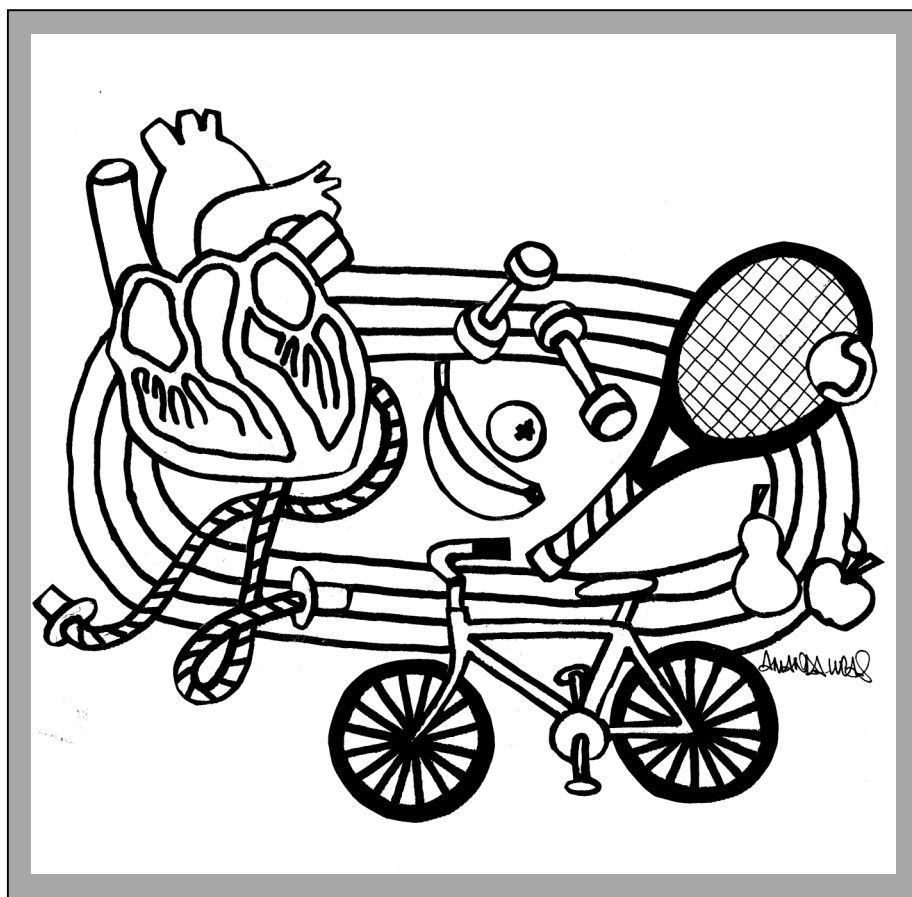


Secondary

PHYSICAL EDUCATION

CURRICULUM GUIDE



2003-2004

Brevard Public Schools

TASK FORCE MEMBERS

Ryan Habich

Cocoa Beach Jr./Sr. High School

Shelly Rosseau

Melbourne High School

Sherry Straiton

Cocoa Beach Jr./Sr. High School

Steve Wunz

Kennedy Middle School

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PREFACE

As a secondary physical education teacher your challenge is to inspire your students to take those basic skills and foundational concepts they learned in elementary school and develop them into enjoyable lifetime sport activities to keep them healthy in their maturing years.

This guide has been developed to assist the secondary physical educator in his/her quest to design and implement solid lesson plans for his/her students.

Chapter 1

Guidelines regarding physical education responsibilities of school personnel and parents, are listed.

Chapter 2

Safety is of the utmost importance in any activity that involves movement and groups of students. Suggestions are outlined for the teacher.

Chapter 3 & 4

A listing of all physical education courses for grades 6-12 along with the website addresses for each course description and the Sunshine State Standards that correlate with them are given.

Chapter 5

Good teaching cannot occur without good classroom management skills and teaching strategies. Several are given to assist teachers.

Chapter 6

Technology has become an integral part of physical education, from heart rate monitors to computer printouts, to alert students and parents of progress achieved.

Chapter 7

Assessment in physical education has many venues and several are introduced to help the teacher use what is best for his/her students.

Chapter 8

FCAT, at the moment, does not include physical education; listed are some examples of how it could be incorporated.

Chapter 9

Teacher Resources — Several helpful areas have been listed to enhance teaching.

Chapter 10

The National Standards for Physical Education have been included for reference.

Chapter 11

Information on the National Board Certification for physical education teachers has been included.

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MISSION STATEMENT

The mission of the secondary physical education program in the Brevard Public School District is to develop healthy and productive citizens by recognizing that each student must develop his/her body and mind as one unit.

PHILOSOPHY AND BELIEFS

The secondary physical education middle and high school curriculum is developed to meet the changing needs of our students. A wide variety of activities are used to help students develop skills.

The middle school curriculum is developed around specific skills. The main focus is on the resulting outcome of the students. Activities and games become ways through which students can practice, refine, and develop competence in their skills. The desired outcome is the development of student skills that can be used in a variety of games and situations. A focus on the development of skill competence and confidence necessitates an understanding of those principles of motor learning and professional practice best suited to skill learning.

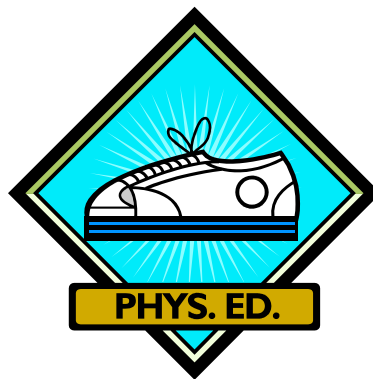
Skills should be practiced in order, from simple to more complex settings as students gain competence and confidence in their abilities. For example, a student learning how to catch a baseball might progress from catching softer baseballs with a partner, increasing the distance between partners, and finally having the students catch in a modified game of softball. The specific frameworks are : throwing and catching, physical fitness, striking objects with the body, and striking, with objects. Each framework is a one-year course.

The high school curriculum offers the state required personal fitness course and a remaining semester as an elective. Within the elective requirements, students may choose a course which offers them activity experiences. Each school offers what is within the school capabilities with regard to facilities, equipment and staff. Each course has a framework with intended outcomes.

All courses have a fitness aspect within the objectives. Most of the courses have different levels, which offer students the opportunity to learn the coaching and competitive techniques of a particular sport. In each course, the instructor has a set of objectives and student outcomes. At this level the student chooses to learn a new activity, enhance a skill already achieved, or develop activities that he/she will use throughout his/her life.

CHAPTER 1

PERSONNEL RESPONSIBILITIES



PERSONNEL RESPONSIBILITIES

ADMINISTRATION

The administration should recognize and support the importance of a good physical education program for their students in regard to the following points:

Employ qualified secondary school physical education instructors to maximize student learning and achievement.

Provide effective scheduling of physical education classes to ensure meeting the suggested recommendations within this curriculum so as to assure the success of a quality program.

Determine class sizes that will ensure student safety and will follow SACS standards and State Department of Education Audit Team recommendations.

Provide an adequate budget for long and short-range equipment, facility development, and needs.

Evaluate the effectiveness of the program.

Assist with integrating academics and physical education.

Provide the physical education instructor with information concerning the student's limitations, medical restrictions, and special needs.

CLASSROOM TEACHER

Active support of the physical education program in the following areas will aid in the shared goal of the student's total development.

Recognize the need for daily physical activity.

Aid in the implementation of the program by supporting policies, procedures, goals, and objectives for physical education as outlined herein.

Discuss with the physical education teacher any students in class who need special help or attention.

Refrain from keeping students out of physical education for any purpose unless prearranged with the physical education teacher.

Notify the physical education instructor if it is necessary to miss a scheduled class due to a field trip or other interruption of the daily program.

Cooperate with physical education teacher whenever possible in correlating the academic subjects with the physical education program.

PHYSICAL EDUCATION TEACHER

The physical education teacher is expected to provide the leadership, professional knowledge, experiences, and an atmosphere of learning that will optimally carry on the goal and the objectives of this program.

The Physical Education teacher should:

Develop daily and unit lesson plans that follow state and district guidelines.

Provide instruction to meet each student's needs.

Check facilities and equipment for safety hazards.

Maintain and care for equipment.

Dress appropriately for the activity.

Cooperate with classroom teachers to correlate physical education with academic subjects.

Communicate with parents concerning student accomplishments and deficiencies.

Attend staff development workshops, inservices, conferences, and conventions to continue professional knowledge.

Maintain membership in his/her professional organization.

Evaluate the effectiveness of his/her program.

DEPARTMENT CHAIRPERSON

The following responsibilities are suggested:

Act as a liaison between administration and the physical education department.

Assist with orientation of new teachers in the department.

Requisition equipment and supplies through the principal.

Attend all department meetings and relay information to other departments concerning the physical education department.

Relay department meeting information to fellow team members.

Prepare, with other members of the department, the yearly master plan of units of instruction, areas for activity, and needs for supplies, equipment, and facilities.

