., remain calm, keep injured person still, and seek help).]</td>
<td>PE.B.2.3.1.a [demonstrates the use of CPR, first aid, and water safety.]</td>
<td>1, 2, 3, 5, 6</td>
</tr>
<tr>
<td></td>
<td>PE.B.2.3.2 [knows the effects of substance abuse on personal health and performance in physical activity.]</td>
<td>PE.B.2.3.2.a [writes an essay about the negative effects of performance-enhancing drugs such as steroids (e.g., discusses why people use them and the physical consequences of prolonged use).]</td>
<td>1, 2, 4, 5</td>
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B. Responsible Physical Activity Behaviors

2. The student demonstrates responsible personal and social behavior in physical activity.

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<tr>
<td>Grades 6-8</td>
<td>PE.B.2.3.3</td>
<td>The student understands the difference between compliance and noncompliance with game rules and knows the meaning of fair play in age-appropriate activities.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PE.B.2.3.3.a</td>
<td>follows rules specific to a selected skill in the instructional area.</td>
<td>1, 5</td>
</tr>
<tr>
<td></td>
<td>PE.B.2.3.3.b</td>
<td>handles conflicts that arise with others without confrontation.</td>
<td>1, 2, 4, 5, 9</td>
</tr>
<tr>
<td></td>
<td>PE.B.2.3.3.c</td>
<td>accepts controversial decisions made by a game’s official.</td>
<td>1, 5, 8</td>
</tr>
<tr>
<td></td>
<td>PE.B.2.3.4</td>
<td>resolves interpersonal conflicts with sensitivity to the rights and feelings of others.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PE.B.2.3.4.a</td>
<td>demonstrates supportive behavior to a teammate or opponent (e.g., talks with and helps someone who has fallen).</td>
<td>1, 2, 5, 8, 9</td>
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### B. Responsible Physical Activity Behaviors

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</table>
| Grades 9-12 | PE.B.2.4.1  
knows risks and safety factors that may affect physical activity throughout life. | PE.B.2.4.1.a  
slides into a base in a manner that avoids injuring the defensive player.  
PE.B.2.4.1.b  
identifies and uses established procedures for safe participation in a selected activity. | 1, 5 |
| | PE.B.2.4.2  
knows various ways in which conflict can be resolved appropriately in game settings. | PE.B.2.4.2.a  
listens to all sides before taking action in conflict situations. | 1, 2, 5, 8, 9 |
| | PE.B.2.4.3  
demonstrates responsible behavior while playing sports (e.g., respecting opponents and officials, controlling emotions, and accepting victory and defeat). | PE.B.2.4.3.a  
volunteers to replay a contested shot in tennis and acknowledges a good play from an opponent during the match. | 1, 2, 5, 8, 9 |
### Responsible Physical Activity Behaviors

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<tr>
<td><strong>Grades 9-12</strong></td>
<td>PE.B.2.4.4&lt;br&gt;assumes an active leader role, a supportive follower role, and a passive follower role as appropriate.</td>
<td>PE.B.2.4.4.a&lt;br&gt;accepts responsibility for taking leadership roles and willingly follows appropriate behavior to accomplish group goals.</td>
<td>1, 2, 5, 8, 9</td>
</tr>
<tr>
<td></td>
<td>PE.B.2.4.5&lt;br&gt;understands the role of physical activity as a potential vehicle for social interaction and cooperative relations within the family and workplace.</td>
<td>PE.B.2.4.5.a&lt;br&gt;participates on a school or community intramural sports team and creates a video or skit to document its impact on social interaction.</td>
<td>1, 2, 5, 8</td>
</tr>
</tbody>
</table>
### C. Advocate and Promote Physically Active Lifestyles

1. The student understands how participating in physical activity promotes inclusion and an understanding of the abilities and cultural diversity of people.

<table>
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<td>The student</td>
<td>Achievement of the benchmarks may be demonstrated when the student</td>
<td></td>
</tr>
<tr>
<td>PreK-2</td>
<td>PE.C.1.1.1 knows the importance of demonstrating consideration of others in physical activity settings.</td>
<td>PE.C.1.1.1.a demonstrates cooperation with others in group activities (e.g., creating a new game).</td>
<td>1, 5, 8</td>
</tr>
<tr>
<td></td>
<td>PE.C.1.1.2 knows games to play with students who have disabilities.</td>
<td>PE.C.1.1.2.a demonstrates the ability to play a game that has been modified for students with disabilities.</td>
<td>1, 5, 10</td>
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<td>Grades 3-5</td>
<td>PE.C.1.2.1 recognizes the differences and similarities in the physical activity choices of others.</td>
<td>PE.C.1.2.1.a participates in learning games, dances, and activities from other parts of the world (e.g., Cuban, Haitian, Mexican, Chinese, Caribbean Islands). PE.C.1.2.1.b lists and discusses reasons that physical activities differ among various cultures.</td>
<td>1, 5, 8, 10</td>
</tr>
<tr>
<td></td>
<td>PE.C.1.2.2 knows how to perform games and/or dances from a variety of cultures.</td>
<td>PE.C.1.2.2.a presents a game, dance, or physical activity from a different culture to the class and discusses its origins.</td>
<td>1, 2, 5, 10</td>
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## C. Advocate and Promote Physically Active Lifestyles

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| **Grades 6-8** | **PE.C.1.3.1** knows how to modify games and activities to allow for participation of students with special needs (e.g., physical disabilities). | PE.C.1.3.1.a plays a game of wheelchair basketball or opposite-handed baseball and describes the feelings associated with the activity.  
PE.C.1.3.1.b plays baseball with one arm and describes the feelings associated with the activity. | 1, 2, 5, 8, 10 |
|       | **PE.C.1.3.2** knows the contributions that various cultures have made to physical education. | PE.C.1.3.2.a chooses a sport that originated in another country and compares how it was played originally with how it is presently played in the United States.  
PE.C.1.3.2.b discusses the origin of the Olympics. | 1, 2, 4, 5, 8, 9 |
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<tr>
<td>Grades 9-12</td>
<td>PE.C.1.4.1</td>
<td>The student understands the influence of age, gender, race, ethnicity, socioeconomic standing, and culture upon physical activity preferences and participation.</td>
</tr>
<tr>
<td></td>
<td>PE.C.1.4.1.a</td>
<td>explains the importance other cultures place on World Cup Soccer.</td>
</tr>
<tr>
<td></td>
<td>PE.C.1.4.1.b</td>
<td>visits a senior citizen center during activity time.</td>
</tr>
<tr>
<td></td>
<td>PE.C.1.4.2</td>
<td>knows how to modify games and activities to allow for participation of students with special needs (e.g., physical disabilities).</td>
</tr>
<tr>
<td></td>
<td>PE.C.1.4.2.a</td>
<td>identifies an appropriate activity and adapts it for people with physical disabilities.</td>
</tr>
<tr>
<td></td>
<td>PE.C.1.4.3</td>
<td>knows the value of sport and physical activity in understanding different cultures.</td>
</tr>
<tr>
<td></td>
<td>PE.C.1.4.3.a</td>
<td>researches physical education opportunities available in the community and designs a program emphasizing multicultural awareness and cross-cultural experience. The student then gives an oral report describing the designed program.</td>
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<td></td>
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### C. Advocate and Promote Physically Active Lifestyles

2. The student understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication.

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<td>Grades PreK-2</td>
<td>PE.C.2.1.1 identifies the feelings resulting from challenges, successes, and failures in physical activity.</td>
<td>PE.C.2.1.1.a describes feelings involved with success and failure (i.e., achieving or failing to achieve a goal) in a physical activity.</td>
<td>1, 2, 5</td>
</tr>
<tr>
<td></td>
<td>PE.C.2.1.2 knows various ways to use the body and movement activities to communicate ideas and feelings (e.g., creative movement).</td>
<td>PE.C.2.1.2.a expresses feelings (e.g., happy or sad) through shapes, postures, and movements.</td>
<td>1, 2, 5</td>
</tr>
<tr>
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<td>PE.C.2.1.3 recognizes the benefits that accompany cooperation and sharing.</td>
<td>PE.C.2.1.3.a draws pictures of groups of people cooperating in physical education activities and writes short descriptions of what the people are doing.</td>
<td>1, 2, 4, 5</td>
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</table>
## C. Advocate and Promote Physically Active Lifestyles

2. The student understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication.

<table>
<thead>
<tr>
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<th>Sample Performance Descriptions</th>
<th>Goal 3 Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 3-5</td>
<td>PE.C.2.2.1 identifies physical activities that contribute to personal feelings of joy.</td>
<td>PE.C.2.2.1.a creates a group mural depicting “favorite activities.”</td>
<td>1, 2, 4, 5, 6, 8</td>
</tr>
<tr>
<td></td>
<td>PE.C.2.2.2 knows the positive benefits of exercising at home.</td>
<td>PE.C.2.2.2.a keeps a journal of physical activities undertaken while at home, including measuring and recording time spent on each activity and totals of time spent on each type of activity.</td>
<td>1, 2, 3, 5</td>
</tr>
<tr>
<td></td>
<td>PE.C.2.2.3 designs and performs games, gymnastics, and dance sequences that allow for group creativity and discussion.</td>
<td>PE.C.2.2.3.a selects a physical improvement goal requiring group work (e.g., a goal to improve conditioning for a sports team) and keeps track of individual progress.</td>
<td>1, 2, 5, 8</td>
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C. Advocate and Promote Physically Active Lifestyles

2. The student understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication.

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<td>Grades 6-8</td>
<td><strong>PE.C.2.3.1</strong> identifies forms of physical activity that provide personal enjoyment.</td>
<td><strong>PE.C.2.3.1.a</strong> selects his or her favorite form of vigorous physical activity and describes personal enjoyment derived from involvement in this activity.</td>
<td>1, 2</td>
</tr>
<tr>
<td></td>
<td><strong>PE.C.2.3.2</strong> recognizes the aesthetic and creative aspects of performance.</td>
<td><strong>PE.C.2.3.2.a</strong> watches and discusses a video of high-skilled performance activities (e.g., figure skating or a gymnastics competition).</td>
<td>1, 2, 5</td>
</tr>
<tr>
<td></td>
<td><strong>PE.C.2.3.3</strong> understands how a commitment to a wellness plan enhances the quality of life (e.g., leads to positive coping skills, healthy eating habits, and regular physical activity).</td>
<td><strong>PE.C.2.3.3.a</strong> creates, records, and presents an individual wellness plan that covers nutrition, fitness, and stress management. As part of the presentation the student should describe the impact it has had on his or her quality of life.</td>
<td>1, 2, 3, 4, 5</td>
</tr>
<tr>
<td></td>
<td><strong>PE.C.2.3.4</strong> knows the long-term physiological, psychological, and cultural benefits that may result from regular participation in physical activity.</td>
<td><strong>PE.C.2.3.4.a</strong> lists and discusses ways in which physical activity relieves stress and enriches life.</td>
<td>1, 2, 5</td>
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</table>
| Grades 6-8 | PE.C.2.3.5  
knows the ways in which exercising at home can assist in improving physical ability and performance. | PE.C.2.3.5.a  
explains to her or his family the benefits of exercising at home and creates a home exercise program to achieve fitness and performance goals for her or his entire family. | 1, 2, 3, 4, 5    |
|         | PE.C.2.3.6  
knows various ways to use the body and movement activities to communicate ideas and feelings. | PE.C.2.3.6.a  
writes a review of a local, choreographed athletic performance (e.g., gymnastics, skating, or synchronized swimming). The review should include a discussion of how dancers use their bodies to communicate ideas and feelings.  
PE.C.2.3.6.b  
watches and reviews a video about the proper way to perform a key body movement in a particular sport (e.g., a tennis stroke or golf swing). | 1, 2, 4, 5       |
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<td>Grades 9-12</td>
<td>PE.C.2.4.1 identifies personal feelings resulting from participation in physical activity.</td>
<td>PE.C.2.4.1.a keeps a journal of feelings and experiences during an educational adventure experience (e.g., a ropes course, a nature hike, camping, or canoeing).</td>
<td>1, 2, 5</td>
</tr>
<tr>
<td></td>
<td>PE.C.2.4.2 participates in games, sport, dances, outdoor pursuits, and other physical activities that contribute to the attainment of personal goals and maintenance of wellness.</td>
<td>PE.C.2.4.2.a writes a dialogue convincing a friend to try a specific sport or activity. PE.C.2.4.2.b keeps a journal of physical activities that he or she has participated in over time.</td>
<td>1, 2, 4, 5</td>
</tr>
<tr>
<td></td>
<td>PE.C.2.4.3 knows the ways in which personal characteristics, performance styles, and activity preferences will change over the course of one’s life.</td>
<td>PE.C.2.4.3.a researches and describes changes in a personal wellness plan that might take place ten years from now and changes that might take place twenty years from now.</td>
<td>1, 2, 3, 4, 5</td>
</tr>
</tbody>
</table>
Chapter 4: Teaching and Learning

CHAPTER HIGHLIGHTS

• The Unique Perspective of Health Education and Physical Education
• New Approaches to Teaching and Learning
• Instructional Strategies for the 21st Century
• Infusing a Multicultural Perspective
• Snapshot of an Effective Health Education Class
• Snapshot of an Effective Physical Education Class
• Teaching Diverse Students
  • Diverse Needs
  • Developmental Differences
  • Learning Preferences
  • Students With Disabilities
  • Students Who Are Limited English Proficient
  • At-Risk Students
• Putting These Ideas to Work

The Unique Perspective of Health Education and Physical Education

Children are naturally active, creative beings who enjoy physical activity. As children grow and progress through school, effective health education and physical education programs can help students realize the importance of well-being to the quality of life and support them in developing and demonstrating the knowledge, attitudes, and skills related to a healthy and physically active lifestyle.
New Approaches to Teaching and Learning

Florida’s education reform initiative calls on educators to redesign their instructional programs so that every student achieves high academic standards. This redesign may include the structure and context of the learning environment and the use of materials, equipment, and resources. School and district leaders must encourage change and look for creative approaches to teaching and learning. Sequencing of courses may be altered; health education and physical education instruction may be integrated with other areas of the curriculum; schools and communities may form partnerships; classrooms may be modified to include community settings, museums, nature centers, and other cultural institutions; and electronic networks may link students and teachers across America and to other countries.

Learning theories and instructional practices can inform these new approaches. A tremendous amount of research is available to educators on how children learn and on how to design effective learning environments. This chapter highlights key elements that can help educators—through further investigation, collaborative consideration, implementation, and evaluation—to develop the best learning environments for their unique students.

Developing a Learning-Centered, Authentic Environment

Attempts to improve health education and physical education teaching must be based on an understanding of how students learn. Learning is a natural process of discovering and constructing meaning from information and experience, filtered through the learner’s unique perceptions, thoughts, feelings, and beliefs. The learner grapples with new knowledge until it makes sense and fits into his or her world of understanding.

Based on this knowledge of the learning process, educators are encouraged to design health education and physical education curricula that allow students to encounter ideas, events, and materials in real-world contexts. Children learn most effectively when actively involved in a subject rather than just hearing or reading about it. Classrooms that are limited to the exclusive use of textbooks, lectures, and paper-and-pencil tasks do not tend to be as successful as those that actively engage students in the learning process. Curiosity, creativity, and higher order thinking are
stimulated when experiences are based on real, complex, and relevant ideas and materials. This immersion in direct experience should be balanced with opportunities for learners to reflect, discuss, and connect concepts with what they have felt, thought, and learned.

Identifying students’ interests and questions also helps engage students in the learning process by stimulating the natural curiosity that students bring to school. Children learn best when called upon to make choices and assume more responsibility for their own learning, while the teacher provides support and guidance.

Some of the most efficient learning occurs when students are collaborating with each other in pairs or small groups. Providing students with the opportunity to interact with others in a variety of settings can enhance knowledge and understanding. Feedback from fellow students can help students clarify areas of understanding as well as misconceptions and questions. Collaborative work can also encourage students to take intellectual risks. Students might pose their own problems, devise their own approaches to problem solving, clarify and defend their conclusions, explore possibilities, and use the results to make informed decisions. Students learn the valuable skill of working effectively with others to solve problems and perform investigations, a skill that will be useful in the workplace and in many other areas of their lives.

Providing a Supportive Environment

The teacher is key to creating a supportive, effective learning environment. Teachers provide this kind of environment when they maintain fair, consistent, and caring policies that respect the individuality of students and focus on individual achievement and cooperative teamwork. Students’ learning is enhanced when others see their potential, genuinely appreciate their unique talents, and accept them as individuals. In such an environment, students can learn the skills of being
responsible for themselves, making decisions, working cooperatively, negotiating conflicts, and taking risks; students also have more freedom to do quality work on their own initiative. In addition, a teacher who creates a supportive environment for students can reduce the negative effect of factors that can interfere with learning, such as low self-esteem; lack of self-control; lack of personal goals; expectations of failure or limited success; and feelings of anxiety, insecurity, or pressure. A supportive learning environment and a variety of teaching strategies that promote exploration, discussion, and collaborative learning will help ensure that all children have the opportunity to see themselves as capable students, successful in learning health education and physical education.

**Instructional Strategies for the 21st Century**

In each health education classroom and physical education instructional area, there is a diverse pool of talent and potential. The challenge is to structure the learning environment so that each student has the freedom to use his or her unique strengths to learn or perform, yet be urged, inspired, and motivated to reach high academic standards. Because all children do not learn in the same way and have varying backgrounds and experiences, flexible and innovative approaches are needed.

To support innovative health education classrooms and innovative physical education instructional areas, the instructional strategies on the following pages are provided as examples of the many kinds of strategies that educators might use as they work toward providing the most useful and engaging educational experiences possible. After further investigation, teachers may use these and other instructional strategies for independent or group work. They can creatively adapt and refine them to best fit the needs of the students and the instructional plan, perhaps incorporating several of these strategies into a single lesson or using them in collaboration with a colleague.
COOPERATIVE LEARNING: A strategy in which students work together in small groups to achieve a common goal. Cooperative learning involves more than simply putting students into work or study groups. Teachers promote individual responsibility and positive group interdependence by making sure that each group member is responsible for a given task. Cooperative learning can be enhanced when group members have diverse abilities and backgrounds.