Provide a copy of the yearly schedule to the principal and all physical education teachers.

Coordinate locker room dismissal area duties among the physical education department.

Coordinate activities and facilities between physical education teachers, classroom teachers, and coaches.

PARENTS

The parent should:

Recognize the importance of daily activity and be supportive.

Provide students with the necessary supplies for physical education class.

Provide a written note in regard to medical problems, short-term disabilities, and absences.

Provide doctor information for long-term disabilities and limitations concerning physical activities.

COUNSELORS

The counselor should:

Understand the importance of the physical education program.

Ensure class sizes follow SACS recommendations.

Help students and parents understand the importance of daily physical activity and physical education class.

Provide effective scheduling and class offerings to ensure the success of a quality program.

Provide information to physical education teachers on individual students when necessary for the success of the students.

MEDIA SPECIALIST

The media specialist should:

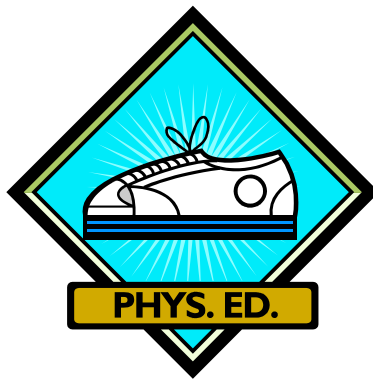
Maintain a library of written material pertaining to physical activity.

Maintain a professional library for physical educators.

Keep a video library of sports and activity related to physical education.

CHAPTER 2

SAFETY — LEGAL LIABILITY — PROCEDURES



DISCIPLINE

The physical education class is structured around a positive atmosphere in which the student learns and grows through physical movement. Discipline is a necessary element of this atmosphere and must be consistent, fair, and firm. The students should work together successfully establishing standards of behavior, mutual respect and a system of values that lead each student to develop self-control and self-direction.

Discipline is an individual process and will vary from teacher to teacher. In the teaching process, discipline should be developed with the following suggestions presented as guidelines:

1. Establish a written discipline plan, which clarifies behaviors and consequences.
2. Effectively communicate the discipline plan to students, parents, staff and administration, (i.e., written handout, discussions and posting of discipline plan).
3. Learn student names as quickly as possible.
4. Respect the student.
5. Start class on time with clear and specific instructions.
6. Alternate instructional episodes with periods of activity. Keep verbal directions to a minimum.
7. Establish a clear signal for starting and stopping class.
8. Divide class into teachable groups – avoid student waiting.
9. Give positive, specific feedback to appropriate behaviors.
10. Focus feedback on the behavior and not on the student as a person.
11. As a teacher, be consistent, patient, and fair otherwise students will not know what to expect and how to behave.
12. Include the counselor in reviewing school records for possible reasons for misconduct.
13. When punishment becomes necessary, be sure the student understands the reason for consequences.

Students need discipline as a guideline for appropriate behavior and to provide a safe atmosphere in which to learn.

LEGAL LIABILITY AND SAFETY

Physical education by its very nature is susceptible to accidents. Because activity is vital to the growth and development of every student, teachers should not eliminate vigorous activities from their programs on the sole basis of fear of accidents. They should, however, use wisdom and prudence in the selection, instructions, and supervision of the physical education program.

The fact that accidents frequently occur in physical situations has several implications for physical educators. In the first place, they may be personally liable for their own negligent behavior when it results in injury to someone else. In the second place, a successful suit against the school may eliminate or seriously affect the program.

Physical educators have a moral obligation to conduct their programs in such a way as to protect the welfare of the students.

DEFINITIONS

The following will give you a brief summary on legal liability and safety as it pertains to physical education.

Liability- According to Bouvier's Law Dictionary, liability is the responsibility, the state of one who is bound in law and justice to do something that may be enforced by action.

Liability of the School or Board of Education – During the past, Florida schools have seen both periods of immunity and non-immunity from legal liability. At the present time, however, the Board of Education is subject to suits for acts of simple negligence or unintentional torts.

Liability of the School Personnel – Any school employee (teacher, principal, etc.) can be held personally responsible for his/her actions. When a teacher is not negligent, however, there is no liability. regardless of the seriousness of the injury.

Tort – A tort is a legal wrong, which results in direct or indirect injury to an individual or to property.

Negligence – The failure to act as a reasonably prudent and careful person would have acted under similar circumstances.

Acts of Omission - The failure to take action, which is necessary to protect another when one is under legal duty to do so.

Acts of Commission – Acts, which a prudent person should realize, involve an unreasonable risk of injury to others.

In Loco Parentis – The teacher, in his/her performance of his/her duties, is acting in loco parentis or in the place of the parents and thus must watch out for the safety of the student as if he/she were his/her own.

COMMON SOURCES OF LEGAL LIABILITY

The following are the most common sources of teacher negligence in physical education.

1. **Poor Supervision-** The teacher on duty during classes, noon hour and/or other specified times is responsible for the student at that time. He/she must be able to foresee possible injury as a result of dangerous play, etc. If the teacher is not present, foreseeability is impossible.
2. **Poor Instruction** – The teacher is responsible for instructing students prior to their participation in physical education activities. If a student is injured in an activity, which he/she had no instruction, lack of, foreseeability can again be shown on the part of the teacher. Written lesson plans are a written record of foreseeability protection.

3. **Failure to Warn** – Always share with students the possibility of injury related to specific activities. Making students aware of potential danger is many times prevention to an accident.
4. **Leaving Assigned Class** – Teachers who leave their assigned class even temporarily to get a drink or go to the restroom are placing themselves in a position which would constitute negligence.
5. **Unsafe Facilities and Poor Equipment** – Holes in the play area, protruding objects in play areas, faulty apparatus, etc., are examples. The teacher should check facilities and equipment in order to foresee possible injuries.
6. **Skill Level and Over-matching**- Teachers should not ask students to perform activities beyond their skill level or over-match students in games and activities where size, strength, previous knowledge, etc., would cause an injury
7. **Negligence from Others** – Injuries caused by the negligence of another student must be foreseeable. All teachers should know what to expect from each student in behavior as well as performance. Activities should be structured so as to alleviate any problems which might arise.
8. **Poor Protective Measures**- The teacher must provide for proper protection measures.
9. **Liability of Equipment** – No teacher is allowed to use equipment in any manner except what the manufacture designed it for and will assume responsibility for its use. Doing otherwise, places the district and possibly the teacher in a position of liability.
10. **Altering Equipment** – No teacher is allowed to alter equipment or the intended use of the equipment. Doing otherwise places the district, and possibly the teacher in a position of liability.
11. **Installing Equipment** – Any equipment that is to be installed on a permanent basis should be handled through a county or school work order.

SAFETY RULES AND PROCEDURES

The following rules and procedures can help eliminate or reduce accidents thus preventing legal negligence.

1. **Always Be There** – Teachers should never leave their classes and should always have all the students in sight when on the job. Teachers must be actively aware of class happenings. This may require the teacher to frequently change positions in viewing the play area.
2. **Periodically Check Facilities and Equipment** – If there is a dangerous piece of equipment on the play area, put it in writing and give it to the principal with a copy for your files. Keep students off the equipment or out of the area until repairs are made. If the equipment cannot be repaired, get it off the play area and destroy it as soon as possible.

3. Accentuate the Positive in Teaching Safety – Avoid using “don’t” as much as possible. Stress the correct way of doing things. Tell the students specifically what they should do.
4. Introduce Activities that are Appropriate to the Skill Level of the Student- Never require a student to perform a stunt or skill beyond his/her capacity. Do not over-match students in games or activities. Keep in mind his/her ability, previous experience, height, weight and attitude.
5. Designate Safety Zones Around Apparatus- (golf, archery, ropes, etc.) Maintain soft surfaces under apparatus that involves jumping or landing. See that playing areas are free of broken glass, rocks, or other safety hazards. If repairs are needed, put it in writing to the school principal with a copy for your files.
6. Mark sprinkler heads which may be above ground level in the area. Surveyor’s tape, a bit of white rag, or an old rubber ball painted white may be put over the top.
7. Have sufficient space between playing groups and around equipment.
8. Teach students to keep their eyes on the ball in a game even though they may not be involved in the play. Refrain from throwing a ball to a student who is not watching.
9. Establish procedures about the correct way to recover a ball, which may go into the street or similar unsafe area.
10. See that shoelaces are tied, jewelry is removed and hair is protected in a safe manner.
11. Avoid roughness.
12. When playing games in which striking objects (bats, rackets, sticks, etc.) are used, establish a safety zone in which players must sit or stand while waiting their turn. Require helmets to be worn in these safety zones and when at bat, etc.
13. Have students develop safety rules necessary for an accident free softball class, i.e., drop the bat on the way to first base, catchers must wear a mask, and fielders’ gloves must be worn when playing with a regulation softball.
14. Chewing gum during activities should not be permitted.
15. Remove glasses in active areas or wear eyeglass guards.
16. Teach students to stay away from dogs that wander onto the fields.
17. Play most games on the grass areas except in cases where the condition of the field makes it impractical.
18. Teach students to enter a line at the end.
19. Refrain from using a fence or wall for a turning line in races or relays. If students must run toward a fence or wall, establish a turning line well in front of the fence or wall.