<table>
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<th>WHAT ARE THE BENEFITS?</th>
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</table>
| After organizing students into groups, the teacher thoroughly explains a task to be accomplished within a time frame. The teacher facilitates the selection of individual roles within the group and monitors the groups, intervening only when necessary, to support students working together successfully and accomplishing the task. | • fosters interdependence and pursuit of mutual goals and rewards  
• develops communication and leadership skills  
• increases the participation of shy students  
• produces higher levels of student achievement, thus increasing self-esteem  
• fosters respect for diverse abilities and perspectives |

There are numerous cooperative learning strategies that educators can use to enhance student learning. Four of these strategies are offered on the next two pages: Jigsawing; Corners; Think, Pair, and Share; and Debate.
Cooperative Learning Strategies

### Jigsawing

**What is it?** A cooperative learning strategy in which everyone becomes an “expert” and shares his or her learning so that eventually all group members know the content.

**How do you use it?**
The teacher divides students into groups; each group member is assigned a numbered section or a part of the material being studied. Each student meets with the students from other groups who have the same number. This new group learns together, develops expertise on their material, and then plans how to teach the material to members of their original groups. Students return to their original groups and teach their area of expertise to the other group members.

**What are the benefits?**
- builds depth of knowledge
- discloses a student’s own understanding and resolves misunderstanding
- builds on conceptual understanding
- develops teamwork and cooperative working skills

### Corners

**What is it?** A cooperative learning strategy, similar to jigsawing, for learning about a topic and sharing that learning.

**How do you use it?**
The teacher assigns small groups of students to different corners of the room to examine a particular topic. They discuss various points of view concerning the topic. Corner teams discuss conclusions, determine the best way to present their findings to the class, and practice their presentation.

**What are the benefits?**
- elicits diverse points of view
- develops communication skills, especially listening and taking turns
- allows opportunities for shy students to function positively in small groups
Cooperative Learning Strategies (continued)

### THINK, PAIR, AND SHARE

**What is it?** A cooperative learning strategy for helping students develop their own ideas and build on the ideas of colearners.

<table>
<thead>
<tr>
<th>How do you use it?</th>
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</table>
| Students reflect on a topic and then pair up to discuss, review, and revise their ideas. They share their ideas with the class. | • helps develop conceptual understanding of a topic  
• develops the ability to filter information and draw one’s own conclusions  
• develops the ability to consider other points of view |

### DEBATE

**What is it?** A cooperative learning strategy in which students participate in organized presentations of various viewpoints.

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| Students form teams to research and develop their viewpoints on a particular topic or issue. The teacher provides the structure in which students will articulate their viewpoints. | • develops the ability to organize information  
• develops the ability to filter ideas and draw conclusions  
• provides opportunities for students to practice articulating their own ideas and building persuasive arguments |
**BRAINSTORMING:** A strategy for eliciting ideas from a group.

**How do you use it?**
Students contribute ideas related to a topic. All contributions are accepted without initial comment. After the list of ideas is finalized, students categorize, prioritize, and defend selections.

**What are the benefits?**
- reveals background information and knowledge of a topic
- discloses misconceptions
- helps students relate existing knowledge to content
- strengthens listening skills
- stimulates creative thinking

**FIELD EXPERIENCE:** A planned learning experience for students to observe, study, and participate in a setting off the school grounds, using the community as a laboratory.

**How do you use it?**
Teachers and students plan and structure the experience before the visit and engage in follow-up activities after the trip.

**What are the benefits?**
- develops organizational and planning skills
- develops observational skills
- gives students an authentic educational experience

**FREE WRITING:** A strategy for encouraging students to express ideas in writing.

**How do you use it?**
After reflecting on a topic, students respond in writing for a brief time to a prompt, a quote, or a question.

**What are the benefits?**
- develops the ability to link previous knowledge and experience to a topic
- develops creative and critical thinking skills
- provides opportunities to express and share ideas in written form
- encourages students to value the written word
K-W-L (KNOw-WANt TO KNOw-LEARnED): An introductory strategy that provides a structure for recalling what students know regarding a topic, noting what students want to know, and finally listing what has been learned and is yet to be learned.

**How do you use it?**

Before engaging in an activity, reading a chapter, listening to a lecture, or watching a film or presentation, the teacher lists on the board under the heading “What We Know” all the information students know or think they know about a topic. Then, the teacher lists all the information the students want to know about a topic under “What We Want to Know.”

While engaging in the planned activity, the students research and read about the topic, keeping in mind the information they had listed under “What We Want to Know.”

After completing the activity, the students confirm the accuracy of what was listed and identify what they learned, contrasting it with what they wanted to know. The teacher lists what the students learned under “What We Learned.”

**What are the benefits?**

- builds on prior knowledge
- develops predicting skills
- provides a structure for learning
- develops research skills
- develops communication skills in cooperative groups
- strengthens teamwork skills

LEARNING LOG: A strategy to develop structured writing. An excellent follow-up to K-W-L.

**How do you use it?**

During different stages of the learning process, students respond in written form under three columns:
- “What I Think”
- “What I Learned”
- “How My Thinking Has Changed”

**What are the benefits?**

- bridges the gap between prior knowledge and new content
- provides a structure for translating concepts into written form
**GRAPHIC ORGANIZERS:** A strategy in which teachers and students transfer abstract concepts and processes into visual representations.

<table>
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<th>WHAT ARE THE BENEFITS?</th>
</tr>
</thead>
</table>
| The teacher provides a specific format for learning, recalling, and organizing. | • helps students visualize abstract concepts  
• helps learners organize ideas  
• provides a visual format for study |

**Graphic Organizer Strategies**

**CONSEQUENCE DIAGRAM/DECISION TREES**

**WHAT IS IT?** A graphic organizer strategy in which students use diagrams or decision trees to illustrate real or possible outcomes of different actions.

**HOW DO YOU USE IT?**

Students visually depict outcomes for a given problem by charting various decisions and their possible consequences.

**WHAT ARE THE BENEFITS?**

• helps in transferring learning to application  
• aids in predicting with accuracy  
• develops the ability to identify the causes and effects of decisions
Graphic Organizer Strategies (continued)

**FLOWCHART**

**WHAT IS IT?** A graphic organizer strategy used to depict a sequence of events, actions, roles, or decisions.

**HOW DO YOU USE IT?**
Students structure a sequential flow of events, actions, roles, or decisions graphically on paper.

**WHAT ARE THE BENEFITS?**
- fosters logical and sequential thinking
- focuses on connections
- develops the ability to identify details and specific points
- develops organizational skills
- aids in planning
- provides an outline for writing
Graphic Organizer Strategies (continued)

**VENN DIAGRAM**

**WHAT IS IT?** A graphic organizer strategy, derived from mathematics, for creating a visual analysis of information representing the similarities and differences among, for example, concepts, objects, events, and people.

**HOW DO YOU USE IT?**
Using two overlapping circles, students list unique characteristics of two items or concepts (one in the left part of the circle and one in the right); in the middle they list shared characteristics. More than two circles can be used for a more complex process.

**WHAT ARE THE BENEFITS?**
- helps students organize knowledge and ideas
- helps students develop a plan for writing
- helps students compare and contrast
- develops the ability to draw conclusions and synthesize
- stimulates higher cognitive thinking skills
Graphic Organizer Strategies (continued)

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| WHAT ARE THE BENEFITS? | • provides opportunities for the visual learner to “recall” the connections for later use  
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**Concept Mapping**

**What is it?** A graphic organizer strategy that shows the relationships among concepts. Usually the concepts are circled and the relationships are shown by connecting lines with short explanations.

**How do you use it?**
The teacher selects a main idea. Then the teacher and students identify a set of concepts associated with a main idea. Concepts are ranked in related groups from most general to most specific. Related concepts are connected and the links labeled with verbs or short phrases.

**What are the benefits?**
- helps students visualize how ideas are connected and how knowledge is organized
- improves comprehension and problem-solving skills
### Interviews

**How do you use it?**

Students prepare a set of questions and a format for the interview. After conducting the interview, students present their findings to the class.

**What are the benefits?**

- fosters connections between ideas
- develops the ability to interpret answers
- develops organizational and planning skills
- develops problem-solving skills

### Dialogue Journals

**How do you use it?**

Students write on topics on a regular basis, and the teacher responds with advice, comments, and observations in a written conversation. Younger children can begin by writing a few words and combining them with pictures.

**What are the benefits?**

- develops communication and writing skills
- creates a positive relationship between the teacher and the student
- increases student interest and participation
- allows the student to direct his or her own learning

### Mini-Museums

**How do you use it?**

Students work in groups to create exhibits that display a health issue or topic, for example, how to make healthy food choices when eating in a restaurant.

**What are the benefits?**

- develops critical thinking skills
- develops the ability to select important high points
- encourages creativity and individuality
- deepens knowledge of a subject
MODELS: A simplified representation of a concept. It may be concrete, such as a model of a heart, or abstract like a model of the progression of tooth decay.

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<tbody>
<tr>
<td>Students create a concrete product that represents an abstract idea or a simplified representation of an abstract idea.</td>
<td>• facilitates understanding of conceptual ideas</td>
</tr>
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THE LEARNING CYCLE: A sequence of lessons designed to have students engage in exploratory investigations, construct meaning out of their findings, propose tentative explanations and solutions, and relate concepts to their own lives.

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<tbody>
<tr>
<td>The teacher engages the learners with an event or question to draw their interest, evoke what they know, and connect that with new ideas. The students explore the concept, behavior, or skill with hands-on experience. They explain the concept, behavior, or skill and define the terms, then use the terms to explain their exploration. Through discussion, the students expand the concept or behavior by applying it to other situations.</td>
<td>• encourages students to construct their own understanding of concepts • provides hands-on experiences to explore concepts, behaviors, and skills • develops the ability to share ideas, thoughts, and feelings</td>
</tr>
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</table>

PREDICT, OBSERVE, EXPLAIN: A strategy in which the teacher shows the class a situation and asks students to predict what will happen when a change is made.

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<tr>
<td>The teacher shows students a situation and asks them to predict what will happen when some change is made. Students observe what happens when the change is made. The class then discusses the differences between their predictions and the results.</td>
<td>• encourages higher level thinking • develops the ability to draw conclusions and synthesize</td>
</tr>
</tbody>
</table>
PROBLEM SOLVING: A learning strategy in which students apply knowledge to solve problems.

**How do you use it?**
The students discover a problem; problems can be constructed by the teacher or can be real-world problems suggested by the students. The students define the problem, ask a question about the problem, then define the characteristics of possible solutions, which they research. They choose a promising solution that best fits the criteria stated in the definition of solutions, then test the solution. Finally, they determine if the problem has been solved.

**What are the benefits?**
- allows students to discover relationships that may be completely new to them
- adapts easily for all grade levels and special-needs students
- develops the ability to construct new ideas and concepts from previously learned information, skills, and strategies

REFLECTIVE THINKING: A strategy in which students reflect on what was learned after a lesson is finished, usually by writing about what was learned.

**How do you use it?**
Two possible approaches to reflective thinking are (1) students can write in a journal the concept learned, comments on the learning process, questions or unclear areas, and interest in further exploration, all in the students’ own words; (2) students can fill out a questionnaire addressing such questions as Why did you study this? Can you relate it to real life?

**What are the benefits?**
- helps students assimilate what they have learned
- helps students connect concepts to make ideas more meaningful
Infusing a Multicultural Perspective

Florida students appreciate their own culture and the culture of others, understand the concerns and perspectives of members of other ethnic groups, reject the stereotyping of themselves and others, and seek out and utilize the views of persons from diverse ethnic, social, and educational backgrounds.

Florida’s System of School Improvement and Accountability, Goal 3, Standard 10

Ethnic and cultural diversity enrich the American society and provide a basis for societal cohesiveness and survival. An effective program of multicultural education integrates a sensitive and thorough study of ethnic and cultural content into the curriculum. A carefully designed and continuous curriculum (preschool through 12th grade) can create the multicultural literacy so necessary for a healthy nation. Each cultural group has its own set of values and perspectives. Many of these values are shared with other cultures and form the basis of American national unity. Each cultural group has also made its own unique contribution to the American society and to the world. Because it is essential that all members of our society develop an understanding of the values and perspectives of racial, ethnic, and cultural groups, schools are restructuring their curricula to infuse multicultural perspectives into everyday instruction.

The presence of students with different cultural and family backgrounds, interests, and values in the same class encourages all students to develop a multicultural perspective. Learning settings that respect diversity encourage social competence and moral development. Students learn what they live. They learn to respect individual differences by understanding how others think and feel. Activities that promote empathy, understanding, and respect for differing points of view promote a multicultural perspective without negating one’s own point of view. Students learn to view concepts, issues, events, and themes from the perspective of diverse ethnic and cultural groups. Because the classroom is a model community, students gain the experience of living as responsible citizens in a diverse, democratic society.

Each student brings a wealth of culture that can be recognized, appreciated, and included as part of the instructional content. Teachers can focus on fostering understanding, appreciation, and respect for people of other cultural, language, socioeconomic, religious, or ethnic backgrounds, using the strengths and
backgrounds of their own students to enhance the school experience for all. Teachers can design learning activities that prepare students to communicate and work with others, achieving common goals in a culturally diverse environment. Schools can restructure their curricula to ensure that all students, regardless of background or ethnicity, will achieve high academic standards and be able to function successfully in the workplace. The final goal will be for students to have the cultural knowledge, positive attitudes, and motivation that will allow them to participate in a global community in which every person is respected, appreciated, and honored.

**Snapshot of an Effective Health Education Class**

The following vignette is offered as an example of integrated, real-world educational experiences that teachers might create for students, using a variety of instructional strategies.

Students in Mr. Breyer's eighth-grade health education class are expressing concern over the increasing violence at their school. "How is violence a problem at school?" Mr. Breyer asks his class. "There are a lot more fights in the halls this year," says Rachelle during a class discussion. "I see a lot of the smaller kids getting shoved into lockers between classes," says Nicholas. "Nobody talks things out anymore," Jordan says. "When people have arguments, they automatically start fighting." "Everyone's more distrustful," adds Angelique, a new student from Haiti. "If you don't do things the way everybody else does, people get suspicious. Some of my friends get picked on because they don't speak English very well. People are really mean to them." "People are afraid to speak out against all the fighting going on," Michael says. "They're afraid that someone might come after them." "What do you think students can do to make the school a safer place?" Mr. Breyer asks. The class is abuzz with interest; everyone seems to have an opinion on what could be done. Mr. Breyer reminds his students that the class has not yet decided what to do for a final group project. "How can we turn this discussion into a class project?" he asks. As the students brainstorm ideas, Mr. Breyer writes what they say on the blackboard, accepting all suggestions without commenting on their feasibility or appropriateness.

Mr. Breyer breaks the class into small groups to debate the next question which he writes on the board: What can we do to decrease the amount of fighting in our school? Mr. Breyer circulates around the room, listening in on the various groups of students and asking questions. After fifteen minutes, Mr. Breyer asks the groups to wrap up their discussion and write down their suggestions. After further class discussion, the students agree to begin a Students Against Violence campaign at school.
Mr. Breyer asks the students to set goals for what they want to accomplish through the campaign. Lisa says that she wants other students to know about peer mediation and other ways to resolve conflicts. Angelique says that she wants the school to be a place where people won’t be picked on for being different. Eduardo agrees with Angelique and adds, “If we can educate other kids about how fighting affects the whole school, maybe there will be less fighting at school.” The class agrees that the goal of their campaign should be to educate their fellow students about conflict resolution strategies and the importance of accepting differences in people, with the hope of reducing the number of fights at school over the year. Mr. Breyer and the students create a large flowchart in which they delegate tasks. Each student signs a contract agreeing to complete his or her task within a given timeframe.

Over the next few weeks, the students accomplish many tasks. Bill and Keesha interview the principal and other school administrators to get statistics on the number of fights and the number of related suspensions and expulsions. Other students interview local health-care officials and personnel from local schools about how youth violence affects the community. Some students use the Internet to locate statistical information on the impact of violence on public health. Moira, a talented art student, leads a group of students in designing and creating pamphlets and posters for the campaign.

The students’ work culminates in a comprehensive multimedia presentation that the class gives at a school assembly. After the assembly presentation, Mr. Breyer asks his students to write about their experience and answer the following questions: What have I learned from this project? How do I think our campaign can help in reducing the number of fights at school? How can I follow up what I have done? What would I do differently next time?

Over the course of the semester, Mr. Breyer’s class monitors the number of violent incidents in school to discover the effect of their campaign on student behavior. At the end of the semester, the students analyze the data they have collected about school violence and write reports about their findings. To complete the project, students write to their Congressional representative, who is sponsoring a bill in the state legislature related to reducing youth violence in Florida schools. In their letters, the students express their concerns about violence and share the results of their Students Against Violence campaign.

In this example, the teacher has transformed an authentic health and social concern identified by the students into a rich learning experience. He uses the problem-solving strategy, challenging his students to define the problem and characteristics of possible solutions, conduct research, choose a course of action to achieve the desired results, and finally, evaluate the success of their approach. The students
participate in cooperative learning projects in which they use their unique skills and abilities to achieve their goals. The flowchart allows students to understand the importance of their individual roles in the larger group project. Students learn advocacy skills as they prepare promotional materials, obtain information from local authorities, and write letters to their Congressional representative. The writing activities throughout the project serve as an effective instructional strategy that supports students in synthesizing and integrating what they have learned.

Snapshot of an Effective Physical Education Class

Students in Mrs. Chung's ninth-grade class have been challenged to improve their physical skills in specific track-and-field activities: the mile run, 100-meter dash, 200-meter dash, discus throw, shot put, and long jump. After evaluating their current level of skill in each activity, the students set specific skill improvement goals to reach within two months and review them with Mrs. Chung.

Over the next two months, the students practice outside on the track, where Mrs. Chung has set up stations for each activity. Today, the students are working in pairs: one student keeps time or measures distance while the other engages in the activity. Janie, a student who uses a wheelchair, is paired with Louis, who measures the distance she throws the shot. Janie uses a lighter shot but plans to increase the weight of the shot over time to increase her upper body strength. Louis has discovered that using the lighter shot helps him practice his form with more frequency while building his strength. Sasha and Gilmore, neither of whom has ever thrown a shot put before this unit, also use the lighter shot as they learn to use proper form. Mrs. Chung circulates around the stations to observe students, answer questions, and offer suggestions for improved performance. Fifteen minutes before the end of class, Mrs. Chung gathers the students together to record their activities for the day in their journals. They also assess their progress towards their goals, including any changes they see in their heart rates. Mrs. Chung tells them that at the next class, they will use the camcorder to make videotapes of their physical performance in each activity.

At the end of two months, Mrs. Chung asks her students to evaluate their success in reaching their goals for skill improvement. Using the data they collected on their daily activities and their heart rates, students write reports in which they assess their skill levels for each activity, note any differences between predictions and actual results, and explain the possible causes of any changes in their resting heart rate. They also include their thoughts on how the unit affected their physical fitness and what they learned about healthy living.
In this example, the teacher integrates the use of journal writing into a physical activity unit. Students work together to adapt their training practices to their needs and their learning preferences. Students also use technology to increase their understanding of physical performance and then apply this knowledge to improve their own physical performance.

**Teaching Diverse Students**

Schools must accommodate a diversity of student abilities, disabilities, interests, cultural backgrounds, and other factors that affect student performance in school. It is important for all educators to be aware of the characteristics of their students and vary their teaching strategies to meet students' individual needs. Many instructional strategies that have been developed and used by teachers for interacting with students with special needs have proven effective for other students as well.

Increasing ethnic and cultural diversity promises to continue enriching life in the United States. This has important implications for education. As diversity in the school population grows, it becomes more and more evident that all students, regardless of their race, ethnicity, culture or class, must acquire the knowledge and competencies necessary for functioning effectively with one another. All students must develop the knowledge and competencies necessary to participate successfully in their communities, in the workplace, and in society.

**Adapting Instruction for the Diverse Needs of Learners**

Given the focus on creating learning-centered classrooms, the unique characteristics of individual learners must guide curriculum planning and affect both the learning environment and the teacher’s role in facilitating the learning process. As curricula and learning environments are redesigned, and as teachers plan and teach, it is important to keep in mind that learners

- come to the educational setting with unique knowledge, experiences, and explanations about the world;
come from many cultures and backgrounds;
• have diverse needs and values;
• actively participate in learning;
• have a variety of interests; and
• have a variety of opinions and ideas about school, health education, physical education, and the world.

Creating an effective learning environment that can address these diverse needs, backgrounds, and learning styles starts with understanding those needs.

**Adapting Instruction for Developmental Differences**

Children learn best when material is appropriate to their developmental level and challenges their intellectual, emotional, physical, and social development. Children grow through a series of definable, though not rigid, stages. Schools should demonstrate awareness and understanding of the developmental differences among all, including those children with special emotional, physical, or intellectual challenges as well as those with special abilities. Exploring the developmental differences of children in-depth is beyond the scope of this framework. Much research is available in this broad area.

**Adapting Instruction for the Individual Learning Process**

Children naturally develop unique capabilities and talents. They acquire preferences for how they learn and the pace at which they learn. There are many forms of intelligence and many ways by which people know, understand, and learn about the world. Seven types of intelligences have been identified by Howard Gardner (1985):

• verbal/linguistic,
• logical/mathematical,
• visual/spatial,
• body/kinesthetic,
• musical/rhythmic,
• interpersonal (dealing with other people), and
• intrapersonal (knowing oneself).
Each student has a dominant learning style that consists of a unique combination of these intelligences. It is important for teachers to understand the learning styles of their students so that they can structure their teaching in a way that incorporates these seven ways of knowing. The health education program and physical education that matches teaching to learning styles allows students to process material more efficiently, thereby reaching all students and providing the opportunity for deeper and more thorough learning.

There are many other strategies for adapting instruction and the learning environment for students with different needs. One strategy might be to challenge students with open-ended problems to which they can respond on a variety of levels. By encouraging students to explore on their own and by frequently reinforcing their discoveries, teachers can enhance learning. Some students may need additional opportunities to practice previously mastered information. Instruction might take place in the form of individual activities, group activities, games, class discussions, or projects involving multiple skills. It may also be advantageous to vary class grouping to accommodate different tasks or learning styles.

However, adapting instruction for the individual needs of students does not mean lowering expectations or having different academic criteria. The teacher’s high expectations for academic success play an influential role in the way other students accept a student who has unique needs. This, in turn, can have an impact on a child’s self-image, affecting his or her eagerness and ability to learn.

**Accommodating Students With Disabilities**

Teachers who believe that all students can learn create a supportive learning environment for students with disabilities. In addition, modifications in assignments, courses, instructional methods, instructional materials and resources, and assessment methods can help enhance the learning experience for these students. Course modifications may be made to basic or vocational education courses in the regular classroom or in the exceptional student education classroom; these modifications are described in the State Board of Education Rule 6A-6.0312, FAC. Educators may modify a course by increasing or decreasing instructional time, that is, adjusting the time allotted for completing an assignment or a course or adjusting the length of class assignments. The format of the instruction can also be adapted or changed. This might include the use of hands-on materials, audio-visual media,
instructional technology (including computers), and the use of specially designed materials such as the Parallel Alternative Strategies for Students (1992-1995), developed for Florida schools.

Quite often modifications that are effective for students with disabilities work well for other students in the class. Specially designed teaching strategies can be easily integrated into the classroom to enhance the content being presented, to assist with assignments, and to organize the content being learned. Testing modifications, such as flexible scheduling, recorded answers, use of mechanical aids, or revised formatting, are helpful for all students.

Physical education instructional strategies for students with disabilities

There are a number of resources that give suggestions on adapting physical education instruction for students with disabilities. One particularly useful tool is How to Change the Games Children Play (1980). The suggestions included below have been adapted from this resource. To adapt activities, teachers may

- select activities based on student success;
- change the vigorousness;
- change the boundaries;
- modify the method of locomotion;
- decrease distance required or distance to target;
- permit additional trials;
- slow down moving objects (change throwing style, roll the ball, one bounce, etc.);
- perform activities in a stationary position (sitting, standing);
- use clearly visible boundaries;
- eliminate irrelevant stimuli;
- reduce the intensity of the activity; and
- reduce speed of an activity.

Teachers may adapt activities so that movements progress from

- single movements to combinations;
- large muscle control to small (fine) motor control;
- familiar to unfamiliar movements;
• slow to fast movements;
• light force to heavy force; and
• separate, uncoordinated movements to continuous, flowing movements.

To adapt team play activities, teachers may

• progress from individual activities to partner then small group;
• use partner/buddy system;
• limit or confine the space;
• use appropriate organizational patterns (i.e., stations, circuits);
• allow additional players on a team;
• color code team (wear color pinnies); and
• limit team play until student is ready.

To adapt the use of equipment, teachers may

• use lighter equipment (foam ball, wiffle ball);
• use mats for safe landing surface;
• decrease air pressure in balls;
• increase the size of targets;
• use stationary targets;
• use brightly colored equipment;
• use equipment that emits auditory cues;
• use larger/smaller equipment when appropriate; and
• progress from activities with no equipment to a minimal amount
• lower nets.

To adapt teacher-student interaction, the teacher may

• give simple, concise directions;
• demonstrate the activity;
• reinforce consistently;
• manually assist the student with the desired action;
• have a behavior management plan in place;
• give feedback;
• use visual aids;
• use hand signals or signs;
• encourage eye contact;
• place students where distractions are minimal;
• plan for success;
• minimize wait time; and
• know the student’s capabilities.

Accommodating the needs of students with disabilities may include many other modifications. For example, there are students who need special communication systems in order to participate in classes. Students with hearing impairments may need the assistance of an interpreter or note taker, or both. Computerized devices can help students with disabilities perform written and oral communication. Students with visual disabilities may require access to Braille and other adaptive technology.

When the needs of learners with disabilities are accommodated by modifying instructional methods, assessment methods, and the physical environment and by providing a supportive environment, such students are able to excel. They can develop a greater capacity to take an active role in the learning process and focus on their strengths, which helps them achieve a higher level of knowledge, skills, and competencies in health education and physical education.

**Accommodating Limited English Proficient (LEP) Students**

Limited English Proficient (LEP) students are similar in most ways to students whose heritage language is English: They learn at different rates, have various interests and characteristics and different personalities, and bring vast differences in background knowledge and experiences to the learning situation. All are unique. However, language and culture add other dimensions to their uniqueness.

Problems may surface because these learners may use another language at home as they are learning English at school. Thus there may be a psychological “pull” between two worlds; these students often feel that their native language is “wrong.” Because self-concept is influenced by the attitudes of others, negative attitudes from family, friends, and school personnel may result in LEP students feeling isolated and overwhelmed with the new environment, new sounds, and the new culture. Many cultural references, idiomatic expressions, and multiple meanings of words that are known to most literate English-speaking students may be foreign to LEP students. An example might be the sign, “Fine for Loitering.” If the LEP student has learned the meaning for “fine” as “it is all right to do something,” the sign would convey an
entirely different meaning than the idea of having to pay money for loitering. All of these concerns may cause barriers to learning.

From the perspective of the teacher, teaching a multilingual class requires more time and more effort because all students may not have similar background knowledge. Teachers must be flexible, willing to learn and grow, be able to adapt and accept LEP students, and value others’ languages and cultures. Many cultures have an entirely different view of education, including the role of the teacher and the student, the environment for learning, and materials used.

The following discussion of characteristics or behaviors educators may see in LEP students is not meant to be a complete list or indicate that LEP students are progressing in language development in the same way and at the same rate. Each student is unique, and educators will need to consider the needs of each student individually.

As LEP students begin to learn English, they may

- remain silent; this should be accepted as a stage of language learning;

- depend on body language, gestures, or paralanguage (words or phrases such as “huh?,” “unh-unh,” and “uh-oh” usually accompanied by a facial expression and/or a gesture);
  
  The teacher’s consistency in structure, use of gestures, paralanguage, and body language is paramount.

- be actively listening as they silently translate;
  
  It is essential to remember that these students are not deaf and to wait for students to take the time they need to understand and formulate what they have to say.

- misinterpret body language or gestures;
  
  For example, a teacher’s motioning for a student to move toward her or him by using the forefinger may be viewed as a demeaning gesture in certain cultures.
• have limited school experience; and

Some LEP students enter our school systems without much prior experience in school due to a number of factors in their native country.

• exhibit extremes of behavior: frustration, nervousness, fear, and self-consciousness.

As LEP students progress to an intermediate level in their English language skills, they may

• make unsystematic and random language errors that may lead to misunderstanding;

Teachers should correct errors within the area of instruction rather than attempting to correct all errors. The latter leads to further frustration and an interruption in the thinking process of communication.

• exhibit social language skills in English that exceed language abilities necessary for academic success;

Some young people quickly learn conversational English and mimic the actions of their peers, yet may have difficulty reading and writing appropriately. Conversely, some students are able to read and write in English, yet may have difficulty speaking.

• exhibit limited but continuing progress in vocabulary, control of sentence structure, ability to read with comprehension, and the ability to express ideas;

It is important for teachers to continually provide opportunities for expansion of vocabulary and for use of vocabulary that has different meaning in specific contexts.

• generate language to ask and answer questions without being able to expand or explain; and

Teachers should provide opportunities for LEP students to learn how to ask and answer questions that do not have a “yes” or “no” answer.
require an extended period of time to translate information.

As LEP students move into the advanced level of language development and learning, they can begin to apply reading and writing skills to acquire information in academic areas and in real-life situations. These students may

- frequently choose to use more than one language to communicate;
  
  Teachers should learn to rephrase what the student has said in a correct model and focus on the use of English.

- exhibit oral fluency but still lack higher level, content-specific language and writing skills; and

- make inaccurate inferences from cultural, linguistic, and intellectual experiences.

**Teaching Strategies**

To support teachers in choosing effective strategies to use in working with Limited English Proficient students in their classes, the following suggestions are provided. It is important to remember that strategies may be introduced, extended, and expanded at all levels according to the interests and abilities of the learners.

At the beginning level, teachers may

- provide opportunities for students to hear and practice language in context with others;
  
  Remember that students need to listen to other students, other teachers, and people in the community to practice the sorting out of inflection, stress, intonation, and accent.

- provide a learning buddy or mentor;
  
  Peer support builds much needed friendships and understanding beyond academic areas.
• involve parents and community members; cultural exchange builds understanding;

• categorize words and ideas, which provides “hooks” for learning;

• use visual aids; label classroom items; match words with pictures, items, colors, and symbols;

  This helps students become familiar with physical areas of the school, for example, restrooms, the library, and the gym.

• provide opportunities for students to learn and respond to the usual classroom directions, for example, “raise your hand,” or “put your name in the upper-right-hand corner”; and

• use repetition and consistency in instructions and gestures.

At the intermediate level, teachers may

• set reachable goals and expect students to be accountable;

  Teachers should demonstrate the correct model and expectations in the initial stages of an assignment or project.

• encourage students to ask questions to clarify their understanding;

  Making mistakes is seen as a step in the learning process, not something to be avoided.

• obtain background information about language and culture to avoid embarrassing situations;

• speak clearly and at a normal pace with normal stress and intonation;

• check for understanding, as early clarification paves the way for success;

• present key words and ideas orally, on the chalkboard, and with the use of visual aids, before introducing new concepts; and
• use diaries, journals, or picture collages.
  
  As learners have opportunities to express themselves in various ways, anxiety lessens.

At the advanced level, teachers may

• provide examples when making assignments for book reports, class logs, lab reports, and research assignments; a visual goal helps with understanding;

• use cooperative learning groups; and

  Collaboration within the health education class and physical education class is a particularly useful instructional approach with students. For example, written and oral language develop, build, and “fine tune” from trial and error in collaborating groups. As students listen and participate, they learn to use gestures, tone, stress, and inflection to develop the “whole” of language, no matter what the content might be.

• ask students to explain what they have heard or read and where they have seen words, phrases, or situations; this provides opportunities for expanding ideas and oral expression.

Generally, and across all subject areas, teaching LEP students requires

• knowledge of language development and language acquisition;

• the ability to adapt content to students’ needs and levels of learning;

• a willingness to learn about cultural differences and similarities;

• flexibility and sensitivity;

• a philosophy that learning takes place in every situation and in every environment;
• a belief that everyone learns from mistakes and from one another; and

• an encouraging, nurturing attitude.

Understanding and being sensitive to the needs of students who are learning English as a second language is important. Using effective strategies to support them as they learn health education and physical education will help ensure an environment that will provide successful experiences for LEP students.

**Accommodating At-Risk Students**

Students at risk of leaving school before graduation are a special challenge to the classroom teacher. Poor academic performance, as measured by being overage for a particular grade, in conjunction with grade retention and traditional and alternative assessments, has been cited as an accurate indicator of which students may drop out of school. Students who have difficulty meeting the required academic performance levels and who fall behind their peers often see little possibility of catching up; they may be at a high risk of not graduating.

Teachers can raise the level of student motivation by consistently modeling interest in the subject, tasks, and class assignments. They can also create classroom activities in which at-risk students are more likely to be successful and are able to tap into their own intrinsic level of motivation.

**Teaching Strategies**

Some strategies that have been effective in targeting at-risk students are the following:

• offering limited choices when it comes to alternatives for homework or long assignments;

• using active learning situations such as games, projects, group work, discussions, experiments, board work, creative seat work, and simulations (for example, mock elections, role playing, trials, and plays);
• providing concrete rather than abstract instruction, for example, physical objects, pictures, maps, diagrams, and colors as well as stories and anecdotes, because loading instruction with many examples makes the lesson come to life;

• using puzzles, brain teasers, and games to help students learn facts and figures;

• using short tasks and assignments, which provide more opportunity for completion, giving at-risk students a sense of accomplishment;

• having students compare their current efforts to their previous work rather than to the work of other students;

• avoiding class announcements of poor performance; avoiding posting or calling out grades;

• avoiding situations in which individuals compete openly in class; using, instead, group competitions in which teams are carefully designed so that the at-risk student is likely to meet success;

• helping students to concentrate on the task and its completion rather than on the consequences of failure;

• helping students evaluate situations in which they have been successful; helping students analyze unsuccessful situations and determine why they were unsuccessful; helping students focus on the path to success;

• teaching test-taking skills and avoiding timed tests;

• giving pretests so that students can make positive posttest comparisons, thus treating tests as opportunities for assessing learning rather than measuring ability;

• creating pretesting structures, for example, by providing study guides and outlines and teaching note-taking and outlining skills; and
• providing immediate feedback on student work by circulating around the classroom and monitoring students’ efforts on the spot, and promptly returning homework, assignments, and exams.

At-risk students, faced with a problem they have difficulty solving, often give up and simply go on to the next problem, or worse yet, do not even try to solve the problem and end up selecting answers randomly. The ability to persist can be taught. To encourage at-risk students to persist, teachers might

• carefully monitor students at work, coaxing them to continue working and to keep at it;

• help students set objectives and goals that bring immediate results;

• help students see that each new, small success brings them closer to their goals and makes them stronger;

• use contract learning, in which students have limited choices that move them step by step toward completion of course objectives;

• offer make-up exams, credit for effort, extra credit options, and extra practice opportunities;

• offer opportunities to rewrite or correct until revisions are completed; and

• help students retrace their work to find errors, analyze problems, and reread portions they have skipped in order to answer the questions.

The Dropout Prevention Act of 1986, Section 230.2316, Florida Statutes, was enacted to authorize and encourage school boards to establish Dropout Prevention Programs. These programs are designed to meet the needs of students who are not effectively served by traditional programs in the public school system. This includes students who are unmotivated, unsuccessful, truant, pregnant and/or parenting, substance abusers, and disruptive, as well as those who are in shelters.
Strategies used in these programs that have been found to be effective could prove successful in a more traditional setting. These include

- instructional strategies and tools such as cooperative learning, computer-assisted instruction, authentic/alternative assessment, critical thinking, and graphic organizers;

- competency-based curriculum which allows students to work at their own pace;

- flexible scheduling or use of time;

  Students “declare” a schedule and attend, even though it may be beyond the traditional school day. Competency-based curriculum delivered through computer-assisted instruction is well suited to this strategy.