20. Teach students to control the impulse to throw the ball “one more time” or “shoot one more basket” after the whistle blows to terminate activities.
21. Teach students to refrain from touching or pulling the volleyball standards out of the sleeves in the court.

PROCEDURES IN CASE OF AN ACCIDENT

In the event of an accident, the following or similar procedure should be followed.

1. The teacher should go to the scene of the accident immediately, at the same time notifying the principal and nurse, if available, by student messenger or two-way communicator.
2. An immediate general examination of the injured student will give some idea as to the nature and extent of the injury and the emergency of the situation. If the injury is serious, the parents and administrator should be called at once. (In reference to notifications, follow school policy.)
3. If the teacher is well versed in first aid, assistance should be given. Every teacher who supervises physical education should know First-Aid, CPR and A.E.D. procedures. Everything should be done to make the injured person comfortable. He/she should be reassured until Emergency Medical Services (EMS) (911) can be secured.
4. Make sure the student completes (thoroughly) the district’s incident/accident report. Upon completion, submit it to the principal’s office for processing.

ENVIRONMENTAL STRESS

All students participating in a physical education program in Florida are placed under environmental stress of heat and humidity.

Performing in the heat can result in problems that can be more serious than the immediate discomfort felt by the student. Dehydration, muscle cramps, heat exhaustion, and heat stroke are all possible outcomes of students performing under conditions of extreme radiant heat.

Making available sufficient amounts of water, acclimatizing to the heat, and participating with the proper amount of clothing may reduce heat disorders. In addition, a sufficient amount of time is recommended to cool down after outdoor activity.

CHAPTER 3

FLORIDA DEPARTMENT OF EDUCATION

MIDDLE/JUNIOR

PHYSICAL EDUCATION

INDEX OF COURSES

COURSE DESCRIPTIONS
AND
SUNSHINE STATE STANDARDS

WEBSITE INFORMATION



Florida Department of Education

Index of Courses

Middle/Junior

Adaptive

- 1500000 M/J Adaptive Physical Education I.E.P. or 504 Plan

General

- 1501000 M/J Physical Fitness
- 1501919 M/J Body Management
- 1501020 M/J Throwing and Catching
- 1501030 M/J Striking with the Body
- 1501040 M/J Striking with Objects
- 1501050 M/J Strategies
- 1501100 M/J Comprehensive Physical Education 1
- 1501110 M/J Comprehensive Physical Education 2
- 1501120 M/J Comprehensive Physical Education 3

For detailed information for 6-8th grade course descriptions, go to Florida Department of Education website:

www.firn.edu/doe/curriculum/crscodes/basic_612/phved68.htm

For detailed information on Health/Physical Education Sunshine State Standards, go to Florida Department of Education website:

www.firn.edu/doe/menu/sss.htm

CHAPTER 4

FLORIDA DEPARTMENT OF EDUCATION

HIGH SCHOOL

PHYSICAL EDUCATION

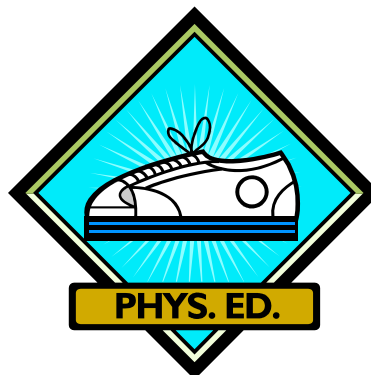
INDEX OF COURSES

COURSE DESCRIPTIONS

&

SUNSHINE STATE STANDARDS

WEBSITE INFORMATION



FLORIDA DEPARTMENT OF EDUCATION HIGH SCHOOL

GRADES 9-12 PHYSICAL EDUCATION COURSE DESCRIPTIONS

INDEX OF COURSES

COURSE # **ADAPTIVE**

<u>COURSE #</u>	<u>COURSE TITLE</u>
1500300	ADAPTIVE PHYSICAL EDUCATION
1500310	INDIVIDUAL SPORTS FOR DISABLED STUDENTS
1500320	TEAM SPORTS FOR DISABLED STUDENTS
1500330	RECREATIONAL ACTIVITIES FOR DISABLED STUDENTS
1500340	AQUATICS FOR DISABLED STUDENTS

FITNESS

1501300	PERSONAL FITNESS
1501310	FITNESS LIFESTYLE DESIGN
1501320	FITNESS ISSUES FOR ADOLESCENCE
1501340	BEGINNING WEIGHT TRAINING
1501350	INTERMEDIATE WEIGHT TRAINING
1501360	ADVANCED WEIGHT TRAINING
1501390	COMPREHENSIVE FITNESS
1501410	BEGINNING POWER WEIGHT TRAINING
1502500	SPORTS OFFICIATING
1503400	BEGINNING AEROBICS
1503410	INTERMEDIATE AEROBICS
1503420	ADVANCED AEROBICS
1500400	INTERSCHOLASTIC SPORTS
1500440	MARCHING BAND PHYSICAL EDUCATION WAIVER

INDIVIDUAL AND DUAL SPORTS

1502300	BEGINNING GYMNASTICS
1502310	INTERMEDIATE GYMNASTICS
1502320	ADVANCED GYMNASTICS
1502400	PADDLEBALL/RACQUETBALL/HANDBALL
1502410	INDIVIDUAL AND DUAL SPORTS I
1502420	INDIVIDUAL AND DUAL SPORTS II
1502430	INDIVIDUAL AND DUAL SPORTS III
1502460	SELF DEFENSE ACTIVITIES
1502470	RECREATIONAL ACTIVITIES

INDEX OF COURSES (Continued)

1502490	CARE AND PREVENTION OF ATHLETIC INJURIES
1502500	SPORTS OFFICIATING
1504400	BEGINNING GOLF
1504410	INTERMEDIATE GOLF
1504460	BEGINNING SWIMMING
1504470	INTERMEDIATE SWIMMING
1504490	WATER SAFETY
1504500	BEGINNING TENNIS
1504510	INTERMEDIATE TENNIS
1504520	ADVANCED TENNIS
1505430	BEGINNING RACQUETBALL
1505440	INTERMEDIATE RACQUETBALL
1505550	BEGINNING WRESTLING
1505560	INTERMEDIATE WRESTLING

TEAM SPORTS

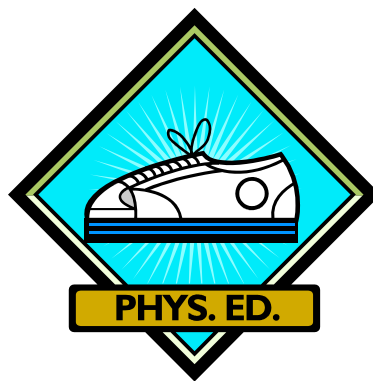
1503300	TRACK AND FIELD
1503310	BASKETBALL
1503320	SOCCER
1503330	SOFTBALL
1503350	TEAM SPORTS I
1503360	TEAM SPORTS II
1505500	BEGINNING VOLLEYBALL
1505510	INTERMEDIATE VOLLEYBALL
1505520	ADVANCE VOLLEYBALL
1500990	PHYSICAL EDUCATION TRANSFER

For detailed information for course descriptions, go to Florida Department of Education Website:
www.firn.edu/doe/curriculum/crscode/basic612/phyved912.htm

For detailed information for the Health and Physical Education Sunshine State Standards, go to the Florida Department of Education website:
www.firn.edu/doe/menu/sss.htm

CHAPTER 5

TEACHING STRATEGIES



TEACHING STRATEGIES

Children are naturally active, creative beings who enjoy physical activity. As children grow and progress through school, an effective health education and physical education program 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.

Recent findings in brain research indicate that the learning process is complex and unique to each individual. Students differ widely in the way they learn. Some learn better in a group setting, while others are more independent and self-motivated.

These findings are driving a move toward more learner-focused methods in education. As enhancing individual student learning becomes the focal point, old barriers are removed and creativity is encouraged. The results can be dramatic. Addressing all types of learning styles provides optimal experiences for students.

Many factors affect learning:

- student characteristics and background
- teacher characteristics and methods, and
- the context or learning environment

Current thinking in health and physical education reveals a change of focus in curriculum, instruction, and assessment: the needs of the learner shape curriculum planning. The teacher is key to creating a supportive, effective learning environment. Teachers provide a supportive environment when they maintain fair, consistent, and 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, and negotiating conflicts, and taking risks. They also have the freedom to do quality work on their own initiative. In addition, a teacher who helps students learn self-control strategies can reduce the negative effect of factors that can interfere with learning, such as low self-esteem, lack of personal goals, expectations of failure or limited success, feelings of anxiety, insecurity or pressure.

A supportive learning environment and a variety of teaching strategies that promote exploration, discussion, and collaborative learning will go far to ensure that all children have the opportunity to see themselves as capable students, successful in learning physical education.