- career awareness and on-the-job training for employability skills;

- experiential learning and hands-on activities;

- mentoring and nurturing;

- course modifications;

  Course modifications allow at-risk students to compress or extend the period of time it takes to master material in a given course, to respond to a variety of assessments, to demonstrate mastery, and/or to be offered interdisciplinary or intradisciplinary units of instruction through the integration of more than one course description. This gives the overage-for-grade students an opportunity to catch up with their own grade peers.

- summer bridge programs;

  Summer bridge programs allow overage-for-grade students to catch up with their own grade peers by attending a rigorous summer session and then being promoted to the next grade level.
• collaborative teaching that combines two classes;
  In one model of collaborative teaching, the dropout prevention teacher furnishes expertise in course content, while the specific learning disability teacher offers expertise in course modification.

• thematic units in which teachers identify common themes and realign student performance standards to reflect the theme;
  In some models, teachers work together to identify aspects of their discipline that have commonalities; in other models, teachers work separately without any attempt to connect with other subject areas.

• peer counseling and student conflict mediation;
  One model pairs at-risk ninth graders with twelfth graders who are selected according to leadership skills and their potential to serve as role models, and who are trained in peer counseling strategies including listening, questioning, paraphrasing, and feedback. These older students also provide academic tutoring and use a variety of peer counseling strategies designed to help the ninth grader become successful in an academic curriculum that addresses social, individual, school, and family concerns; topics could include drug and alcohol abuse, family relations, academic motivation, and coping with stress.

• student support and assistance components, which serve students who are eligible for dropout prevention programs and who are in need of academic or behavioral support;
  Students are served in traditional classes through a flexible schedule of auxiliary services, including supplemental materials or alternative strategies to assist with course modification, behavior management, or alternative assessment. Instructional aides or case managers can also be used to support teachers, students, and parents.
• GED/HSCT Exit Option; and

This program allows currently enrolled, dropout-prevention students to earn a standard high school diploma by enrolling in courses for credit that lead to a standard high school diploma and work to master the individual course student performance standards. To enter the program, these students must be behind the class with whom they entered kindergarten and demonstrate probability for success on the GED through documentation of a high score on a standardized test; to complete the program, students must complete required courses and pass the HSCT and the GED tests.

• coordination with other agencies, such as social service, law enforcement, prosecutorial, and juvenile justice agencies as well as community-based organizations.

Putting These Ideas to Work

Current educational philosophy recommends that educators focus on developing a learning-centered curriculum, which includes a number of key ideas:

• The teacher is a facilitator (a “guide on the side” versus “the sage on the stage”).
• The student is a discoverer of knowledge within his or her learning community. This involves students listening to others and learning to filter information and draw conclusions, versus simply taking in a body of knowledge imparted by the teacher.
• The community is a rich resource.
• Real-world learning experiences help students apply knowledge and skills; this helps prepare them for daily living and future employment.

Using the curriculum frameworks as a guideline, local educators will make the final choices regarding how to teach the essentials. These choices will include the themes and topics by which to teach academic standards, the day-to-day content of instruction, the types of materials and resources used, and the teaching strategies that are appropriate for the individual needs of the students and for the teacher’s own strengths. The result of a thoughtfully designed curriculum is students who have the ability to achieve high academic standards and who can be better prepared to live as responsible, effective, and productive citizens within a global society.
Instruction that prepares students for the 21st century should focus on

• high academic standards with expectations of high achievement for every student;

• a learning-centered curriculum with the teacher as a facilitator of learning;

• learning based on constructing meaningful concepts from facts;

• learning health education and physical education in their real-world contexts;

• making connections within health education and physical education and with other content areas;

• relating health education and physical education to the students’ world;

• active, hands-on learning in classes and instructional areas;

• more student responsibility and choice;

• students inquiring, problem solving, conjecturing, inventing, producing, and finding answers;

• students working and learning cooperatively;

• accommodating individual student needs, whether cultural, developmental, or cognitive;

• infusing a multicultural perspective;

• expanding resources to include local and global communities;

• using technology to support instruction; and

• relating classroom learning to the skills students will need to function successfully in their communities, in the workplace, and in society.
Why should teachers try to connect health education and physical education to other subject areas? There are at least three compelling reasons for doing so. First, life does not occur in neat, subject-matter packets. A single incident, such as a hurricane, affects a region in many ways. It destroys homes, cultural resources, and businesses; damages the environment; upsets the economy; interrupts school and school programs; tests government emergency response policies; and demands immediate solutions to problems that will have a long-term aesthetic and economic impact upon the quality of life in a community. To address these complex issues, citizens must integrate and use knowledge and skills from a variety of subject areas. Second, making connections among subject areas creates a greater sense of meaning for students; for example, a process they learn in health education and physical education helps them better understand a concept in mathematics. Finally, today’s teachers face the challenge of an ever-expanding curriculum. Although the expansion of the curriculum results in part from important mandates from the state level, most of it results from the simple fact that information in the modern world is expanding at a phenomenal rate. This expansion of information underscores the importance of stressing connections among subject areas.
Curricular Connections and the Transfer of Learning

Connecting important concepts from different disciplines has a number of beneficial effects. One of the most important effects is that it facilitates the transfer of learning. A disappointing fact about education in America is that students frequently demonstrate that they understand something in one setting, but fail to understand the same concept in another setting. Educators refer to this occurrence as a lack of transfer of learning. For example, a student might show that he or she understands how to construct a well-organized paragraph when asked to describe it in a language arts class, but fails to see how that very concept applies to writing an essay in health education class. By forging connections among subject areas in the classroom, students have a better chance of recognizing that what they learn in school has applications beyond the classroom. This transfer of learning is illustrated in the following example:

Michael's fifth-grade class is about to begin a unit on first aid. Michael does not realize that what he learns in health education class that day will make a tremendous difference in the life of his best friend. Michael's teacher, Mr. Moskowitz, talks with the fifth graders about the appropriate ways to respond in emergency situations. He explains how important it is to remain calm, to keep an injured person still, and to seek help.

After school, Michael is absorbed in his health education homework when he hears tires squeal and a thud. He looks out his window and is shocked to see his best friend, Robert, lying in the street, his bicycle in a twisted heap on Michael's lawn. Michael runs outside and finds that although Robert is conscious, he is in a great deal of pain. The driver of the car wants to move Robert onto the grass, but Michael remembers Mr. Moskowitz' first aid instructions. He tells the driver that it is very important to keep Robert still and to call for medical help.

The driver uses his cellular phone to call an ambulance, while Michael tries to keep his friend calm. When the paramedics arrive, they congratulate Michael on his quick thinking. As they later discover, Robert had injured his spinal cord, and it would have been very risky to have tried to move him without trained medical support. Michael then realizes how important his health education unit on first aid actually had been.

Curricular connections also encourage teachers to work in a collaborative mode. Most teachers have heard the expression, “Teaching is one of the most isolated professions in the world.” Fortunately, it doesn't have to be. A physical education teacher who
decides to use content from science creates a reason to interact with the science teacher. The interaction among teachers from different content areas can take many forms, depending on the model that is being used for making curricular connections.

**Models for Curricular Connections in Instruction**

Several strategies will be overviewed in this chapter; curriculum developers and teachers may want to explore these strategies in greater depth. Four effective models of curricular connections are infusion, parallel instruction, multidisciplinary instruction, and transdisciplinary instruction. After further exploration of these models, individual school staff must determine whether any or all of these models will work in their setting.

**Infusion**

In infusion, a teacher in a given subject area integrates another subject area into his or her instruction.

High school students in Ms. Krueger’s physical education class are learning about the physical effects of substance abuse, specifically, the abuse of steroids. As part of their study, Mrs. Krueger invites two guest speakers to class: the psychology teacher and a professional athlete. The professional athlete shares what he has witnessed among other professional athletes with regard to steroid use. He says that high doses of anabolic steroids are often taken by athletes in an attempt to increase their muscle size and performance. He also relates examples of how even those whom he had considered friends began to exhibit unusual behavior as their steroid use continued. The psychology teacher then explains how steroid use can cause mood swings, extreme irritability, forgetfulness, and even psychotic behavior.

**Parallel Instruction**

In parallel instruction, teachers from different subject areas focus on the same theme, concept, or problem. Each discipline is taught separately, but teachers must plan together to identify the common element and determine how the concept, theme, or problem will be addressed in each subject area. Homework and assignments commonly vary from subject area to subject area, but all reflect the common theme, project, problem, or concept being addressed.
High school teachers decide to explore the theme of balance as it applies to the content areas of science, social studies, language arts, health education, physical education, the arts, and mathematics. Although each subject area deals with “balance” in different ways, teachers meet prior to the unit to collaborate on ways that the concept might be presented and to ensure that the concept will be reinforced in each subject area.

In science, students explore the importance of balance in nature and the environmental consequences that result when certain aspects of nature are not in balance. Specifically, students focus on clean air standards and methods of lowering levels of air particulates to maintain a healthy balance. Groups of students visit industrial sites in the area and measure levels of particulate matter in the air at these sites, noting prevailing winds and how these might affect air quality in their neighborhoods. Students present their findings to an EPA representative who had visited their class to speak about local efforts to keep the air clean.

Social studies teachers discuss the concept of checks and balances built into American government. Students also study how checks and balances are factors in creating the federal budget. The students contact the congressperson representing their area; she speaks to the social studies classes about her budgeting experiences as a member of the Ways and Means Committee.

In language arts, students are in the midst of studying persuasive techniques and debate. Topics for debates have “balance” as their focus; these include eliminating certain federal programs as a means of balancing the budget, hunting as a means of balancing predators and prey, the pros and cons of balancing school populations through enforced busing, and balancing environmentalists’ concerns with those of pleasure boaters on environmentally delicate intracoastal waterways.

Health education classes study the importance of balance in diet and exercise. Students keep track of their diets for a week and are surprised to note the differences between what they typically ate and a diet that follows the food guide pyramid. A panel consisting of a physician, psychologist, and dietitian from the local hospital speaks to health classes on food addictions and how imbalances in food-group intake can affect physical and emotional health. Physical education classes track whether their leisure time includes a balanced amount of exercise; they also track how exercise influences their emotional health.

The art teacher takes his students to the museum; students work in groups to identify and critique the use of balance and symmetry in a variety of artwork and sculpture they had seen during their field trip. Next, they design their own artwork to illustrate the concept of balance; these pieces are displayed throughout the building.
In mathematics, students investigate the concept of balance in a number of areas. One of these involves how balance is a critical factor that architects and engineers apply in the design of multilevel structures and bridges. Students also study how statisticians use measures of central tendency to display the balance and dispersion in sets of data. Students create drawings and graphs to demonstrate what they have learned; for example, one group gives a class presentation explaining the relationship between the size and depth of a foundation and the number of floors of a building.

Multidisciplinary Instruction

As with parallel instruction, within multidisciplinary instruction two or more subject areas address a common concept, theme, or problem. The subject areas are taught separately for the most part, but a common assignment or project links the various disciplines. Teachers must plan together to identify how the concept, theme, or problem will be addressed in each subject area, construct the common project, determine how the project will be divided among the subject areas, and determine how students will work together on the project.

As part of their middle school’s celebration of Earth Day, the sixth-grade health education, science, music, and language arts teachers collaborate on a common project. Specifically, they want students to learn and then demonstrate an understanding of the importance of environmental clean-up by writing and producing a research-based, original play to be presented to the student body.

Each teacher presents material and activities students could use as a basis for their script. Through the study of health, the students visit local landfills. Representatives from waste-hauling companies explain how the community’s waste is handled and how much recycling is actually taking place. In science, students conduct a “river watch,” assessing the amount of pollution in a local waterway and cleaning up refuse along the banks. In music, students create a song to be performed as the play opens; the musical work expresses their concerns for the environment and features sounds produced by objects that have been recycled during river watch clean-up efforts. In language arts, students work in groups to create the story line and write the script of the play based on all that they had learned. On Earth Day, the play is produced for the entire student body and is also videotaped for broadcast over the school’s cable network so that others in the community can benefit from seeing it.
Transdisciplinary Instruction

Within transdisciplinary instruction, two or more subject areas address a common concept, theme, or problem; however, the subject areas are presented in an integrated fashion. Classes in the subject areas meet at a common time; teachers integrate planning and team-teach all lessons. Commonly, a major project is the focus of the unit.

Science, social studies, health education, physical education, language arts, and vocational teachers with a common set of students develop and team-teach a three-week unit entitled The Good Life. Teachers meet during their common planning period to design meaningful content and experiences aimed at helping their students carefully consider and define their vision of “the good life.” The teachers conclude that students’ understanding of the material will be best assessed in two forms: as their final project, students are required to express their vision in writing and by designing a computer simulation of an ideal community.

Classes meet in four-hour blocks during the unit. To gain a historical and philosophical perspective on the topic, students read Utopian literature on various views of the good life. From their reading and class discussions, they learn what people of different cultures and historical periods defined as the good life. They learn about communities that tried but failed to create a Utopian society and consider why these communities were not successful.

Students also spend class time examining their families’ and communities’ values and how these contribute to their own vision of the good life. They study healthy lifestyles that contribute to the good life and the biological principles underlying healthy diet and exercise. They explore environmental concerns and the tradeoffs between environmental degradation and the good life. A city planner visits the class to explain how planning can contribute to health, happiness, and well-being. Students visit Celebration City, Disney World’s model community.

After thoroughly reviewing what they have learned, students work in groups to design computer simulations that depict their ideal community. Each student also writes a persuasive essay defining and defending his or her vision of the good life, citing evidence gathered during the unit as support.
Planning an Interdisciplinary Unit

One of the most effective ways to plan a unit that fosters connections is to focus on creating projects that involve content from different subject areas. As we have discussed, projects are a central part of both multidisciplinary and transdisciplinary instruction. Below is a simple three-step process that can be used to develop projects that forge curricular connections.

**Step #1: Select benchmarks from two or more subject areas that will be integrated into the project.**

For example, assume that a physical education teacher sets out to construct a project for fourth graders that incorporates a benchmark from physical education and a benchmark from science. She would first consult chapter 3 of this framework and select a benchmark. For example, she might select the following benchmark which can be found under the standard “The student demonstrates competency in many movement forms and proficiency in a few forms of physical activity.”

**Physical Education benchmark:** The student knows various techniques for throwing or catching different objects.

The teacher would then consult the framework for a second content area—science, for example. The teacher might choose the following benchmark which can be found under the science standard entitled “The student understands that the types of force that act on an object and the effect of that force can be described, measured, and predicted.”

**Science benchmark:** The student knows that the motion of an object is determined by the overall effect of all of the forces acting on the object.

These two benchmarks—one from physical education, one from science—would form the basis for the project. It is important to realize that all benchmarks must be selected with a great deal of attention to their relatedness. In other words, not all pairs of benchmarks make a good match. The two benchmarks depicted correlate because the concept described in the science benchmark can be applied to the skill described in the physical education benchmark. If a teacher tries to force a
connection between benchmarks from different content areas, the resulting project will be artificial and will run the risk of confusing students.

**Step #2: Identify an interesting question or questions that can be asked about the benchmarks that have been selected.**

One way to help students explore the relationship between benchmarks is to ask a question that will naturally integrate the benchmarks. The following is a list of useful questions to consider:

- What is the underlying pattern?
- How are these things similar and different?
- What groups can these things be put into? What rules or characteristics have been used to form groups?
- What conclusions can be formed about this information?
- What is the evidence for this position and how good is it?
- What specific rules are operating here? Based upon those rules, what must happen or what will probably happen?
- Are there errors in reasoning that have been made? Are there errors being performed in a process?
- Is there a hidden relationship here? What is the abstract pattern or theme that is at the heart of the relationship?
- Are there different perspectives on an issue that should be explored?
- Is there some new idea or new theory that should be described in detail?
- Is there something that happened in the past that should be studied?
- Is there a possible or hypothetical event that should be studied?
- Is there an obstacle that must be overcome?
- Is there a prediction that can be generated and then tested?
- Can this skill or process be used to accomplish something or better understand something?

**Note:** Adapted from Marzano, Pickering, McTighe. (1993). *Assessing Student Outcomes.*
To illustrate how a question from this list can be used, consider the two benchmarks that have been selected:

**Physical Education benchmark:** The student knows various techniques for throwing or catching different objects.

**Science benchmark:** The student knows that the motion of an object is determined by the overall effect of all of the forces acting on the object.

One question that seems to naturally address these benchmarks is “What specific rules are operating here?” In other words, how can the concepts of force and motion be applied to the learning and understanding of techniques for throwing and catching various objects?

**Step #3: Identify a product or products that incorporate the benchmarks that have been selected.**

With the content benchmarks selected and an interesting question identified, the next step is to identify the product or products that best suit the project. It is useful to consider four types of products: (1) conclusions, (2) processes, (3) artifacts, and (4) affective responses. It is important to remember that some products may not be applicable to all subject areas.

**Conclusions** are generalizations that have been constructed as a natural consequence of studying some issue or topic. For example, in health education, students might produce conclusions about the short-term and long-term effects of risky behavior, such as smoking. When students report their conclusions, they commonly are expected to provide evidence and support. This is usually done in the form of oral or written reports, videotapes, audiotapes, charts, and graphs.

**Processes** are sets of actions that are the natural consequences of solving a problem or accomplishing a goal. For example, in physical education, students might be asked to develop a process for scaling a wall. Processes are commonly demonstrated along with an explanation of how the process works and why it is effective. If the process cannot actually be demonstrated, it is sometimes simulated.
Artifacts are physical products that are natural outcomes of solving a problem or accomplishing a goal. For example, in physical education, students might be asked to design a mock-up or create blueprints for a machine that would help strengthen abdominal muscles.

Affective representations are illustrations of emotional responses that result from studying some issue. They take many forms including paintings, murals, dances, collages, sketches, personal essays, and dramatizations. Personal essays, dances, dramatizations, and collages might be used as products in health education or physical education. For example, in physical education, students might be asked after a playing a game of wheelchair basketball to describe in writing their feelings associated with playing the game.

Of these four types of products, a conclusion seems to be the one best suited for the project of applying concepts of force and motion to the learning and understanding of throwing and catching techniques. With the benchmarks selected, an interesting question identified, and a type of product selected, the teacher would then explain the project as a set of directions to the students. Those directions might read as follows:

We have been learning different ways of throwing and catching various kinds of objects in class. Now I want you to break into small groups to create a throwing and catching game. The game must involve a throw and a catch with the players standing at least ten feet apart. Each group will have to choose an object for their game. In order to choose which object will work the best for your game, you will have to experiment with at least five different types of throwing objects. It will help you if you think of the concepts of force and motion that you learned in science class. How does the weight of each object and the force you use to throw it affect the distance the ball travels? How are the throwing and catching techniques we have been practicing in class affected by the amount of force you use when you throw the ball? What are the ways in which you can use less force or more force to make the ball go faster or slower? As you experiment with throwing different kinds of objects, I want you to graph your results based on the criteria you select for your game. You will use your graphs to help you determine which object will be best to use in the game you have created. After all of the groups have created their games, each group will teach its game to the class.
As this example illustrates, creating a project that involves benchmarks from different subject areas is a complex process. However, it is worth the effort in terms of student motivation and learning.

**Key Chapter Points**

- There are four basic ways in which curricular connections can be forged: infusion, parallel instruction, multidisciplinary instruction, and transdisciplinary instruction.
- A three-step process can be used for constructing projects that forge curricular connections.
- Curricular connections make learning more meaningful for students.
Chapter 6: Assessment

CHAPTER HIGHLIGHTS

• The Assessment Process
• Different Types of Classroom Assessment
• The Use of Assessment Rubrics
• The Florida Writes Rubrics

Assessment of student academic achievement is a fundamental component of Florida’s school improvement and accountability initiative. Assessment provides essential information on the effectiveness of our reform efforts and on the level of student achievement of Florida’s academic standards. Assessment processes are varied and include the use of standardized tests as well as other formal and informal methods to build a web of useful information about student achievement.

Florida schools will be held accountable for student achievement through the collection and analysis of academic assessment information from the state, district, school, and classroom levels and the public reporting of results. One highly visible part of the education accountability program will be a statewide, externally mandated assessment system measuring student progress in reading, writing, and mathematics in a context of high-level thinking and problem solving. This state test will provide an external “spot check” on the first four standards of Goal 3. This system will be criterion referenced and will include performance-oriented items. It will be administered at three levels: elementary, middle, and high school.

A statewide assessment program, however, is not adequate by itself to provide all of the information on student knowledge and skills needed at the local level. This can only be provided through the proper use of classroom assessment procedures. The focus of this chapter is classroom assessment, one of the teacher’s most complex and most important responsibilities. This chapter presents overviews of various strategies
for classroom assessment, all of which curriculum and assessment developers and teachers should explore in greater depth, through other more-detailed sources.

**Classroom assessment** refers to the tasks, activities, or procedures designed to obtain accurate information about student academic achievement. Assessment helps answer these questions: What do students know and what are they able to do? Are the teaching methods and strategies effective? What else can be done to help students learn?

Classroom assessment activities should be systematic, ongoing, and integrated into the process of instruction and learning. This dynamic relationship results in a continuous process of refining goals as the teacher works with the entire class and individual students. In fact, the term *assessment* comes from the Latin *assidere*, which means “to sit beside.” This meaning creates a picture of the teacher and the student working together to continually improve the processes of teaching and learning. To assess also means to analyze critically and judge definitively. This meaning emphasizes the teacher’s responsibility to make judgments about students’ achievement based on careful consideration of obtained information.

Authenticity in classroom assessment activities is desired whenever possible. That is, assessment activities should not only examine simple recognition or recall of information, but should also determine the extent to which students have integrated and made sense of information, whether they can apply it to situations that require reasoning and creative thinking, and whether they can use their knowledge of health education and physical education to communicate their ideas. Using authentic (i.e., realistic) assessment activities will help reveal whether or not students have learned to do these things. One of the most effective ways to assess students’ progress in health education and physical education is to observe whether or not students’ behavior supports or improves their health and overall physical fitness. The strategies presented in this chapter will encourage the linkage of curriculum, instruction, and assessment.

**The Assessment Process**

In recent years, our knowledge of how students learn has increased; for example, we have learned that students acquire knowledge and skills in widely diverse ways. Knowing this, however, only serves to increase the complexity of student assessment. Because all students do not learn in the same way and because increasing numbers of
our students come to school from situations that seriously affect their prospects for success, innovative approaches to instruction and assessment are needed to meet their needs.

The process of assessment is not complete without the communication of results. Timely feedback from assessment is important to positively influence student performance and instruction. Comments about student progress may be formal or informal and should emphasize what students have done successfully and what they have achieved. The process should include opportunities for the student to comment on his or her own progress and for the student’s family to be involved in and informed about the assessments. Summary results of classroom assessments should be shared with other educators, citizens, and decision makers, where appropriate, and used by educators to improve instruction.

Different Types of Classroom Assessment

The unique nature of health education and physical education calls for using multiple forms of assessment to clearly evaluate each student’s progress as well as the impact of instructional strategies. The task of teachers and assessment specialists is to use the most effective and valid forms of assessment for the particular educational setting, for the type of knowledge, skill, or ability being assessed, and for the individual student. Developing a variety of assessment options allows the teacher to match the assessment to the student’s ability to demonstrate knowledge to verify that learning has taken place.

Even when a variety of options is available, modifications for specific students may also be necessary. Modifications that are made in the classroom for the instruction of special needs students often can be applied to assessment procedures. For example, it may be more effective to allow a student the opportunity to give an oral presentation rather than a written report.

When written tests are used to assess student performance, test administration can be modified in a variety of ways, including flexible scheduling and flexible settings. Students may perform better if not hampered by artificial time limits or disrupted by other students in the class. Using a revised format that may allow the student to listen to test questions rather than read them can also improve performance for students with reading disabilities. Recording answers or performances via audiotape
or computer programs may help a student demonstrate competency under less stressful circumstances.

Assessment techniques overlap and blend together. Using several forms of assessment provides a broader and more comprehensive picture of the learning and teaching of health education and physical education. Educators are encouraged to select from among the many innovative assessment strategies available, a number of which are described below.

**Traditional Assessment**

Traditional assessment is a term often used to describe the means of gathering information on student learning through techniques such as multiple-choice, fill-in-the-blank, matching, or true/false questions, and essays. These approaches are particularly useful in assessing students knowledge of information, concepts, and rules.

Because factual knowledge of information is one important aspect of health education and physical education, carefully designed multiple-choice, true/false, and matching questions can enable the teacher to quickly assess the building blocks of the health education and physical education curriculum. Examples of such skills include the following: Can the student recognize important terms, relationships, and symbols? Does the student recognize how knowledge is organized into patterns, how generalizations are formed from evidence, how events are understood in chronological order, how frames of reference inform decision making, and how predictions can be made from data?

However, effective assessment evaluates knowledge of facts as well as their connection to a broader body of knowledge. Proficiency in health education and physical education depends on the ability to know and integrate facts into larger constructs.

**Assessment alternatives**

There are many “alternatives” to traditional assessment that can be used to broaden the scope of the teacher’s classroom assessment activities. In some of these alternative assessment forms, students perform self-evaluations of their work. In others, teachers
make informal observations about a student's knowledge, skills, and performance that relate to subject-area topics.

The following list of alternative assessment techniques is by no means exhaustive. New assessment techniques are continually being developed to measure students' progress toward achieving new academic performance standards and benchmarks.

**Performance assessments** require the student to create a product or construct a response that demonstrates a skill or an understanding of a process or concept. Performance assessments are commonly presented to students as projects that are done over an extended period of time and require that students locate, gather, organize, interpret, and present information. Typically, the project or product of the assessment is rated by the teacher or team of teachers using clearly delineated criteria.

For their assignment on the environment and health, Claire and Istevan create a collage depicting the effects of water pollution in the community. They use newspaper articles, magazine photographs, and information from published reports. They present the collage to the class, explaining the sources of water pollution in the community, how water pollution can affect community health, and actions the public can take to reduce water pollution in their communities. Their second-grade teacher, Mrs. Banks, assesses their collage and their class presentation based on how well Claire and Istevan have demonstrated their understanding of how community issues can affect individual health.

**Authentic assessments** are a form of performance assessment structured around a real-life problem or situation. Although traditional multiple-choice questions can describe real-life situations, the term "authentic assessment" usually is applied to performance assessments.

Mr. Weir's tenth-grade health class arranges for a health insurance administrator to hold a discussion with his class about the issues associated with selecting a family health insurance policy. After the guest speaker's visit, Mr. Weir gives his students descriptions of various family situations, including information about the ages and activities of the family members, family health histories, and income level. Working in pairs, the students choose an appropriate health care policy based on the information they learned from the guest speaker and their research of locally available policies. Reginald and Jordan research a plan for a two-parent, low-income family with three children, one of whom has diabetes. After establishing criteria for selecting
Teacher observation is a form of data collection in which the instructor observes students performing various activities without interrupting the students’ work or thoughts. Teachers use checklists, rating scales, or notebooks to record their judgment about students’ competence in specific standards or benchmarks.

Mrs. Mehlbach observes Nicole’s form in a volleyball forearm pass and uses a checklist to record her positioning, approach to the ball, contact with the ball, and follow-through.

Interviews require students to respond verbally to specific oral questions. The instructor asks questions, interprets answers, and records results. This form of assessment also allows a teacher to discuss student answers, to probe for more complete responses, and to identify misconceptions so they can be corrected. Correction should be postponed until the interview is completed to encourage the free flow of ideas and to reduce student apprehension.

After his students formulate individualized wellness plans, Mr. Reyes interviews each student to learn how he or she has integrated the wellness concepts taught in ninth-grade health education class into personal lifestyle choices. During his interview with Charisse, Mr. Reyes is pleased with her choices for nutrition goals but asks her to explain the factors that influenced her inclusion of a swimming program in her wellness plan. Charisse tells him that she recently had arthroscopic surgery on her knees, and swimming will allow her to remain physically active without putting too much pressure on her knee joints. As she listens to Charisse’s responses, Mr. Reyes assesses her understanding of concepts related to injury prevention and physical fitness. Her responses let Mr. Reyes know that Charisse understands the importance of accounting for physical limitations in her wellness plan.

Conferencing involves a two-way dialogue between a teacher and students or among students for the purpose of evaluating progress on a specific standard or benchmark or on a project.

As a ballet dancer, Heather is concerned about the effects of eating disorders on young dancers. After a unit on mental and emotional health, Heather meets with Mrs. Steiner, her sixth-grade
teacher, to discuss her concerns about what she perceives to be a growing number of teenage girls suffering from eating disorders. Mrs. Steiner suggests that Heather incorporate this interest into a class assignment. Heather and Mrs. Steiner brainstorm together to develop a project. Heather comes up with the idea of making a presentation on the dangers of eating disorders to the class. Mrs. Steiner recommends that Heather contact local health professionals to get information about the physiological effects of eating disorders on growth and development. After her conference with Heather, Mrs. Steiner makes notes on Heather’s ability to apply concepts taught in class to issues directly affecting members of her peer group.

Self-assessment enables students to examine their own work and reflect upon their accomplishments, progress, and development. The teacher may supply the student with assessment criteria or assist students in developing their own. This form of assessment assists students in developing the critical thinking and evaluative skills that lead to effective problem solving and independent learning.

Mr. Jupiter videotapes Paul as he practices his golf swing. Paul watches the tape to assess his own progress. He discovers that his hand position is incorrect, so he works with Mr. Jupiter to learn some techniques for improvement.

Peer assessment involves students evaluating each other’s work using objective criteria. It requires students to reflect on the accomplishments of their classmates. By assessing others’ work, students often see alternative reasoning patterns and develop an appreciation for diverse ways of approaching and solving problems.

Students in Mrs. Fielding’s fourth-grade class develop an evaluation system for critiquing each other’s reports on sun-protection techniques. LaDonna uses a checklist to evaluate Tyrone’s report, based on the criteria established by the class. Did Tyrone include information about sunscreens and eye protection? Did he discuss ways to prevent sunburn and ways to treat sunburns? Did he talk about the health risks that come from too much exposure to the sun?

Portfolio assessment is a purposeful collection of a student’s work that provides a long-term record of the student’s best efforts, progress, and achievement in a given area. Materials included may be decided on by the student, the teacher, or both.
Depending on the intent, portfolios can serve as the basis for assessing individual student growth over time on given standards and benchmarks, or for assessing learning specific to the objectives addressed in a theme or unit. It is important to note that, although a portfolio can be used as an effective instructional tool, its use as an assessment tool demands a clear understanding of purpose, specification of the desired portfolio contents, and a definition of the methods of rating the individual components of the portfolio.

Kevin wants to put together a portfolio on aquatic sports for Mr. Racine's twelfth-grade swimming class, but he is unsure what to include. Mr. Racine suggests he include some photographs from his swim team meets. That suggestion sparks an idea in Kevin, who decides to focus his portfolio on water safety skills. He includes descriptions of tasks he had completed in his Water Safety Instructor training and posters he had made for elementary school classrooms about water safety techniques. Kevin writes an introductory statement in which he describes how he achieved the goal he set to become a lifeguard, including the course work he completed and the improvements he made in his swimming proficiency. Mr. Racine also writes an evaluation of the portfolio in which he assesses the progress Kevin has made this term in swimming class.
FLORIDA CURRICULUM FRAMEWORK

What could go into a health education or physical education portfolio?

A portfolio should capture the richness, depth, and breadth of a student’s learning within the context of the instruction and the learning that takes place in the classroom. Elements of a portfolio can be stored in a variety of ways; for example, they can be photographed, scanned into a computer, or videotaped. The possible elements of a portfolio include the following selected student products:

**Written Presentations**
- expressive (diaries, journals, writing logs)
- transactional (letters, surveys, reports, essays)

**Performances**
- role playing, drama
- dance/movement

**Representations**
- maps
- graphs
- dioramas
- models
- mock-ups
- displays
- bulletin boards
- charts
- replicas

**Visual and Graphic Arts**
- murals
- paintings
- storyboards
- drawings
- posters
- sculpture
- cartoons
- mobiles

**Media Presentations**
- videotapes
- films
- audiotapes
- slides
- photo essays
- print media
- computer programs

**Oral Presentations**
- debates
- addresses
- discussions
- mock trials
- monologues
- interviews
- speeches
- broadcasts
Journals are a form of record keeping in which students respond in writing to specific probes or questions from the teacher. The probes focus student responses on knowledge or skill specific to a standard or benchmark. Journals of accomplishments can also be used informally to assess the development of writing skills. As with portfolios, whether a journal becomes an assessment tool depends upon how it is organized and evaluated.

Mr. Nakaya asks his middle-school students to set skills goals as they practice track-and-field events. Michael wants to improve his times on the 100-meter dash so that he can join the track team next spring. He records his time trials in his journal so that he can assess his own progress. Mr. Nakaya also checks Michael’s journal periodically to see how Michael’s times are improving.

The Use of Assessment Rubrics

An assessment rubric is a set of rules used to rate a student’s proficiency on performance tasks (for example, essays, short-answer exercises, projects, and portfolios). Rubrics can be thought of as scoring guides that permit consistency in assessment activities. A rubric often consists of a fixed scale describing levels of performance and a list of characteristics describing performance for each of the points on the scale. Rubrics provide important information to teachers, parents, and others interested in what students know and can do. Most often, scoring rubrics are developed by a teacher or team of teachers, but it may be desirable in some instances to involve students in the creation of the rubrics. Different scoring rubrics are usually developed for each assessment activity, although if the activities are similar enough, a single rubric can be applied.

For an example of a carefully developed six-point scoring rubric for use in a writing performance assessment, see the Florida Writes rubrics at the end of this chapter and see publications describing the Florida Writes statewide assessment program. Less formal rubrics that might be used with an elementary school classroom assignment are shown in the following example:

Fifth-grade students in Ms. Smith’s classroom are studying food and nutrition. The instructional unit will stress the importance of eating nutrient-dense foods and the impact of natural and artificial sweeteners, salts, preservatives, and fats. Ms. Smith will use traditional tests to measure students’ factual knowledge. However, she also wants students to demonstrate
their ability to prepare a healthy snack food, to speak effectively to classmates, and to prepare a written report of the project. With the students' involvement, agreement is reached that the class assignment will be to prepare, at home, a healthy snack food and bring it to class for demonstration, tasting, and student evaluation. Each student must provide a sufficient quantity of the snack for all students and must make a verbal presentation describing the recipe and what makes the snack "healthy." A final written report will be completed after all foods have been tasted and evaluated by the students.

The teacher creates a five-category checklist to be used to monitor whether each student performs all required dimensions of the assignment. She also creates five-point scoring rubrics to evaluate the proficiency of each student's class presentation and written report.

The simple checklist might look like this:

<table>
<thead>
<tr>
<th></th>
<th>( ) Yes ( ) No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Snack presented on schedule?</td>
<td></td>
</tr>
<tr>
<td>Recipe completed and shared?</td>
<td>( ) Yes ( ) No</td>
</tr>
<tr>
<td>Sufficient quantity of snack?</td>
<td>( ) Yes ( ) No</td>
</tr>
<tr>
<td>Speech delivered to class?</td>
<td>( ) Yes ( ) No</td>
</tr>
<tr>
<td>Paper completed on time?</td>
<td>( ) Yes ( ) No</td>
</tr>
</tbody>
</table>
Teacher Rubrics

Three simple five-point scoring rubrics are presented here as examples of how teachers might evaluate three important elements of the classroom verbal presentation. These rubrics have specific descriptions only at the extremes and mid-point. A “4” and a “2” can be used to indicate performances that fall between these extremes.