KEY POINTS FOR TEACHING STRATEGIES

Instruction that prepares students for the 21st century should address:

- high academic standards with expectations of high achievement for every student
- a learner-centered curriculum; the teacher as a facilitator for learning
- learning based on constructing meaningful concepts from facts and learning physical education in its real-world context
- emphasis on connections within health education and physical education and with other domains; relating health education and physical education to the student's world
- active, hands-on learning in the classroom; more student responsibility and choices
- students inquiring, problem –solving, conjecturing, inventing, producing and finding answers
- students working cooperatively, learning together
- 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
- relating classroom learning to the skills students will need to function successfully in the work force and in society

TEACHING TO A VARIETY OF LEARNING STYLES

The Theory of Multiple Intelligence

In 1983 Howard Gardner of Harvard University proposed a theory of multiple intelligence. Gardner's research indicates that teachers can enjoy more success educating students when their lessons address these intelligences. Based on the populations studied, the following eight areas are described in Gardner's *Frames of Mind*: Verbal-Linguistic Intelligence, Logical-Mathematical Intelligence, Musical Intelligence, Visual-Spatial Intelligence, Body-Kinesthetic Intelligence, Intrapersonal Intelligence, Interpersonal Intelligence and Naturalist Intelligence. Relative strengths in these areas are different for each person. It is important that opportunities are provided for learners to work and develop in all areas so that human potential is not limited.

The 4MAT Approach

Bernice McCarthy developed an instructional system called 4MAT which is based on the research of Kolb, Lawrence, Jung, and others. In 4MAT, instruction is organized to address the different ways people learn. McCarthy identified four major, equally valuable, learning styles and recommends that the development and integration of all four styles, as well as both right and left brain processing skills, should be a major goal of education. 4MAT is also a cycle of learning and teaching that moves students through a natural learning progression designed to promote individual growth and success.

TEACHING DIVERSE STUDENTS

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

Infusing a multicultural perspective

Each student brings a wealth of culture that can be recognized, appreciated, and included as a part of the instructional content. Teachers can focus on fostering, understanding, appreciation, and respect for the people of other cultural, language, socioeconomic, religious, or ethnic backgrounds, using the strengths and backgrounds of 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 on a culturally diverse environment. Schools can restructure their curriculum 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 transform society in the future, making it more humane and empathetic, a global community where every person is respected, appreciated, and honored.

Adapting instruction for the diverse needs of learners

Given the focus on creating learner-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 curriculum and the learning environment are redesigned, and as teachers plan and teach, it is important to keep in mind that learners:

- are unique
- come to the educational setting with knowledge and experiences
- come from many cultures and backgrounds
- have diverse needs and values
- are social beings
- actively participate in learning
- have a variety of interests
- have a variety of opinions and ideas about health and physical education

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

Adapting instruction for the developmental differences

Children learn best when material is appropriate to their developmental levels, while challenging their intellectual, emotional, physical, and social development. Children grow through a series of definable, though not rigid, stages, and schools should modify their activities to the developmental

levels of individual students. This includes awareness and understanding of developmental differences of children with special emotional, physical, or intellectual disabilities, as well as those with special abilities.

Adapting instruction for the individual learning process

Children naturally develop unique capabilities and talents. They acquire preference for how they learn and the pace at which they learn. There are many forms of intelligence, many ways by which they know, understand, and learn about the world. The health education and physical education program that matches teaching to learning styles, allowing students to process material more efficiently, will reach all students, and thus, provide the opportunity for deeper and more thorough learning.

There are many strategies for adapting instruction and the learning environment for students with different needs. However, adapting instruction for those with special needs does not mean lowering expectations or having different academic criteria. Teacher acceptance and high expectations for success play a major role in the way other students accept a student who has unique needs. This, in turn, can have a major impact on a child's self-image, affecting his/her eagerness and ability to learn.

The law mandates that every child be provided with physical education in the least restrictive environment. A physical education environment which allows individual responses, encourages performance at the individual's skill level, and is taught by a teacher who makes changes to reflect the individual's needs, is appropriate for children with handicapping conditions.

Inclusion is the integration of exceptional children into the regular curriculum. According to law, each child must be afforded the opportunity to participate in the regular physical education program unless the needs are specially designed for physical education, as prescribed in the child's individualized education program (IEP).

ACCOMMODATING STUDENTS WITH DISABILITIES

Teachers who believe that all students can learn can 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.

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.

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.

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:

Activities

- 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

Equipment

- use lighter equipment
- use mats for landing
- decrease air pressure in balls
- use brightly colored equipment
- lower nets
- use equipment that emits auditory cues

Movements

- single movements to combinations
- large muscle groups to small
- slow to fast
- light to heavy
- separate to combinations
- familiar to unfamiliar

Limitations / players

- individual to partner to group
- buddy system
- confine the space
- appropriate organizational patterns
- additional players
- color code teams

Teacher Action

- simple concise directions
- demonstrations
- reinforcement
- feedback
- visual aids
- minimal distractions

ACCOMODATING ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

English for Speakers of Other Languages (ESOL) students are similar in many 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 uniqueness. Problems may surface because these learners may use one language at home as they are learning English at school.

From the perspective of the teacher, teaching a multilingual class requires more time and more effort because all students probably do not have similar background knowledge. Teachers must be flexible, willing to learn and grow, be able to adapt and accept ESOL students, and convey an attitude of valuing others' languages and cultures. Many ESOL cultures have an entirely different view of education, including the role of the teacher and the student, the environment for learning, and materials used, such as books, resources, and audio-visual materials.

Instructional Strategies For ESOL Students

- encourage students to ask for help
- speak clearly and at a normal pace
- check for understanding
- use visual aids to emphasize key concepts or terms
- utilize cooperative learning groups

ACCOMMODATING AT-RISK STUDENTS

Students at risk of leaving school before graduation are a special challenge to the classroom teacher. Poor academic performance is cited as the best indicator of who drops 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 and thus may be at 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 classrooms in which at-risk students are more likely to be successful and are able to tap into their own intrinsic level of motivation.

Instructional Strategies For At-Risk Students

- Avoid situations in which individuals compete openly in class
- Help students concentrate on completing the task rather than the consequences of failure
- Monitor students at work – coaxing, coaching, encouraging
- Use contract learning
- Offer make-up work, credit for extra effort
- Help students set objectives and goals for immediate results
- Use short tasks and assignments which provide for more opportunities

COOPERATIVE LEARNING

Cooperative learning involves more than having students get in groups to work on a project. It is important that each student be assigned a specific task and that students take responsibility for their own as well as the group's success.

The following chart is from the *Florida Curriculum Framework: Health Education & Physical Education, published by the State of Florida, Department of Education*. It describes how to use cooperative learning and the many benefits.

How Do You Use It?	What Are the Benefits?
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.	<ul style="list-style-type: none">• 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

Four specific strategies for using cooperative learning from the *Florida Curriculum Framework: Health Education & Physical Education published by the State of Florida, Department of Education* are described below:

Jigsawing

This method has everyone in the group become an expert and share his or her information so that all group members learn the same information.

Procedure:

- Divide the class into groups
- Assign a specific part of the chapter being learned.
- Students meet and learn with students in other groups who have the same topic.
- Students discuss how to teach the material to their original group.
- Students return to their original group and all teach their assigned topic.

Benefits

- Builds depths of knowledge
- Solidifies a student's own understanding and resolves misunderstanding
- Learns one concept well, build on another
- Develops cooperative working skills and team building

Corners

This method allows students to learn about a topic and share it with their group.

Procedure:

- Divide class into small groups and have them move to different corners of the room to learn a specific topic.
- In groups the students discuss different points of view concerning the topic and how they can best present the information to the class.
- Each student then presents to the class.

Benefits:

- Elicits points of view
- Hones communication skills, especially listening and taking turns.
- Allows for opportunities for shy students to function positively in small groups

GRAPHIC ORGANIZERS

What is it?

Graphic organizers are visual representations of abstract concepts and processes. Students transfer abstract information into a more concrete form.

How do you use it?

The teacher provides a specific format for learning, recalling, and organizing.

What are the benefits?

- Helps in transfer of learning from abstract to concrete
- Helps visual learners organize ideas
- Provides format for study

SPECIFIC GRAPHIC ORGANIZER STRATEGIES

INTERVIEWS

What is it?

Interviews are strategies for gathering information and reporting.

How do you use it?

Students pre-plan a set of questions, a format for the interview, and a presentation.

What are the benefits?

- Fosters connections
- Develops ability to interpret answers
- Hones organization and planning skills
- Develops problem-solving skills

REFLECTIVE THINKING

What is it?

Reflecting or thinking about what was learned after a lesson is finished, usually by writing what was learned.

How do you use it?

Two possible approaches to reflective thinking are:

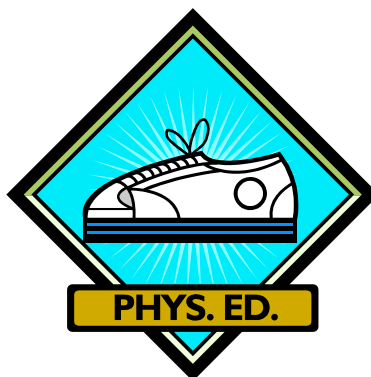
- 1) Students can write in a journal the concept learned, comments on the learning process, questions or unclear areas, and interests in further exploration
- 2) Students can fill out a questionnaire addressing such questions as: Why did you study this? Can you relate it to real life?

What are the benefits?

Helps students assimilate what they have learned
Helps connect concepts to make ideas more meaningful

CHAPTER 6

TECHNOLOGY



TECHNOLOGY

The use of technology is increasing in the world of business, industry and education. Training all educators and students in the use of technology is becoming an integral part of the educational process. Health and physical educators are becoming more aware of the powerful instructional tool technology can be in their programs. Technology is not an end in itself; but it can help students reach Brevard Public School's high academic standards and succeed in the workplace. For example, technology can...

- Give students more control and involvement in their own learning process
- Promote investigative skills
- Serve as an access to major sources of information
- Provide students with skills to measure, monitor, and improve their own performance and develop competencies
- 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 being learned in simulated or real-life projects
- Prepare students for a high-tech work world

Technology transforms educational programs into multimedia learning. Teachers and students will have interactive access to word processing, graphics presentation, tools, media integration, desktop publishing, and communications. Instructional technology will enhance a complete wellness instructional program. Heart monitors can provide students and teachers feedback on their cardiovascular health while engaging in activities and sharing personal knowledge. To capture performance skills and strategies, camcorders can be used to analyze healthy behaviors. Computers provide information and instructional modules that will augment any group of students or educators. Multimedia presentations and software programs are available which will provide all areas of health and fitness education with tutorials in many topics, offering instruction and assessment of a student's achievement. Technology has greatly improved evaluation equipment used in health and physical education programs, (i.e., bicycle ergometers, treadmills, and skin fold calipers). These instruments allow students and teachers to monitor and evaluate their progress, giving them considerable control over their learning.

Use of Technology in Physical Education

The age of technology affords educators a wealth of choices. As technology expands into education, educators can discover new ways to explore health education and physical education ideas and meet the diverse individual needs of students. The availability and appropriate use of technology are indispensable in developing programs that will prepare the students of today to face the continuing advancements in the workplace, to be able 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 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 progress. Five students are rowing furiously on interactive rowing machines that are hooked up to the 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.

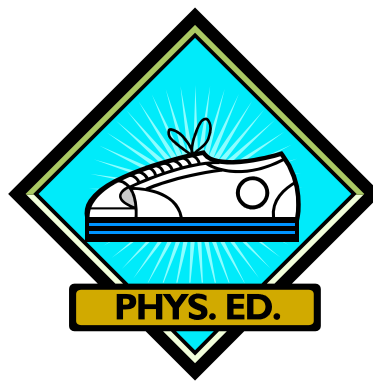
Other students are breathing hard as they pedal on stationary bicycles. The screens attached to the front of the bicycles help keep their motivation up by showing a picture of a candy bar that is gradually disintegrating as they burn up the equivalent calories. In another part of the room, students work 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 specially equipped treadmills that enables them to monitor their heart rates before, during, and after exercise.

When students are finished exercising, they will record the results of their workouts, including their heart rates, 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 fitness evaluation as well as recommendations for a regular exercise program.

In this example, 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.

CHAPTER 7

ASSESSMENT



ASSESSMENT

Assessment of student achievement is a fundamental component of Brevard County's system of accountability. Assessment provides essential information on the effectiveness of educational reform efforts and on the level of student achievement. 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.

Classroom assessment refers to the tasks, activities, or procedures designed to obtain accurate information about student achievement. From the educator's perspective, assessment helps answer these questions: What do students know and what are they able to do? How well am I teaching? What else can I do to help students learn? From the student's perspective, it helps to answer: What do I know? What can I do? What more do I want and need to learn?

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 use their knowledge of health education and physical education to communicate their ideas. Using authentic (i.e., realistic) assessment activities will help reveal whether 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 students' behavior supports or improves their health and overall physical activity level. The strategies presented will encourage the linkage of curriculum, instruction, and assessment and provide information that is a useful and valid as possible.

The Assessment Process

In recent years, knowledge of how students learn has increased. For example, it has been learned that students acquire knowledge and skills in widely diverse ways. Knowing this, however, only serves to increase the complexity of the challenge. Because all students do not learn in the same way and because increasing numbers of students come to school from conditions that seriously affect their prospects for success, innovative approaches are needed to meet their needs. Accordingly, a variety of approaches to instruction and classroom assessment are required.

The process of assessment is not complete without the communication of results. Timely feedback from assessment is important to positively impact 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 understand each student's progress and to evaluate 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 will allow 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. Using mechanical aids, such as manipulatives or calculators, and alternatives for the recording of answers may help a student demonstrate competency.

Modifications of standardized assessments are generally limited and clearly specified in the administration manual for the test.

Although society has been oriented toward standardized achievement tests, there is an apparent readiness for change. Alternatives include more naturalistic, performance-based approaches to assessment. While these approaches are intended to promote a better alignment of instruction and assessment, they entail new roles for teachers and students in the evaluation process (Chittenden, 1991). However, in physical education, these roles may not be entirely new since a performance-based approach coincides with what is typically evaluated (e.g. motor abilities, sports skills, games strategies, and fair play).

Developing a systematic evaluation procedure does not mean the group-administered, objectively scored, and normative interpretation of achievement tests. Rather, a comprehensive, performance-based measure of learning is recommended that documents not only understandings and skills, but other outcomes such as attitudes, motivations, social conduct, and values. Evaluation which scans this full spectrum of student learning reflects the trend towards "authentic assessment" (Perrone, 1991).

There are a variety of assessment tools to broaden the scope of the teacher's classroom assessment activities. The following list of 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. 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.

Performance assessments require the student to create a product or construct a response that demonstrates a skill, 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, and interpret 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 that are structured around a real-life problem or situation. Although a traditional multiple-choice question can describe a real-life situation, 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 levels. 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 a policy, researching various policies, and making their selection, they make a presentation to the class. During their presentation, Mr. Weir assesses the strength of criteria used to make their decision, the persuasiveness of the presentation, and the accuracy and appropriateness of supporting data.

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 judgement about student 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 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 he listens to Charisse's responses, Mr. Reyes assesses Charisse's understanding of concepts related to injury prevention and physical fitness. Her response lets 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 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.

These assessment models can be augmented by additional assessment methods such as:

- Traditional assessment (i.e., matching, true/false, multiple choice, and fill in the blank)
- Student journal
- Portfolio assessment (e.g., a collection of student work)
- Peer observation
- Interview
- Student project
- Group project
- Role playing

Assessment tools used will vary depending on program needs and individual classroom management styles. The assessment methods selected for a particular activity should reflect attainment of the benchmarks.

The Use of Assessment Rubrics

An assessment rubric is a set of rules used to rate student's proficiency on performance tasks (e.g., essays, short answer exercises, projects, portfolios, etc.). 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. Alternatively, a rubric may describe different categories of performance that are not considered to be a "scale." Rubrics provide important information to teachers, parents, and others interested in what students know and can do. Most often, scoring rubrics are developed for each assessment activity, although if the activities are similar enough a single rubric can be applied. Following are several examples of assessment rubrics and possible application.

Rubric Examples

>Self-reports																					
Check the space that designates how you feel most of the time																					
Coed Volleyball is:																					
Exciting											Dull										
Boring											Fun										
Worth the time											Waste of time										
Stupid											Great										
Interesting											Uninteresting										
Scoring #	Exciting-	7	6	5	4	3	2	1	-	Dull Boring -	1	2	3	4	5	6	7	Fun			
➤ Frequency index scales		1 st Observation						2 nd Observation													
5 = Never 4 = Seldom 3 = Fairly often 2 = Frequently 1 = Regularly																					
Behavior Trends																			Rating Average		
1. Limits interactions to friends; excludes other		5		4		3		2		1		5		4		3		2		1	
2. Shares equipment		1		2		3		4		5		1		2		3		4		5	
3. Takes turn at circuit stations		1		2		3		4		5		1		2		3		4		5	

Rubric Examples			
>Peer reviews		Partner checks performance according to the criteria	
Cartwheel criteria	Perfect	Acceptable	Needs Improvement
-faces mat with preferred foot forward: same-side arm vertical			
-throws weight upon preferred foot: leans forward, placing same-side hand on mat			
-throws opposite leg up at the same time, placing same-side hand on mat			

>Self-evaluation		Evaluate own ability according to criteria	
Golf grip criteria (bottom hand)	I have achieved	Working to Achieve	
-placed on club first, fingers as close together as possible			
-thumb close to hand at the first joint			
-wrist is directly above shaft			
-thumb forms "V": forefinger points over opposite shoulder			

Rubric Examples

The following two rubrics were designed as broad spectrum assessment instruments. The standards used are taken from the Physical Education Literacy Strand and the Health Literacy Strand respectively. These rubrics are only examples and should be modified to meet the needs of particular program goals. The characteristics should be changed according to developmental level with regard to the standard being assessed.