Element 1, Speech Organization

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well organized; logical; maintained audience interest; important facts included.</td>
<td>5</td>
</tr>
<tr>
<td>Some disorganization of content or some content omitted; audience generally interested in flow of ideas; most important facts present.</td>
<td>3</td>
</tr>
<tr>
<td>Little relevant content; disorganized; difficult to understand; audience not interested.</td>
<td>1</td>
</tr>
</tbody>
</table>
Element 2, Speech Presentation

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent presentation; little use of notes; excellent eye contact and speaking volume; articulation correct at all times.</td>
<td>5</td>
</tr>
<tr>
<td>A few distracting hand/body movements; usually maintained eye contact and adequate speaking volume; articulation generally correct.</td>
<td>4</td>
</tr>
<tr>
<td>Poor eye contact; distracting hand/body movements; volume poor; articulation inadequate.</td>
<td>3</td>
</tr>
</tbody>
</table>

Element 3, Material Content of Speech

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates a thorough understanding of concepts and facts related to nutrition and health; provides insights into the importance of proper nutrition; connects health and nutritional information to other subject areas.</td>
<td>5</td>
</tr>
<tr>
<td>Displays a complete and accurate understanding of the concepts and facts related to nutrition and health.</td>
<td>4</td>
</tr>
<tr>
<td>Demonstrates severe misconceptions about the concepts and facts related to nutrition and health.</td>
<td>3</td>
</tr>
</tbody>
</table>

Similar scoring rubrics would be necessary to evaluate the written report required of each student.
**Student Rubrics**

Students may also be asked to evaluate their own presentations. The rubrics created by the teacher can be rewritten as self-assessment rubrics for students so that students have the opportunity to evaluate their own performances on a scale similar to their teacher’s. The three student self-assessment rubrics presented below and on the following page have been modified from the above rubrics.

Element 1, Speech Organization

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>My speech was well organized and logical; I kept the interest of the audience; I included the important facts.</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td>My speech was sometimes disorganized; sometimes I forgot to mention some important facts; the audience was generally interested in my speech; I included the most important facts.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td>My speech wasn’t very organized and I didn’t mention the important facts. The audience didn’t seem to be interested.</td>
<td>1</td>
</tr>
</tbody>
</table>
### Element 2, Speech Presentation

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>I felt really good about my presentation; I rarely used notes; I kept eye</td>
<td>5</td>
</tr>
<tr>
<td>contact with the audience; everyone was able to hear and understand me as</td>
<td></td>
</tr>
<tr>
<td>I spoke.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td>I felt good about my presentation; I usually made eye contact with the</td>
<td>3</td>
</tr>
<tr>
<td>audience; most of the time the audience could hear and understand me.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td>I didn’t look at the audience as I spoke; the audience couldn’t really hear</td>
<td>1</td>
</tr>
<tr>
<td>me or understand me.</td>
<td></td>
</tr>
</tbody>
</table>

### Element 3, Material Content of Speech

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand the concepts and facts related to nutrition and health; I</td>
<td>5</td>
</tr>
<tr>
<td>understand the importance of proper nutrition; I know how health and</td>
<td></td>
</tr>
<tr>
<td>nutritional information can be used in my other classes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td>I understand the concepts and facts related to nutrition and health.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td>I don’t really understand the concepts and facts related to nutrition and</td>
<td>1</td>
</tr>
<tr>
<td>health.</td>
<td></td>
</tr>
</tbody>
</table>
The Florida Writes Rubrics

Another kind of rubric is used by the Florida Writes writing assessment program to assess the quality of student writing. Teachers can use this rubric to assess writing in health education and physical education classrooms and to prepare students for success on the state writing assessment. These rubrics are presented on the following pages.
### Florida Writes Rubric: Grade 4

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6 Points</strong></td>
<td>The writing is focused on the topic, has a logical organizational pattern (including a beginning, middle, conclusion, and transitional devices), and has ample supporting ideas or examples. The paper demonstrates a sense of completeness or wholeness. The writing demonstrates a mature command of language, including precision in word choice. Subject/verb agreement and verb and noun forms are generally correct. With few exceptions, the sentences are complete, except when fragments are used purposefully. Various kinds of sentence structures are used.</td>
</tr>
<tr>
<td><strong>5 Points</strong></td>
<td>The writing is focused on the topic with adequate development of supporting ideas. There is an organizational pattern, although a few lapses may occur. The paper demonstrates a sense of completeness or wholeness. Word choice is adequate but may lack precision. Most sentences are complete, although a few fragments may occur. There may be occasional errors in subject/verb agreement and in standard forms of verbs and nouns, but not enough to impede communication. The conventions of punctuation, capitalization, and spelling are generally followed. Various kinds of sentence structures are used.</td>
</tr>
<tr>
<td><strong>4 Points</strong></td>
<td>The writing is generally focused on the topic, although it may contain some extraneous or loosely related information. An organizational pattern is evident, although lapses may occur. The paper demonstrates a sense of completeness or wholeness. In some areas of the response, the supporting ideas may contain specifics and details, while in other areas, the supporting ideas may not be developed. Word choice is generally adequate. Knowledge of the conventions of punctuation and capitalization is demonstrated, and commonly used words are usually spelled correctly. There has been an attempt to use a variety of sentence structures, although most are simple constructions.</td>
</tr>
<tr>
<td><strong>3 Points</strong></td>
<td>The writing is generally focused on the topic, although it may contain some extraneous or loosely related information. Although an organizational pattern has been attempted and some transitional devices have been used, lapses may occur. The paper may lack a sense of completeness or wholeness. Some supporting ideas or examples may not be developed with specifics and details. Word choice is adequate but limited, predictable, and occasionally vague. Knowledge of the conventions of punctuation and capitalization is demonstrated, and commonly used words are usually spelled correctly. There has been an attempt to use a variety of sentence structures, although most are simple constructions.</td>
</tr>
</tbody>
</table>
Florida Writes Rubric: Grade 4 (continued)

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Points</td>
<td>The writing may be slightly related to the topic or may offer little relevant information and few supporting ideas or examples. The writing that is relevant to the topic exhibits little evidence of an organizational pattern or use of transitional devices. Development of supporting ideas may be inadequate or illogical. Word choice may be limited or immature. Frequent errors may occur in basic punctuation and capitalization, and commonly used words may be frequently misspelled. The sentence structure may be limited to simple constructions.</td>
</tr>
<tr>
<td>1 Point</td>
<td>The writing may only minimally address the topic because there is little, if any, development of supporting ideas, and unrelated information may be included. The writing that is relevant to the topic does not exhibit an organizational pattern; few, if any, transitional devices are used to signal movement in the test. Supporting ideas may be sparse, and they are usually provided through lists, clichés, and limited or immature word choice. Frequent errors in spelling, capitalization, punctuation, and sentence structure may impede communication. The sentence structure may be limited to simple constructions.</td>
</tr>
</tbody>
</table>
| Unscorable      | The paper is UNSCORABLE because  
• the response is not related to what the prompt requested the student to do.  
• the response is simply a rewording of the prompt.  
• the response is a copy of a published work.  
• the student refused to write.  
• the response is illegible.  
• the response is incomprehensible (words arranged in such a way that no meaning is conveyed).  
• the response contains an insufficient amount of writing to determine if the student was attempting to address the prompt.  
• the writing folder is blank. |
Florida Writes Rubric: Grade 8

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 Points</td>
<td>The writing is focused, purposeful, and reflects insight into the writing situation. The paper conveys a sense of completeness and wholeness with adherence to the main ideas, and its organizational pattern provides for a logical progression of ideas. The support is substantial, specific, relevant, concrete, and/or illustrative. The paper demonstrates a commitment to and an involvement with the subject, clarity in presentation of ideas, and may use creative writing strategies appropriate to the purpose of the paper. The writing demonstrates a mature command of language (word choice) with freshness of expression. Sentence structure is varied, and sentences are complete except when fragments are used purposefully. Few, if any, convention errors occur in mechanics, usage, and punctuation.</td>
</tr>
<tr>
<td>5 Points</td>
<td>The writing focuses on the topic, and its organizational pattern provides for a progression of ideas, although some lapses may occur. The paper conveys a sense of completeness or wholeness. The development of the support is ample. The writing demonstrates a mature command of language, including precision in word choice. There is variation in sentence structure, and, with rare exceptions, sentences are complete except when fragments are used purposefully. The paper generally follows the conventions of mechanics, usage, and spelling.</td>
</tr>
<tr>
<td>4 Points</td>
<td>The writing is generally focused on the topic but may include extraneous or loosely related material. An organizational pattern is apparent, although some lapses may occur. The paper exhibits some sense of completeness or wholeness. The support, including word choice, is adequate, although development may be uneven. There is little variation in sentence structure, and most sentences are complete. The paper generally follows the conventions of mechanics, usage, and spelling.</td>
</tr>
<tr>
<td>3 Points</td>
<td>The writing is generally focused on the topic but may include extraneous or loosely related material. An organizational pattern has been attempted, but the paper may lack a sense of completeness or wholeness. Some support is included, but development is erratic. Word choice is adequate but may be limited, predictable, or occasionally vague. There is little, if any, variation in sentence structure. Knowledge of the conventions of mechanics and usage is usually demonstrated, and commonly used words are usually spelled correctly.</td>
</tr>
</tbody>
</table>
Florida Writes Rubric: Grade 8

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Points</td>
<td>The writing is related to the topic but includes extraneous or loosely related material. Little evidence of an organizational pattern may be demonstrated, and the paper may lack a sense of completeness or wholeness. Development of support is inadequate or illogical. Word choice is limited, inappropriate, or vague. There is little, if any, variation in sentence structure, and gross errors in sentence structure may occur. Errors in basic conventions of mechanics and usage may occur, and commonly used words may be misspelled.</td>
</tr>
<tr>
<td>1 Point</td>
<td>The writing may only minimally address the topic. The paper is a fragmentary or incoherent listing of related ideas or sentences or both. Little, if any, development of support or an organizational pattern or both is apparent. Limited or inappropriate word choice may obscure meaning. Gross errors in sentence structure and usage may impede communication. Frequent and blatant errors may occur in the basic conventions of mechanics and usage, and commonly used words may be misspelled.</td>
</tr>
</tbody>
</table>
| Unscorable | The paper is UNSCORABLE because  
  - the response is not related to what the prompt requested the student to do.  
  - the response is simply a rewording of the prompt.  
  - the response is a copy of a published work.  
  - the student refused to write.  
  - the response is illegible.  
  - the response is incomprehensible (words are arranged in such a way that no meaning is conveyed).  
  - the response contains an insufficient amount of writing to determine if the student was attempting to address the prompt.  
  - the writing folder is blank. |
Florida Writes Rubric: Grade 10

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 Points</td>
<td>The writing is focused and purposeful, and it reflects insight into the writing situation. The organizational pattern provides for a logical progression of ideas. Effective use of transitional devices contributes to a sense of completeness. The support is substantial, specific, relevant, and concrete. The writer shows commitment to and involvement with the subject and may use creative writing strategies. The writing demonstrates a mature command of language with freshness of expression. Sentence structure is varied, and few, if any, convention errors occur in mechanics, usage, punctuation, and spelling.</td>
</tr>
<tr>
<td>5 Points</td>
<td>The writing is focused on the topic, and its organizational pattern provides for a logical progression of ideas. Effective use of transitional devices contributes to a sense of completeness. The support is developed through ample use of specific details and examples. The writing demonstrates a mature command of language, and there is variation in sentence structure. The response generally follows the conventions of mechanics, usage, punctuation, and spelling.</td>
</tr>
<tr>
<td>4 Points</td>
<td>The writing is focused on the topic and includes few, if any, loosely related ideas. An organizational pattern is apparent, and it is strengthened by the use of transitional devices. The support is consistently developed, but it may lack specificity. Word choice is adequate, and variation in sentence structure is demonstrated. The response generally follows the conventions of mechanics, usage, punctuation, and spelling.</td>
</tr>
<tr>
<td>3 Points</td>
<td>The writing is focused but may contain ideas that are loosely connected to the topic. An organizational pattern is demonstrated, but the response may lack a logical progression of ideas. Development of support may be uneven. Word choice is adequate, and some variation in sentence structure is demonstrated. The response generally follows the conventions of mechanics, usage, punctuation, and spelling.</td>
</tr>
<tr>
<td>2 Points</td>
<td>The writing addresses the topic but may lose focus by including extraneous or loosely related ideas. The organizational pattern usually includes a beginning, middle, and ending, but these elements may be brief. The development of the support may be erratic and nonspecific, and ideas may be repeated. Word choice may be limited, predictable, or vague. Errors may occur in the basic conventions of sentence structure, mechanics, usage, and punctuation, but commonly used words are usually spelled correctly.</td>
</tr>
</tbody>
</table>
Florida Writes Rubric: Grade 10 (continued)

| 1 Point | The writing addresses the topic but may lose focus by including extraneous or loosely related ideas. The response may have an organizational pattern, but it may lack a sense of completeness or closure. There is little, if any, development of the support, and the support may consist of generalizations or fragmentary lists. Limited or inappropriate word choice may obscure meaning. Frequent and blatant errors may occur in the basic conventions of sentence structure, mechanics, usage, and punctuation, and commonly used words may be misspelled. |
| Unscorable | The paper is UNSCORABLE because  
• the response is not related to what the prompt requested the student to do.  
• the response is simply a rewording of the prompt.  
• the response is a copy of a published work.  
• the student refused to write.  
• the response is illegible.  
• the response is incomprehensible (words are arranged in such a way that no meaning is conveyed).  
• the response contains an insufficient amount of writing to determine if the student was attempting to address the prompt.  
• the writing folder is blank. |
KEY CHAPTER POINTS

• Assessment processes seek to measure students’ acquisition and application of skills and all aspects of knowledge and its connections.

• Assessment activities in the classroom and in instructional areas should be integral, ongoing parts of the instruction and learning process.

• Teachers should use a variety of assessment methods and modifications to address different learning styles and student needs.

• Teachers have a wide variety of options for collecting information on the degree to which students have acquired and can apply knowledge and skills specific to health education and physical education.

• Assessment activities will produce useful information to the degree that they are carefully planned, well organized, and consistently applied.

• Accurate assessment of student achievement provides a sound basis for classroom instructional decisions.
Chapter 7: The Learning Environment

**CHAPTER HIGHLIGHTS**

- Design of Facilities
- Safety
- Scheduling
- Learning Resources
- Selection of Materials
- Using Technology
- Snapshot of an Effective Health Education Class
- Snapshot of an Effective Physical Education Class

**Goal 4:** School boards provide a learning environment conducive to teaching and learning.

*Florida’s System of School Improvement and Accountability*

Twenty-first-century classrooms envisioned by Florida’s education reform initiative allow students to experience learning in its real-world context. These active learning environments extend beyond the four walls of the classroom into the home, the local community, and even the larger global community. Teachers are encouraged to incorporate more community projects and more interaction with their local communities. For example, teachers may provide opportunities for students to participate in job-shadowing programs with community leaders and members of the business community. Local citizens may be invited into classrooms to share knowledge, skills, or ideas, or to participate in classroom projects. When the school, the home, and the community cooperate, students can become fully prepared for lifelong participation in healthy and physically active social interaction. In addition, the school site can become a focal point for the collaboration of the entire community. Local districts might choose to establish a full-service school that will provide families with services that contribute to individual wellness. Such services might
include a health clinic, a physical fitness center, counseling, job referral, and continuing education courses. Students may also have direct access to the global community via computers, satellite transmissions, teleconferencing, and other technology, enabling them to work with other students and experts across the state, in other states, or in other countries.

**Design of Facilities**

There are many factors to consider in designing a physical environment that facilitates the most effective learning. The ideal health education classroom is inviting. It has enough space for the free and flexible movement needed for a wide variety of learning approaches, such as cooperative learning, project work, and learning centers. Classroom furnishings may consist simply of tables and chairs, or desks and work areas that can be arranged and rearranged. The acoustics need to facilitate both classroom interaction and quiet time for reflection. Classrooms should have adequate storage and security for equipment and supplies; special consideration should be given to the proper storage of computers and other special equipment. In addition, classrooms should have appropriate technology support facilities, such as network access ports and electrical power outlets with ground fault circuit interruption protection. Teachers also need a carefully designed space for research, planning, collaboration with other teachers, and reflection. The elements considered in the physical design of classrooms can apply in designing the teacher’s space as well.

Planners should carefully consider the selection and location of physical education equipment and facilities, such as gymnasiums, activity fields, locker rooms, showers. Safety is a key factor in planning choices, such as designing an appropriate surface area on the activity fields and playgrounds to reduce the risk of student injury. There should be enough space and equipment to provide each student with an opportunity to actively participate throughout the entire class time. All facilities must be accessible to students with disabilities and meet the U. S. Consumer Product Safety Commission Guidelines.

Educators should become familiar with the legal requirements concerning students with disabilities (I.D.E.A. and Rehabilitation Act, Section 504), which state that classrooms must accommodate disabled students. The Americans with Disabilities Act describes people as disabled if they have a physical or mental impairment that
substantially limits one or more activities. There are many possible adaptations to the classroom, hallway, cafeteria, vocational workshop, or other areas of the school that can meet the needs of students with disabilities. These might include ramps, elevators, and raised work spaces for students who use wheelchairs; sound-absorbing materials to reduce reverberation for hearing-impaired students; and sufficient lighting for students with visual impairment.

Local school districts have many factors to consider when evaluating what is needed for the design or redesign of facilities. These factors might include local needs and goals, safety, budgets, instructional methods, adaptations to meet the needs of individual students, potential changes in student enrollment, and flexibility to allow for changes to meet new conditions in the future.

**Safety**

**Goal 5: Communities provide an environment that is drug-free and protects students' health, safety, and civil rights.**

*Florida's System of School Improvement and Accountability*

Schools should incorporate safety and health practices into the school environment. A safe, secure, learning environment for all students is an essential responsibility of the whole school community. A manual specifying safety policies and regulations and incorporating state and federal policies is available in all schools. One aspect of school safety involves the physical environment, which should provide safe, clean facilities that meet all legal requirements. The environment should be free of odors, allergens, and harmful chemicals such as asbestos. To provide safety in the physical environment for students with disabilities, adaptations may be necessary, such as flashing fire alarms and special procedures for evacuation.

Because of the nature of physical education, teachers must be fully aware of and trained in their responsibilities. Although it is impossible to completely eliminate accidents in physical education instructional areas, preventive measures can help reduce the risks involved. Physical education teachers should

- purchase quality, well-made equipment;
- post warnings and rules regarding appropriate use of equipment and facilities;
FLORIDA CURRICULUM FRAMEWORK

- maintain a safe instructional environment by giving adequate instructions and ensuring that the number of students in the class allows for appropriate supervision;
- provide all necessary, protective safety equipment in activities such as soccer, hockey, softball, and gymnastics;
- properly secure and/or store all equipment when not in use;
- ensure that maintenance and reconditioning of physical education equipment are regularly completed in compliance with manufacturer specifications;
- regularly inspect equipment, facilities, grounds, and classrooms used by students for common safety hazards; and
- use checklists to ensure safe field conditions; the security and stability of hanging apparatus; proper maintenance of equipment and facilities; proper security for the gymnasium, locker rooms, and outdoor facilities; the proper handling of body fluids in the event of an accident; and other areas of concern.

In addition, administrators and teachers should be aware of all hazardous and toxic substances that they might come in contact with during their work, such as swimming pool chemicals, first-aid-room supplies, field paints, mat and ball cleaning agents, and gym floor cleaners and sealers. Federal Occupational Safety and Health Administration (OSHA) guidelines require that those regularly exposed to toxic substances be informed of their use and potential danger, that they receive training in the proper use and handling of these substances, and that vital information outlined in the Material Safety Data Sheets, provided by manufacturers for all hazardous substances, be kept on file and displayed appropriately.

A second aspect of school safety involves the supervision of students. Teachers must be aware of and understand safety procedures inside the school building, on school grounds, on field trips, and at special school events. The physical education teacher’s instructions to students should be appropriate and sufficient enough in detail to allow students to participate in physical education activities in a safe manner. Teachers should

- provide adequate instruction before requiring student participation in any activity, including verbal instructions as well as appropriate demonstrations;
• provide adequate safety instructions prior to a class activity and monitor safety procedures during any class activity;
• provide clear warnings to students as to the specific risks involved in any activity or in the use of equipment, facilities, or grounds;
• keep activities within the skill level of individual students;
• make accommodations for size, age, and skill differences when matching students for competition;
• provide spotting and other specific supervision in activities of moderate to high risk, such as gymnastics and wrestling;
• keep students from participating in dangerous and unsafe activities;
• enforce class and school rules; and
• keep records and be aware of the health status of individual students.

A third aspect of safety involves best practices in the event of an accident. Health education and physical education teachers must

• be familiar with injuries that are common to the activities being taught and be knowledgeable about the first aid procedures required for these injuries;
• maintain certification in CPR and first aid;
• know not to diagnose or treat head and neck injuries;
• have an adequately equipped first aid kit available at all class sessions;
• understand and use universal precautions to prevent exposure to blood-borne pathogens in all instances of blood or body fluid spills;
• seek immediate medical attention whenever circumstances warrant;
• keep accurate records of all accidents and actions taken; and
• keep a file of medical information provided by parents and physicians, as well as medical treatment authorizations to render first aid.

A fourth aspect of safety involves providing an environment in which everyone is safe from verbal, physical, and psychological harm. Teachers should also be prepared to use strategies for crisis intervention and conflict resolution.
Scheduling

Adequate time is essential for quality instruction and learning in order for students to achieve high academic standards. Students need sufficient time for concentrated involvement in learning experiences or projects. They may need time for extended discussions, experimentation, comprehension, and reflection.

Florida’s education reform initiative envisions that a strong element of the school improvement process will be provided by the local school community. This will have a significant effect on teachers’ work schedules and on the time teachers spend in preplanning, instruction, assessment, and evaluation of classroom activities. For example, professional educators will need time to research new instructional approaches and to further develop integrated, meaningful lesson plans. Teachers may need additional time for selecting teaching materials, designing student assessment strategies, and structuring specific learning experiences. Time must also be available for conferencing with other teachers, counselors, psychologists, and administrators, and for communicating with parents.

Another aspect of scheduling involves the range of teacher responsibilities and class size, both of which can have a significant impact on the classroom environment. No single formula is adequate to determine the appropriate work load for teachers or the appropriate class size for all schools and districts. Generally, an acceptable range is established at the district level, taking into consideration the characteristics of the unique student population, the composition of individual classes, funding levels, current and planned education reforms, extra duties and activities teachers undertake, and the organization and administration of the school.

To increase the effectiveness of the way time is used for teaching and learning, local school districts and schools are investigating ways to amend their present time structures. For example, educators are using block scheduling, year-round calendars, combined courses, and other strategies.

Learning Resources

Classrooms today are alive with activity and use a broad range of resources: from simple construction paper and crayons, baby food jars, newspapers, films, and textbooks to electronic encyclopedias, equipment and software for teleconferencing.
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and satellite transmissions, and sophisticated laboratory devices. There may be colorful displays on the walls, maps to pull down, globes to touch, a variety of primary and secondary source materials, including art prints and music, and a generous supply of literature reflecting health and physical fitness topics. Computer stations with multimedia capabilities, software, and up-to-date instructional materials are used to encourage active and authentic learning and assist in research and in the production of learning projects.

Instructional materials, assistive technology, and equipment are available for students with a variety of special needs. For example, for students with visual impairment, Braille and large-print books can be obtained through the Florida Instructional Materials Center. Adaptive computers, low-vision optical aids, and print-enlarging equipment are also available for vision-impaired students. Close-captioned videos for students with hearing impairments are developed at the Florida School for the Deaf and the Blind. As with instructional modifications, these specialized materials can often benefit students with learning difficulties who do not qualify for exceptional-student education programs.

Selection of Materials

The careful selection of instructional materials that support the development of conceptual understanding and encourage active learning is critical to a successful health education and physical education program. Teachers play a central role in the selection of instructional materials both for the overall school and for their classrooms. Whenever possible, teachers should collaborate to consider books, resources, and other major purchases for the school or district.

In developing their instructional plans, teachers consider a wide range of materials for use in their classrooms. In addition to textbooks, useful materials include supplementary trade books, reference materials, posters, supplies, audiovisual materials, computer software, and multimedia materials and supplies. Teachers should base their selection of classroom materials on the instructional plan and the specific needs of the students. They might examine the content and presentation of the materials from many different perspectives, including the vision and goals of the local school, the goals of their specific instructional plan, and the school budget. Educators should refer to state guidelines and district policies as possible resources for evaluating and selecting specific materials.
Using Technology

The use of technology is already changing the world of business and industry and is transforming our schools as well. Because technology is such a powerful tool for teachers and students, opportunities for training in its use and applications should be a part of all education programs. Achieving high levels of skill in the use of technology will help students reach Florida’s high academic standards and contribute to their success in the workplace.

Technology can transform the classroom/laboratory into a multimedia learning center, giving teachers and students access to word processing, presentation tools, graphics, media integration, desktop publishing, and telecommunications resources. The application of technology in health education and physical education can benefit students in a multitude of ways. For example, it can

- give students more control and involvement in their own learning process;
- promote investigative skills;
- serve as an access to almost unlimited sources of information;
- provide students with skills to measure, monitor, and improve their own performance and develop competencies for the workplace;
- make learning more interesting for students;
- enable students to communicate with people from many parts of the world, bringing the sights, sounds, and thoughts of another language and culture into the classroom;
- provide opportunities to apply knowledge to simulated or real-life projects; and
- prepare students for a high-tech world of work.

There are many ways that instructional technology can be used in health education and physical education programs. Heart monitors can provide students with
feedback on their heart rate while engaged in cardiovascular activities. Camcorders and video cameras can be used to capture students’ performances for skill and strategy analysis or for role plays that reinforce healthy behaviors. Computers can be used to provide information and instructional modules for individuals or groups of students. Laser-disc players used with computer interface can capture students interest through truly “high tech” multimedia presentations. A wide variety of computer software programs are available that provide students with tutorials in various wellness topics, offering both instruction and assessment of student achievement. Bicycle ergometers, treadmills, rowing machines, and step machines are examples of technology-oriented physical fitness equipment. Accompanying software packages and computer enhancements increase the benefits of using such fitness equipment by allowing students to monitor and evaluate their progress. Interactive, student-driven programs like these offer students a considerable amount of control over their own learning.

Distance learning uses communications technology to bring teaching and learning together through the transmission of information or expertise from one location to another. The use of this technology allows students to interact directly with teachers, experts, and students outside of their community.

Distance learning technologies are a valuable resource for health education; they can enrich and enhance the learning experience for all students. Using the same technology that distributes most broadcast and cable TV signals, satellite-based distance learning services can reach hundreds or thousands of receiving sites located all over the United States. Some cable companies have developed services targeted specifically to educators and students. Through microwave systems and fiberoptic cables, distance learning programming can be more readily distributed to remote areas. Educators with computers and modems have access to an increasingly large selection of on-line data resources and dial-up bulletin boards. These services typically offer electronic mail, research databases, forums, and discussion groups for a variety of special interests.

Using telecommunications, students in Clearwater can exchange ideas with students in Ocala, Miami, and Pensacola, in other communities across Florida, in other states, and in other countries. Students can compete in performance goals or contribute news items to a jointly published on-line newspaper. These examples are not futuristic visions. They are typical experiences happening right now in schools across the country.
One technological tool that promises to have innovative applications in future classrooms is the use of live interactive video over an electronic on-line network. This technology can provide opportunities for students to take electronic “field trips” to the bottom of the ocean, to the rain forests, to the Arctic, or to outer space.

As technology evolves, it will be essential to evaluate which new tools will be most useful in the educational setting, given program goals, ever-expanding student needs, and existing equipment. Educators will need to keep up with the variety of technologies and their applications. New equipment and software programs become available at a rapid rate; the best choice for today may be quickly outmoded. Therefore, any recommendations for specific hardware or software programs should be flexible, forward thinking, and based on extensive research so that money will be well spent. In addition, teachers must make a commitment to become personally adept in using educational technology. They will need to add to and refine their skills on a regular basis by keeping up with new technological developments and exploring additional capabilities of current technology. Appropriate training and support opportunities should be established by administrators for that purpose.

The age of technology affords educators a wealth of choices. As the use of technology expands into education, educators will have more opportunities to discover new ways to explore ideas and meet the diverse individual needs of students. The availability and appropriate use of technology is indispensable in developing programs that will prepare the students of today to face continuing advancements in the workplace, to meet the technological changes that will occur in the 21st century, and to make lifelong, healthy choices that will maintain physical, mental, and social well-being.

**Snapshot of an Effective Health Education Class**

There is a mix of excited conversation and intense concentration as students work in Miss Taylor’s high school health education class. They are studying the effects of alcohol on teenage health. Sarah and Melinda are designing a questionnaire on the computer to send to five high schools and middle schools in their district. The questionnaire will survey the frequency of student alcohol use, what students know about the effects of alcohol on their health, and what their attitudes are towards drinking and driving. Sarah and Melinda will be able to send this questionnaire directly to the schools, via computer, and, with the help of technology, quickly compile the data received from the students. Alex and Brandon are working on a computer, reviewing national and local statistics on teenage auto accidents related to drinking. Other
students are engaged in a software program that allows them to simulate the effects on their health as they grow older of dietary and lifestyle choices, including the use of alcohol, tobacco, and drugs.

After evaluating the results of the questionnaire and other data and information collected, the class decides to design a program that will educate other high school and middle school students in their district about the impact of alcohol and other factors on their future health. They intently discuss various ways to achieve that goal and finally decide on a “TV show.” They plan to create a videotape with the school video camcorder, writing the script and playing the roles of the TV characters themselves. As they divide up tasks and responsibilities and start an outline for their TV play, it is evident that they are aware of the importance of healthy life choices and are strongly motivated to make a difference with their fellow students.

Snapshot of an Effective Physical Education Class

Today is the first day of a three-month physical fitness improvement program in Miss Beck’s 8th-grade physical education class. The students are working out in the physical fitness center to determine their current fitness levels.

Shouts of encouragement are heard in one corner of the fitness room as a group of students gathers around the rowing machines where a “race” is in process. Five students are rowing furiously on interactive rowing machines that are hooked up to television monitors. They all watch the monitors to see which machine is winning the “race” and excitement mounts as the end of the “race” approaches.

Other students are breathing hard as they pedal on stationary bicycles. The screen attached to the front of the bicycles helps keep their motivation up by showing a picture of a candy bar that is gradually disintegrating as they burn up the equivalent calories. In another part of the room, students work out on stair machines, watching their progress on screens that display flights of stairs or mountains they are “climbing.” Next to the step machines, students take turns running on a specially equipped treadmill that enables them to monitor their heart rate before, during, and after exercise.

When the students are finished exercising, they will record the results of their workout, including their heart rate, on the computer, along with their current weight. The students will also input specific goals they have for improving their physical fitness. The computer will then display an individual physical fitness evaluation as well as recommendations for a regular exercise program.
In both of these examples, students are learning behaviors and skills needed for success in the 21st century. They are working cooperatively with others and using technological tools to research and grapple with an authentic problem relevant to their lives. These students are learning to become lifelong learners and active citizens in their community.

**Key Chapter Points**

- Community resources and the latest technology should be tapped to bring the world into health education and physical education, allowing students to encounter learning in real-world contexts.

- Effective facilities are carefully planned, taking into account changes in student enrollments, student abilities, safety, budgets, instructional needs, and the goals of health education and physical education programs.

- A safe, secure, learning environment is a priority for all students.

- Time can be used creatively, as a flexible resource.

- Health education classrooms and physical education instructional areas should be rich with learning resources that afford opportunities for observation, manipulation of objects, exploration, experimentation, and discussion.

- The careful selection of instructional materials that effectively support the development of conceptual understanding and encourage active learning is critical to successful health education and physical education programs.

- As technology expands into education, health education and physical education teachers can discover new ways to explore health and physical fitness ideas and meet the diverse, individual needs of students.
Chapter 8: Professional Development

Chapter Highlights

- The Importance of Professional Development
- Rethinking Professional Development
- Preservice Education
- Effective Professional Development
- The Commitment to Lifelong Learning
- Attributes of the Professional Educator

The Importance of Professional Development

Professional development is a continuous improvement process lasting from the time an individual decides to enter the education profession until retirement. It encompasses the processes that educators engage in to initially prepare themselves, continuously update themselves, and review and reflect on their own performance. If educators are to successfully prepare students for the future, they must be prepared for the future themselves. Schools and districts must be committed to offering the highest quality professional development opportunities for their teachers.

Rethinking Professional Development

Just as knowledge and skill requirements are changing for Florida students, so, too, are those for Florida educators. The globalization of commerce and industry, the explosive growth of technology, and the expansion of knowledge regarding health education and physical education demand that teachers continually acquire new knowledge and skills. The health needs of this generation of children and adolescents have changed drastically from those of previous generations. Societal changes have thrust a new set of risk factors upon the nation’s youth, including substance abuse, sexually transmitted diseases, unintentional pregnancies, sedentary lifestyles, and increased violence. As the health needs of Florida’s youth challenge those in
education, the role of health education and physical education teachers emerges as one of crucial importance. Certified, well-trained health education and physical education teachers can help to develop and maintain a healthy and safe learning environment that promotes wellness and learning vital to the school improvement process. These professionals can also provide key knowledge and skills to students to help them maintain a healthy lifestyle. The challenge for every avenue of professional development is to provide learning opportunities in which preservice teachers, as well as more experienced teachers, can develop or acquire the necessary knowledge and skills to deal with change and pursue lifelong learning.

**Preservice Education**

Preservice education encompasses the training, preparation, and courses that future teachers undertake before certification. Research in schools across the nation shows that a crucial component of restructuring education is the teacher preparation program. Preservice education must develop the capacity to facilitate student learning and to be responsive to student and community needs, interests, and concerns (Darling-Hammond, 1993). To that end, teacher education programs at the college or university level are encouraged to incorporate the following:

- courses that develop a broad base of competencies, content area knowledge, and experiences for graduates to bring to the teaching profession;
- courses that include both theory and practice in teaching a diversity of students, including students with special needs;
- courses that present practical, proven, up-to-date approaches to curriculum, instruction, and assessment;
- training in the ability to understand and nurture the academic, emotional, and physical development of students;
- experiences that develop effective communication, team-building, and conferencing skills;
- extensive and ongoing student-teaching experiences that are supervised by qualified teachers and college or university personnel; and
- recognition that effective teachers must continue to grow professionally throughout their careers and must be proactive in seeking resources, assistance, and opportunities for growth.
By reexamining beliefs about teaching and learning, education faculties can design and implement improved teacher education programs. The goals of any such program are to produce creative, motivated, knowledgeable, confident, and technologically literate beginning teachers committed to lifelong growth.

**Effective Professional Development**

The term “professional development” is defined in this framework as those processes that improve and enhance the job-related knowledge and skills of practicing classroom teachers. Professional development provides the continuous, on-the-job training and education needed to improve teaching and, ultimately, student learning.

Florida’s school improvement initiative encourages local districts and schools to assume greater responsibility for professional development programs tailored to serve local school improvement efforts. Those educators charged with the design of these programs are urged to reflect upon the following characteristics of useful professional development:

**An effective professional development program actively engages educators in the improvement process.**

One facet of Florida’s school improvement and accountability initiative is to encourage local teams of educators to identify needs and clarify goals, solve problems, plan programs, monitor them reflectively, and make necessary adjustments. Professional development programs are an ideal way for districts to empower teachers to share in the decision-making processes within their schools and districts. Planners of professional development programs should encourage teachers to actively analyze their work, identify any needs and gaps in knowledge and skill, and provide suggestions about which resources might best close these gaps. Once educators have identified strategies to make school and classroom improvements, administrators and planners should use teacher expertise, wherever possible, in the preparation and delivery of professional development programs to support these strategies.
An effective professional development program continually updates the teacher's knowledge base and awareness.

Systemic reform requires that teachers incorporate new teaching methods and content to help students achieve Florida's new rigorous academic standards. Consequently, professional development programs must provide teachers with opportunities to acquire a broad base of new subject-area knowledge and instructional strategies so that Florida educators are better equipped to implement strategies to improve schools and raise achievement.