Health Literacy

STANDARD 1:

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

Characteristics	1	2	3
	Fewer or No Competencies	Meets Standards	Exceeds Standards
Can identify healthy choices in food, activities, hygiene and exercise, and how they contribute to wellness			
Can identify health problems and possible ways to prevent and / or why they should be treated early			
Can identify environmental health problems with possible preventive and / or treatment options, and how they relate to physical and emotional health.			
Can explain and recognize the relationships between physical and emotional health.			

Rubric Examples

Physical Education Literacy

STANDARD 1:

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

Characteristics	1	2	3
	Few or No Competencies	Meets Standard	Exceeds Standard
Can move in a variety of directions individually or in a game setting.			
Can throw or catch in a variety of ways alone, with a partner or in a game setting.			
Design a game or choose a game and demonstrate proficiency in the movement forms inherent to the activity.			

Rubrics are an excellent tool to validate other types of assessment and should be constructed in a way that encourages student success.

ASSESSMENT

Physical Fitness Testing

FitnessGram 6.0

The test that was chosen as part of Brevard County's Accountability Plan for Physical Education is the FitnessGram. This choice was based on a committee's recommendation after receiving input from experts around the country in fitness testing. The FitnessGram assesses three components of physical fitness which have been identified as being important because of their relationship to overall health and optimal function. They are:

Aerobic Capacity - two options

- 1) Pacer - 20 meter shuttle run
- 2) One mile walk/run

Body Composition - two options

- 1) Percent of body fat - calculated from triceps and calf muscle
- 2) Body mass index - height and weight

Muscle Strength, Endurance and Flexibility -

Abdominal Strength

Must select - Curl-up test

Upper Body Strength - must select one

- Push-up
- Modified pull-up
- Pull-up
- Flexed arm hang

Trunk Extensor Strength & Flexibility

Must select - Trunk lift

Flexibility - must select one

- Back-saver-sit and reach
- Shoulder stretch

Our long term objective is to develop students who are regularly active, able to self-assess their fitness levels, interpret assessment results, plan personal programs and motivate themselves to adhere to the program.

The philosophy of the FitnessGram is 1) Fitness is for a lifetime. 2) Fitness is for everyone. 3) Fitness is fun and enjoyable.

The goal of the FitnessGram is to recognize all children who are physically active and who are able to achieve scores in the Health Fitness Zone. A FitnessGram report card is available to be sent home to parents of each child taking the test.

The FitnessGram is criterion referenced. Standards have been established to represent a level of fitness that offers some degree of protection against diseases which result from sedentary living.

NOTE: While valuing physical fitness, this test represents only a portion of a student's entire year/semester's program.

Fitness Links

Cooper Institute for Aerobics Research

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

Human Kinetics

<http://www.humankinetics.com/>

Florida Sunshine State Standards for Health and Physical Education

<http://www.firn.edu/doe/curric/prek12/frame2.htm>

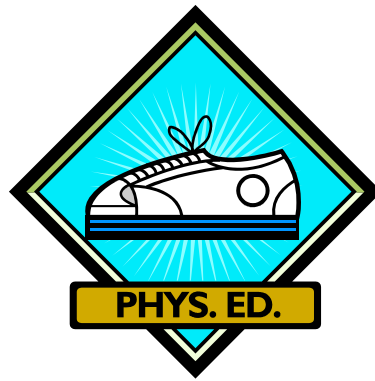
CHAPTER 8

PHYSICAL EDUCATION
GRADES 9 – 12

FCAT SAMPLE QUESTIONS
MATH/READING
(Using Physical Education Examples)

SCORING RUBRICS

ANSWERS AND SCORING SAMPLES



Reference:

Florida Department of Education—Student Assessment and Evaluation Services

FCAT Mathematics- Extended Response Holistic Rubric

Points	Description
4	The student demonstrates a <u>thorough understanding</u> of the mathematics concepts and/or procedures embodied in the task. The student has responded correctly to the task, used mathematically sound procedures, and provided clear and complete explanations and interpretations. The response may contain minor flaws that do not detract from the demonstration of a thorough understanding.
3	The student demonstrates an <u>understanding</u> of the mathematics concepts and/or procedures embodied in the task. The student's response to the task is essentially correct with the mathematical procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor errors that reflect inattentive execution of the mathematical procedures or indications of some misunderstanding of the underlying mathematics concepts and/or procedures.
2	The student has demonstrated only a <u>partial understanding</u> of the mathematics concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the student's work lacks an essential understanding of the underlying mathematical concepts. The response contains errors related to misunderstanding important aspects of the task, misuse of mathematical procedures, or faulty interpretations of results.
1	The student has demonstrated a <u>very limited understanding</u> of the mathematics concepts and/or procedures embodied in the task. The student's response to the task is incomplete and exhibits many flaws. Although the student has addressed some of the conditions of the task , the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many errors or may be incomplete.
0	The student has provided a <u>completely incorrect</u> solution or uninterpretable response, <u>or no response at all</u> .

FCAT Mathematics- Short Response Holistic Rubric

Points	Description
2	The student demonstrates a <u>thorough understanding</u> of the mathematics concepts and/or procedures embodied in the task. The student has completed the task correctly, in a mathematically sound manner. When required, student explanations and/or interpretations are clear and complete. The response may contain minor flaws that do not detract from the demonstration of a thorough understanding.
1	The student has provided a response that is only <u>partially correct</u> . For example, the student may provide a correct solution, but may demonstrate some misunderstanding of the underlying mathematical concepts or procedures. Conversely, a student may provide a computationally incorrect solution but could have applied appropriate and mathematically sound procedures, or the student's explanation could indicate an understanding of the task, even in light of the error.
0	The student has provided a <u>completely incorrect</u> solution or uninterpretable response, <u>or no response at all</u> .

Florida Department of Education – Student Assessment and Evaluation Services
Prepared by Dr. Cornelia S. Orr- August 3, 1998

FCAT Reading – Extended Response Holistic Rubric

Points	Description
4	The response indicates that the student has a <u>thorough understanding</u> of the reading concept embodied in the task. The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. Necessary support and/or examples are included, and the information is clearly text-based.
3	The response indicates that the student has an <u>understanding</u> of the reading concept embodied in the task. The student has provided a response that is accurate and fulfills all the requirements of the task, but the required support and/or details are not complete or clearly text-based.
2	The response indicates that the student has a <u>partial understanding</u> of the reading concept embodied in the task. The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples and requirements of the task may be incomplete or omitted.
1	The response indicates that the student has very <u>limited understanding</u> of the reading concept embodied in the task. The response is incomplete, may exhibit many flaws, and may not address all requirements of the task.
0	The response is <u>inaccurate</u> , confused, and/or irrelevant, or the student has failed to <u>respond to the task</u> .

FCAT Reading – Short Response Holistic Rubric

Points	Description
2	The response indicates that the student has a <u>complete understanding</u> of the reading concept embodied in the task. The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. Necessary support and/or examples are included, and the information is clearly text-based.
1	The response indicates that the student has a <u>partial understanding</u> of the reading concept embodied in the task. The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples and requirements of the task may be incomplete or omitted.
0	The response is <u>inaccurate</u> , confused, and/or irrelevant, or the student has failed to <u>respond to the task</u> .

Florida Department of Education – Student Assessment and Evaluation Services
Prepared by Dr. Cornelia S. Orr- August 3, 1998

FCAT SAMPLE QUESTIONS - Physical Education

Grade Level or Course Name: Grade 6 - Personal Fitness

Textbook / Resource: Moving with Skill - Kendall Hunt

Content Statement (Content I.D. Number):

KCAX015X: Demonstrate and describe the benefits of participating in a regular physical fitness program



On page 27 in your textbook, Moving with Skill, you have learned to determine your target heart rate zone. Using the formulas below determine your low limit and high limit target heart rate zones.

$(220 - \text{age} \times .60 = \text{Low Limit})$

$(220 - \text{age} \times .90 = \text{High Limit})$

LOW LIMIT

1.

	0	0	0	
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

HIGH LIMIT

2.

	0	0	0	
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

Answer Key

**Gridded Response Format
Mathematics 9-12**

FCAT SAMPLE QUESTIONS - Physical Education

Grade Level or Course Name: Grade 6 - Personal Fitness

Textbook / Resource: Moving with Skill - Kendall Hunt

Content Statement (Content I.D. Number):

KCAX015X: Demonstrate and describe the benefits of participating in a regular physical fitness program



On page 27 in your textbook, Moving with Skill, you have learned to determine your target heart rate zone. Using the formulas below determine your low limit and high limit target heart rate zones.

$(220 - \text{age} \times .60 = \text{Low Limit})$
 $(220 - 47 \times .60 = 103)$

$(220 - \text{age} \times .90 = \text{High Limit})$
 $(220 - 47 \times .90 = 155)$

LOW LIMIT

1.

		1	0	3
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HIGH LIMIT

2.

		1	5	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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FCAT SAMPLE QUESTIONS - Physical Education

Grade Level or Course Name: Grade 6 - Physical Education

Textbook / Resource: Moving with Skill - Kendall Hunt

Content Statement (Content I.D. Number):

KCAXOOIX: Identify potential safety hazards in fitness enhancing activities.

On page 55 in your textbook we have learned about exercise injuries. Select the correct answers to the following multiple choice questions.

1. A stitch is a:
 - A. A sharp pain in the side of your upper abdominal region.
 - B. A rubbing of the skin.
 - C. Cuts to the shins, elbows, knees, arms, and legs.
 - D. A respiratory disorder characterized by difficulty in breathing.

2. A sprain is a:
 - F. A rubbing of the skin.
 - G. An injury to a ligament.
 - H. Bleeding from the nose.
 - I. A jammed finger.

3. An abrasion is:
 - A. An injury to a ligament.
 - B. A tear of a muscle or tendon.
 - C. A jammed finger.
 - D. Cuts on your shins, elbows, knees, arms, and legs.

1. B C D 2. F H I 3. A B C

Answer Key

FCAT SAMPLE QUESTIONS - Physical Education

Grade Level or Course Name: Grade 6 - Physical Education

Textbook / Resource: Moving with Skill - Kendall Hunt

Content Statement (Content I.D. Number):

KCAXOOIX: Identify potential safety hazards in fitness enhancing activities.

On page 55 in your textbook we have learned about exercise injuries. Select the correct answers to the following multiple choice questions.

1. A stitch is a:
 - C. A sharp pain in the side of your upper abdominal region.
 - D. A rubbing of the skin.
 - C. Cuts to the shins, elbows, knees, arms, and legs.
 - D. A respiratory disorder characterized by difficulty in breathing.

2. A sprain is a:
 - F. A rubbing of the skin.
 - G. An injury to a ligament.
 - H. Bleeding from the nose.
 - I. A jammed finger.

3. An abrasion is:
 - A. An injury to a ligament.
 - B. A tear of a muscle or tendon.
 - C. A jammed finger.
 - D. Cuts on your shins, elbows, knees, arms, and legs.

1. B C D 2. F H I 3. A B C

**Short Response Format
Reading**

FCAT SAMPLE QUESTIONS- Physical Education

Grade Level or Course Name: Grade 7 – Personal Fitness

Textbook / Resource: Moving with Skill, Kendall Hunt

Content Statement (Content I.D. Number):

KCCX013X: Demonstrate the ability to throw an object an increased distance.

READ
THINK
EXPLAIN

In your textbook, Moving with Skill, on page 105 is a section on Throwing for Distance.

After reading this section in your own words explain the throwing technique appropriate for a long throw.

Answer Key

Short Response Format
Reading

FCAT SAMPLE QUESTIONS- Physical Education

Grade Level or Course Name: Grade 7 – Personal Fitness

Textbook / Resource: Moving with Skill, Kendall Hunt

Content Statement (Content I.D. Number):

KCCX013X:

Demonstrate the ability to throw and object an increased distance.

READ
THINK
EXPLAIN

In your textbook, Moving with Skill, on page 105 is a section on Throwing for Distance. After reading this section in your own words explain the throwing technique appropriate for a long throw.

The angle of a throw will determine the distance.
An object thrown at a 45 degree angle will go the farthest if there is not much wind resistance. If the angle of a throw is more than 45 degrees the object will not travel as far.
Wind can effect the distance of a throw. Throwing against the wind can shorten your throw.

Extended Response Format
Reading

FCAT SAMPLE QUESTIONS- Physical Education

Grade Level or Course Name: Grade 7 – Personal Fitness

Textbook / Resource: Moving with Skill, Kendall Hunt

Content Statement (Content I.D. Number):

KCCX013X: Demonstrate the ability to throw an object an increased distance.

READ
THINK
EXPLAIN

In your textbook, Moving with Skill, on page 105 is a section on Throwing for Distance.

After reading this section in your own words explain the throwing technique appropriate for a long throw.

FCAT SAMPLE QUESTIONS- Physical Education

Grade Level or Course Name: Grade 8 – Personal Fitness

Textbook / Resource: Moving with Skill, Kendall Hunt

Content Statement (Content I.D. Number):

KCEX014X: Describe and/or explain the application of the movement concepts of body awareness, spatial awareness, effort qualities and relationships inherent in skills related to striking with objects.

READ
THINK
EXPLAIN

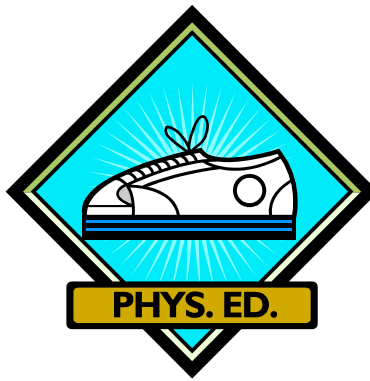
Extended Response questions usually require up to 10 minutes to answer. A complete answer is worth 4 points. A partial answer is worth 1, 2, or 3 points.

On page 110 in your textbook, Moving with Skill, there is a chapter Striking with Body Parts and External Objects. After reading this chapter, explain the importance of learning mechanical principles in physical education.

Mechanical principles play an essential role in the successful performance of skills related to sports activities. Knowing what to do and when to do it guides your actions. This mental involvement narrows the gap between an ideal performance and what your body can achieve. By combining knowledge and capability, performance is improved. Too often, success is measured only by the strength of the participant. A participant who knows how to use physics effectively is not dependent upon power for positive results. Knowing how to maximize your potential enables you to overcome more obstacles than possible with strength alone.
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CHAPTER 9

TEACHER RESOURCES



AAHPERD Materials

One of the best sources of information for Personal Fitness education and assessment is available from our national professional organization, the American Alliance for Health, Physical Education, Recreation, and Dance. The information is found in the “Physical Best Manual” which describes the Health Related Assessment Program and provides information about the AAHPERD Award Program.

The “Physical Best Instructors Guide” is available for purchase. The guide assists not only in conducting the testing program, but in implementing an effective educational program after the testing.

The “Fitness Discovery Activities” includes 55 activities to help adults and children learn about fitness, nutrition, stress, body composition, smoking, and other topics.

“Aerobics with Fun” is an illustrated manual which explains the importance of good fitness and contains 1,100 tested activities. It is designed to be used in conjunction with the Physical Best program to develop a creative fitness education program.

A video called “Physical Best; Integrated Concepts with Activities for 6-12” provides innovative ideas to use in your class to help students achieve optimal fitness.

Computer software is available for both PC and MAC that enables you to record fitness results and generate reports.

To receive information on these items or place an order, contact AAHPERD at 1900 Association Drive, Reston, VA. 22309, (703) 476-3400.

Exercise and Fitness Testing Equipment

Listed below is suggested fitness testing equipment, which can be used in the personal fitness course. Of course, there are other potential vendors, but this list should assist you in getting started and give you a guide to approximate costs.

Equipment	Unit Price	Vendor
Bicycle Ergometer	\$950.00	Cybex Div. of Lumex, Inc. 2100 Smithtown Ave. Ronkonoma, NY 11779
Exersentry (pulse monitor)	\$125.99	Respironics, Inc. 650 Senco Rd. Monroeville, PA 15146
Spirometer	\$95.00-\$115.00	Atlantic Medical Supply Co. 3160 Ravenswood Rd. Ft. Lauderdale, Fl. 33312
Dynamometer	\$110.00-\$225.00	Abby Medical 7501 N.W. 36 St. Miami, Fl. 33166
Stopwatches	\$5.60-\$110.00	Gaglioti Instrument Labs 561 N.E. 87 St. Miami Shores, Fl. 33138
Blood Pressure Cuffs	\$25.50-\$40.00	American Hospital Supply 1951 Delaware Parkway Miami, Fl. 33125
Fat-O-Meter Caliper	\$9.95	Health & Education Services Div. of Novel Products Inc. 80 Fairbanks St., Unit 12 Addison, IL 60101
Large Skinfold Caliper	\$171.00	J.A. Preston Company Quotation Dept. 71 5 th Ave. New York, NY 10003
Slim Guide Caliper	\$19.95	Creative Health Products P.O. Box 266 Chesterfield, MO 63017

Adipometer	\$3.00	Ross Laboratories Educational Services Dept. 441 625 Cleveland Ave. Columbus, OH 43216
Coach (Aerobic Fitness Monitor) and Wristcoach	\$149.95	Bio Technology Inc. 6924 NW 46 St. Miami, Fl. 33166
Vitamaster Hide-a-cycle	\$340.00	Allegheny International P.O. Box 778-321 Bypass N. Lincolnnton, NC 28902
Fitness Gloves (weighted gloves)	\$29.95	Athletic Fitness Co. P.O. Box 7191 Auburn, NY 13021
Precor Rowing Machine	\$285.00	Body Tech 3006 Strate St. Santa Barbara, CA 93105
Schwin Air-Dyne Bicycle Ergometer	\$595.00	Excelsior Fitness 615 Landwehr Rd. Northbrook, IL 60062
Treadex Treadmill	\$2695.00	Universal Gym Equipment 907 27 th Ave. SW Cedar Rapids, Iowa 52406
Aerobicycle	\$1995.00	

Sit and Reach Flexibility Testers \$125.00-\$200.00

Disposal Mouthpieces (1,000) \$45.00-\$50.00

Stethoscopes \$5.00-\$40.00

Aerobic Steps \$32.00-\$95.00

Elastic Exercise Bands (12) \$7.00-\$16.00

Bicycle inner tubes donated by local bicycle shops can be used to teach and demonstrate strength training exercises.