Health education is required by Section 233.067, Florida Statutes, for all students in grades K-12, including instruction regarding the most sensitive and critical life issues. School districts are encouraged to assure that those charged with teaching health education be provided with intensive training prior to delivering instruction on critical aspects of health education.

Educators will also need ongoing training in the use of educational technology. Equally important, professional development program planners are encouraged to work with teachers in identifying changes in student diversity, needs, and problems. If teachers are to successfully engage students in the learning process, they must understand students' cultural and linguistic backgrounds and life circumstances. In addition, professional development programs will need to address the issue of change: how to incorporate and embrace change in the classroom and how systemic reform impacts teaching methods and curriculum planning.

An effective professional development program establishes a collaborative environment based on professional inquiry.

Effective professional development encourages knowledge sharing and other opportunities for teachers to share ideas and experiences. Professional development strategies are most likely to be successful when teachers are encouraged to reflect on their own practices, identify problems and possible solutions, share ideas about instruction, engage in scholarly reading and research, and try out new strategies in their classrooms. Thus, staff networking, clinical education partnerships with universities in peer coaching, and mentoring are important tools to incorporate into long-range professional
development planning. Peer coaching offers a nonthreatening environment in which teachers can implement new techniques and ideas and receive feedback from colleagues. Mentoring can be especially beneficial to new teachers; this mutually rewarding relationship with an experienced educator might include an exchange of teaching materials and information, observation and assistance with classroom skills, or field-testing of new teaching methods.

An effective professional development program is continuously improved by follow-up.

Professional development is an ongoing process; it does not simply consist of isolated presentations given by an expert or consultant. Effective inservice includes introductory training as well as a plan for ongoing monitoring, enhancement, and follow-up of learning. Research corroborates the need for follow-up that continues long enough for new behaviors learned during introductory training to be incorporated into teachers’ ongoing practice (Sparks and Loucks-Horsley, 1989). Planners can build this kind of reinforcement into professional development programs in a number of ways, including providing opportunities to practice new methods in coaching situations, arranging for ongoing assistance and support, and systematically collecting feedback from teachers.

An effective professional development program is actively and continuously supported by administrators.

Numerous studies (McLaughlin & Marsh, 1978; Stallings and Mohlman, 1981; Loucks and Zacchie, 1983; Fielding and Schalock, 1985; Loucks-Horsley et al, 1987) reveal that active support by principals and district administrators is crucial to the success of any improvement effort. This supportive role begins with leadership that places a high priority on professional development, promotes communication, and fosters a spirit of collegiality. It extends to the thoughtful allocation of resources, including time. Up-to-date materials, classroom equipment, and time for educators to pursue opportunities for professional development and to practice and implement new teaching strategies are essential to ongoing staff improvement efforts. As Judy-Arin Krupp (1991) suggests, schools should
develop a norm for growth...that says staff development is not here to correct defects but to offer opportunities for everyone in the system to grow. Next, we need to recognize that everyone grows differently. We ask, “How can I help you grow as an educator so that we can provide the best possible education for students in this school?” (p. 3)

The Commitment to Lifelong Learning

Effective health education and physical education teachers do not rely solely on inservice programs provided by their schools or districts. They take personal responsibility for planning and pursuing other development activities.

As self-directed learners, quality health education and physical education teachers strive to gain new insights, improve their skills, and broaden their perspectives. They work at the school and district levels to create professional development experiences for themselves and their colleagues. They form alliances with supervisors, professional development specialists, principals, and other educators across all grade levels. They seek out quality workshops and courses. They take advantage of courses offered through technologies, such as on-line learning, interactive videoconferences, satellite teleconferences, and other innovative approaches to their own education. They also engage in experiential learning opportunities, such as “job shadowing” in their discipline or other practical, real-world experience in the community.

A particularly useful tool for professional development in health education and physical education can be membership in professional organizations. Professional organizations specific to health education and physical education include the following:

National Membership Organizations

American Alliance for Health, Physical Education, Recreation, and Dance
American Association for Health Education
National Association for Sport and Physical Education
1900 Association Drive, Reston, VA 22091
(703) 476-3400
Organizations that may provide valuable resources for health education and physical education teachers include the following:

Centers for Disease Control and Prevention
Division of Adolescent School Health
4770 Buford Highway, NE, MS-K31, Atlanta, GA 30341-3724
Health Education and Physical Education: Professional Development

National Center for Health Education
72 Spring Street, Suite 208, New York, NY 10012
(212) 334-9470

National Coalition of Hispanic Health and Human Services Organizations
1501 16th Street, NW, Washington, DC 20036-1401
(202) 387-5000

National School Health Education Coalition
1400 Eye Street NW, Suite 520, Washington, DC 20005
(202) 408-0222

President's Council on Physical Fitness and Sports
701 Pennsylvania Avenue NW, Suite 250, Washington, DC 20004

Florida Department of Education
Comprehensive School Health Program
Florida Education Center, Suite 414
325 West Gaines Street, Tallahassee, FL 32399-0400
(904) 488-7835

Florida Department of Health and Rehabilitative Services
Office of Health Promotion and Wellness
Building 1 - HSH, 1317 Winewood Boulevard
Tallahassee, FL 32399-0700
(904) 487-3220

Florida Foundation for School Health
158 Yacht Harbor Drive, Osprey, FL 34229-9727
(813) 966-6573

Florida Governor's Council on Physical Fitness and Sports
1330 NW 6th Street, Suite D, Gainesville, FL 32601
(904) 955-2120
Attributes of the Professional Educator

The goal underlying any Florida professional development program is to prepare educators in the competencies needed to successfully implement Florida’s long-term education improvement initiative. Shortly after the creation of Florida’s school improvement and accountability initiative, the Education Standards Commission began a project to identify and validate those teacher competencies necessary to successfully implement this initiative. The Commission’s efforts focused on the preparation and proficiency of teachers in helping students achieve higher and more rigorous standards. The Commission identified twelve broad principles and key indicators that reflect the high performance standards required of Florida’s teachers. These “accomplished practices” are summarized below.

Diversity
The professional educator uses teaching and learning strategies that reflect each student’s culture, learning styles, special needs, and socioeconomic background.

Assessment
The professional educator uses assessment strategies (traditional and alternative) to assist the continuous development of the learner.

Planning
The professional educator plans, implements, and evaluates effective instruction in a variety of learning environments.

Human Development and Learning
The professional educator uses an understanding of learning and human development to provide a positive learning environment that supports the intellectual, personal, and social development of all students.

Learning Environments
The professional educator creates and maintains positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning, and self-motivation.
Communication
The professional educator uses effective communication techniques with students and all other stakeholders.

Critical Thinking
The professional educator uses appropriate techniques and strategies that promote and enhance the critical, creative, and evaluative thinking capabilities of students.

Technology
The professional educator uses appropriate technology in teaching and learning processes.

Role of the Teacher
The professional educator works with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students.

Continuous Improvement
The professional educator engages in continuous professional quality improvement for self and school.

Knowledge and Understanding
The professional educator demonstrates knowledge and understanding of the subject matter.

Ethics and Principles
The professional educator adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.
KEY CHAPTER POINTS

• Florida’s school improvement initiative calls on schools to assume greater responsibility for professional development programs.

• If educators are to successfully prepare students for the future, they must be prepared for the future themselves.

• Preservice education should provide education graduates with a broad base of knowledge and skills to facilitate student learning and to be responsive to student and community needs, interests, and concerns.

• Inservice education should continue these efforts in an environment that supports and sustains teachers as individuals and collaborators in the process of systemic reform.

• Professional development programs should be designed to encourage every member of the learning community—teachers, support staff, and administrators—in their pursuit of lifelong learning.

• The role of professional development is to assist educators in developing the accomplished practices necessary to successfully implement Florida’s education reform initiative.
In the fictitious community of Sunrise Bay, members of the Sunrise Bay High School Advisory Council are concerned about the level of physical fitness demonstrated by students in the Sunrise Bay school system. At their next meeting, the Advisory Council studies the results of a recent physical fitness test administered at various grade levels in physical education classes. The test results seem inconclusive: At certain grade levels, students exhibited a satisfactory level of physical fitness, whereas in others, student fitness levels were generally inadequate. The School Advisory Council decides to form a Wellness Team to study the results from student fitness tests in greater detail and study the dietary habits of a random sample of students, pinpoint areas of deficiency in the Sunrise Bay health education and physical education programs, and suggest program improvements. The Wellness Team includes representatives from the local health sciences community and the local business community, health education and physical education teachers, teachers from a variety of disciplines, the principal, food service director, school psychologist, nurse, counselors, social workers, staff, students, parents, and other community citizens.

The Nature of School Improvement

The primary goal of Florida's improvement and accountability legislation is to raise student achievement by returning the problem-solving processes in education to the people closest to the students. This vision of local control can become a reality when individual schools and districts embrace the responsibility of becoming well-informed about the school improvement process, which may be both schoolwide and specifically targeted toward a single program.
In Florida, School Advisory Councils are charged with leading the overall school improvement process by drafting annual plans for raising student achievement and meeting the state education goals and standards in all subject areas. These councils are composed of educators, parents, and community members who are representative of the diverse population served by the school.

The components of the improvement process make up a continuous cycle that entails a thoughtful study of the school program. The improvement process includes the following components: evaluating the results of the existing program in terms of student achievement and identifying areas of concern or areas that need improvement; determining the desired reforms to be undertaken; and implementing and evaluating these reforms. These components of the school improvement process can be applied to subject-area programs as well, both at the district and school levels. This chapter highlights the steps of the improvement process and offers guidelines to local educators as they improve their health education and physical education programs.

The Evaluation Process

The Wellness Team meets to evaluate in greater detail the results from the physical fitness tests and the study of student dietary habits. For guidance in this process, team members review the locally developed vision statement for Sunrise Bay physical education and health education programs, which states that all Sunrise Bay students will participate in a dynamic wellness initiative. The Wellness Team decides to start with student wellness and, at a later time, to study staff wellness. Their analysis shows that although students in the elementary levels often showed satisfactory levels of physical fitness, the numbers of students who performed satisfactorily on the physical fitness tests and dietary habits study declined substantially in the middle and high school grades. The Wellness Team collects more data to determine possible causes for the disparity in fitness levels between older and younger students. It is discovered that Sunrise Bay has an active contingent of youth swim teams and Little League sports programs, in which both boys and girls participate nearly equally, but participation falls off in middle and high school levels. The Sunrise Bay Middle School and High School sports programs have been experiencing funding shortages, and several sports programs have been eliminated altogether. Middle school and high school cafeterias have begun offering commercial fast food in addition to their regular menu. The Wellness Team also learns that only one semester of health education and physical education is required in the middle schools and high schools, although all elementary students participate in daily physical education and health education.
classes. The Wellness Team considers various ways in which to approach the problem of inactivity and poor dietary habits displayed by many middle and high school students in Sunrise Bay.

Regular program evaluation ensures that the school implements health education and physical education programs that raise the achievement of all students, identify and meet the needs of the local community, and focus on content that aligns with state standards. Program evaluation should include, not just inform, all people involved in and affected by the program. To help facilitate this process, districts and schools are encouraged to create Wellness Teams. The Florida Department of Education has trained these teams on district and school levels.

With the overriding goal of student achievement as a backdrop, one of the Wellness Team’s first tasks should be to develop a list of questions or concerns about the health education and physical education programs. These might be organized around the components of this framework; for example, the program’s vision, its reflection of Florida’s Goal 3 standards, its use of innovative instructional strategies, or its connection to other disciplines. The questions might address program purposes, goals, content, context, instructional strategies, assessment methods and results, resources, attitudes of staff and students toward health education and physical education, and connections to other disciplines. Questions or concerns might also focus on the unique needs of the school or the local community.

During the evaluation process, it is useful to gather data about a variety of dimensions of the health education and physical education programs from as many sources as appropriate and as possible. Some evaluation methods may be informal, part of the day-to-day activity of teaching and learning; others may be more formal, yielding information gathered from a variety of sources, such as

- surveys, questionnaires, and interviews;
- school statistics (for example, enrollment in specific subjects and electives);
- student assessments;
- reports from external evaluators; and
- self-evaluations.
Once information has been collected, the Wellness Team should interpret it within the context of the identified questions or concerns and make recommendations for changing the program in order to bring about improvement in identified areas. Team members can also use the data to identify additional questions and concerns.

The process of generating questions and concerns to guide the review of the health education and physical education program, analyzing existing data, reaching conclusions on which parts need changing, and thinking up and testing solutions encourages ownership and shared responsibility for ongoing program improvement. Districts and schools are encouraged to promote and integrate, where appropriate, innovative ideas suggested by those people specifically affected by and involved in the improvements.

**Planning Changes for Improvement**

The Wellness Team proposes additional funding for middle and high school health education and physical education programs at the next school board meeting, citing the results of the physical fitness tests and the dietary habits study. They propose to increase the physical education and health education requirements in the middle and high schools to one year for each area. The members of the Wellness Team stress the importance of physical fitness to personal wellness and how physical fitness contributes to emotional wellness, school readiness, and lifelong well-being. In their next meeting, the Wellness Team considers ways in which the community can become involved in the advocacy of wellness for Sunrise Bay students. A kinesiologist on the team suggests that health education and physical education teachers schedule class visits from health science professionals who could give class presentations on nutrition, the importance of physical fitness, prevention of athletic injuries, and sports medicine technologies. A physical education instructor suggests that classes take field trips to local sports complexes so that students can speak with local athletes. The Wellness Team writes a comprehensive report incorporating these ideas for presentation to the School Advisory Council, including information on available resources and schedules for implementation.

Once areas needing improvement have been identified, the Wellness Team can investigate various solutions and then develop a plan to make and implement the changes that will bring about improvement. A clear vision of the desired results is vital. In general, the plan should include a time line and a division of responsibilities to help assure its completion. It should be flexible and include continuous internal
monitoring to determine the effectiveness of the changes to be implemented. The plan should also identify the general elements that will be needed to implement improvements, when each might occur, who will be responsible for what, and what resources are needed. Finally, the plan should align with schoolwide improvement.

It is important to keep in mind that all the additional resources needed may not be readily available. It may take some reallocation, some creative acquisition, some modification of existing resources to “get the job done.” An important part of the plan is monitoring the results of any changes. If changes are not producing intended improvements or if obstacles develop, other approaches can be tried.

Developers of school and district health education and physical education improvement plans may wish to consider the following questions as they create the plan for improvement:

- Are all the stakeholders involved in the process?
- Is there a consensus about what needs improvement as well as potential strategies to be undertaken?
- Have periodic checks been established to monitor implementation?
- Has a reasonable time line been set?
- Have measures of adequate progress been clearly defined?
- Are the necessary human and financial resources available to implement the plan?

An important component of the improvement process is gaining the support and endorsement of those administrators who have overall responsibility for providing the resources and services to promote and facilitate the necessary changes. Staff development, different forms of evaluation, and/or different ways of operating in school buildings and classrooms may be required. Thus, administrative support for any improvement plan is critically important.

Once finalized, the improvement plan may be shared with those essential support systems that operate outside of the professional education community. Parents and guardians, elected officials, business and industry leaders, and members of media organizations all have a stake in the school improvement process. By communicating planned program improvements to the public, schools and districts encourage the
involvement of all education stakeholders in the processes and operations of education, which in turn fosters the development of a greater sense of community.

The Implementation Process

Over the following year, the improvements suggested by the Wellness Team are put into action. The school board votes to extend the physical education requirement to one year for middle school and high school students. They also approve a budget that includes funding for the reestablishment of the boys' gymnastics and girls' field hockey teams, which had been previously eliminated. To regain student interest and to demonstrate the importance of overall wellness, the middle and high schools have established Fitness Fridays in their physical education and health education classes. Once a month, the classes are visited by local health professionals who give presentations and answer students' questions about wellness, fitness, and nutrition. Several field trips are scheduled as well. Sunrise Bay middle and high schools are witnessing a large increase in student participation and student interest in both school physical fitness classes and school sports programs.

Implementation is the stage when the vision for improvement becomes a reality. After the Wellness Team has gained approval for its plan, it should begin to orchestrate and coordinate activities, strategies, and tactics at the school level. Implementation gives teachers and administrators opportunities to put into practice what they have learned during the improvement process and to work toward achieving the goals set forth in the health education and physical education program vision statement.

Program improvement necessitates change, which progresses through several stages. People may initially oppose a change until they get enough information to become comfortable. With time, the innovation may even be improved by the very people who were opposed to its implementation.
Taking the Next Step

The Sunrise Bay community is proud of the level of physical fitness demonstrated by all of its students. The latest physical fitness tests and dietary habits study administered to middle and high school students demonstrate a marked increase in Sunrise Bay students' physical fitness levels. Sunrise Bay sports programs are highly regarded; several sports teams and individual athletes have received honors at the state level. The Wellness Team also continues to monitor fitness levels of elementary students to ensure that the progress continues.

As schools improve, so does the community. As the community changes, so do the district's PreK-12 health education and physical education programs. The process is cyclical, continuous, and mutually beneficial.

The cyclical process of evaluation, planning for improvement, implementing changes for improvement, and monitoring the results of those changes has a number of benefits. It involves a broad representation of the local community. It allows for continual improvements that incorporate advances in technology and gains in knowledge associated with the instruction of the health education and physical education. It provides the opportunity to create programs that meet the unique needs of students, address specific local issues and concerns, and align with state standards. Ultimately, an ongoing improvement process helps ensure success for each and every Florida student in meeting high academic standards.


**Key Chapter Points**

- In both business and industry and in public sector organizations, a collaborative process of sound and systematic program evaluation, planning for improvement, implementation of innovative strategies, and monitoring of results leads to success.

- The overall improvement process being implemented through each School Advisory Council can also be applied to the health education and physical education programs at either the district or school level.

- Change happens slowly and only in an environment that encourages innovative and proactive thinking.

- To be systemic and successful, school and district programs should be designed with care, include all those concerned about success in education, and provide time for creativity, implementation, practice, reflection, revision, and renewal.