Books

AAHPERD. *Physical Best*. 1900 Association Dr., Reston, VA 22091

AAHPERD *Publications Catalog*
1-800-321-0789

ACSM *Fitness Book*
American College of Sports Medicine
Human Kinetics Publishers
Box 5076
Champaign, IL 61825-5076
1-800-825-3636

American Council on Exercise Aerobics Instructor Manual
P.O. Box 910449
San Diego, CA 92191-0449
1-800-825-3636

American Dietetic Association. *Play Hard, Eat Right: A Parent's Guide to Sports Nutrition for Children*.
1-800-745-775 Web: www.eatright.org

Anderson, Bob. *Stretching*. Shelter Publications, Inc. Bolinas, CA

Anderson, James and Cohen, Martin. *West Point Fitness and Diet Book*. Rawson Associates and Avon Books, 1977

Anderson, Jean and Deskins, Barbara. *The Nutrition Bible*. Morrow Publishing Co.

Bailey, Covert. *Fit or Fat?* Houghton Mifflin Company. Boston, 1978. This is perhaps the leading text describing in a clear, understandable way the relationship between physical activity, fat metabolism and weight. It includes sound nutritional advice.

Bailey, Covert. *Fit or Fat Target Diet*. Houghton Mifflin Co., Boston

Cooper, Kenneth. *The Aerobics Program for Total Well Being*. M.Evans and Company, Inc., New York, 1982. An outstanding book for teachers and students which, focuses on the relationship between exercise, diet, and emotional balance.

Corbin and Lindsey. *Concepts of Physical Fitness with Laboratories*. Wm. Brown Co., Iowa. 1970

Cundiff, David and Brynteson, Paul. *Health Fitness: Guide to a Life Style*. Kendall/Hunt Publishing Company, Dubuque, Iowa, 1985. The book presents a concept of health fitness and outlines a life style conducive to developing health fitness.

Darden, Ellington. *The Nautilus Book*. Contemporary Books, Inc. 1980

deVres, Herbert. *A Physiology of Exercise, for Physical Education and Athletics*. Wm. C. Brown Company Publishers, Dubuque, Iowa, 1980. This college-level textbook is designed to provide an extensive background of the study of exercise physiology. Additional sections include the application of physiology to health and fitness and the physiology of training and conditioning athletes.

Duyff, Roberts. *The American Dietetic Association's Complete Food and Nutrition Guide*. Chronimed Publishing. 1-800-848-2793

Fahey, Thomas D. and Hutchinson, Gayle. *Weight Training for Women*. Mayfield Publishing Co. 1992

Fahey, Thomas D., Insel, Paul M., and Roth, Walton T. *Fit and Well, Second Edition*. Mayfield Publishing Co. 1997

Finn, Susan Calvert. *The American Dietetic Association's Complete Guide to Women's Nutrition*. Berkeley Publishing Group, 1-800-788-6262

Getchell, Bud. *Physical Fitness, A Way of Life*. John Wiley & Sons, New York, 1983. This book is written to provide readers at all levels with the basics of being physically fit, not only the how-to build a philosophy about exercise. It provides an excellent overview of many areas of exercise and fitness.

Golding, Lawrence. Myers, Clayton. and Sinning, Wayne. *The Y's Way to Physical Fitness*. YMCA of USA, Rosemont, Illinois, 1982. This text was written as a basic tool for training YMCA Physical Fitness Specialists. As such, it has excellent information on exercise principles, exercise planning and leadership, fitness tests, and resource materials.

Hafen, Brent. *Nutrition, Food and Weight Control*. Allyn and Bacon, Inc. Boston, 1981. This is a consumer-oriented approach to nutrition and weight control, which combines traditional nutrition topics with contemporary concerns in easily understood language.

Hooks, Gene. *Weight Training in Athletics and Physical Education*. Prentice-Hall, Inc. Englewood Cliffs, NJ.

Howley, Edward T. and Franks, B. Don. *Health Fitness Instructor's Handbook, Second Edition*. Human Kinetics Publishers

Kirschmann, Gayle and John D. *The Nutrition Almanac*. McGraw-Hill, 1-800-262-472?

Kuntzleman, Charles and Beth. *Fitness with Fun*. Arbor Press, Spring Arbor, Michigan.

Mellin, M.A., R.D., Laurel. *Shapedown Weight Management Program for Adolescents*. Balboa Publishing, San Francisco, CA. 1980

Murray, Michael. *The Encyclopedia of Nutritional Supplements*. 1-800-832-8676

President's Council on Physical Fitness and Sports. *Aqua Dynamics*. Document No. 040-000-000360-6. Superintendent of Documents, Government Printing Office, Washington, DC 20402

President's Council on Physical Fitness and Sports. *Vigor and Vim*. Superintendent of Documents, Government Printing Office, Washington DC 20402

Roberts, Scott W. *Health Wellness An Introductory Approach, Third Edition*. Eddie Bowers Publishing, Inc.

Sharkey, Brian J. *Physiology of Fitness: Third Edition*. Human Kinetics Publishers, Champaign, Illinois, 1990. An excellent text on prescribing exercise for fitness, weight control, and health. Written for the individual who wants a deeper understanding of fitness, for the fitness enthusiast who wants to know how and why the body works the way it does, for the uninitiated in fitness who is developing an interest, and for the skeptic who wants more proof.

Westcott, Wayne L. *Strength Fitness, Expanded Second Edition*. Allyn and Bacon, Inc. 1987

Williams, Brian K. and Knight, Sharon M. *Healthy for Life*. Brooks/Cole Publishing Company. 1994

Additional books available from Hunter Textbooks, 823 Reynolda Road, Winston-Salem, NC 27104, 336-725-0608

- Aerobic Fitness Everyone*
- Aquatic Fitness Everyone*
- Badminton Everyone*
- Fitness: The New Wave*
- Fitness: Walking Everyone*
- Jogging Everyone*
- Karate Everyone*
- Volleyball Everyone*
- Skiing Everyone*
- Soccer Everyone*
- Tennis Everyone*
- Walk, Jog, Run for Wellness Everyone*
- Weight Training Everyone*

Vendors: Fitness Testing and Exercise Equipment

<p>Accusplit, Inc. Sports Timing Division 2990A Ringwood Ave. San Jose, CA 95131 1-800-538-9750</p>	<p>Fitness Technologies Ltd. 172 E. 75 St. New York, NY 10021 1-800-366-1240</p>
<p>Concept II. Inc. RR1, Box 1100 Morrisville, VT 05661 1-800-245-5676</p>	<p>Fitness Wholesale 895-A Hampshire Road Stow, Ohio 44224 1-800-537-5512</p>
<p>Creative Health Products 5148 Saddle Ridge Road Plymouth, Michigan 48170 1-800-742-4478</p>	<p>Free Weight Systems 525 Garden Ave. Butte, MT 59701 406-782-0393</p>
<p>Cybox 2100 Smithtown Ave. P.O. Box 9003 Ronkonoma, NY 11779-0903 1-800-645-5392</p>	<p>GOPHER Sport 220 24th Avenue NW Owatonna, MN. 55060 1-800-533-0446</p>
<p>Dynaforce Gym Equipment Corp. 6846 Alderwood Drive Carlsbad, CA 92009 619-438-3759</p>	<p>Gym Equipment Co., Inc. 198 PineLynn Drive Ridgewood, NJ 07452 201-447-2884</p>
<p>Exercycle Corp. P.O. Box 1349 Woonsocket, RI 02895 401-769-7160</p>	<p>Healthtrax Fitness Products 747 Aquidneck Ave. Middletown, RI 02840 1-800-521-9996</p>
<p>Fit Net P.O. Box 2178 San Leandro, CA 94577 1-800-288-BFIT</p>	<p>Hydra Fitness Industries 2121 Industrial Park Rd. P.O. Box 599 Belton, TX 76513-0599 1-800-433-3111</p>
<p>Fitness First P.O. Box 251 Shawnee Mission, Kansas 66201 1-800-421-1791</p>	<p>Life Fitness, Inc. 9601 Jeronimo Rd. Irvine, CA 92718 1-800-735-3867</p>
<p>Fitness Outfitters 5542 E. South St. Lakewood, CA 90713 1-800-878-3867</p>	<p>Monark Sales 5612 N. Western Ave. Chicago, IL 60659 1-800-359-4610</p>

Nasco Hands-On Health 901 Janesville Ave. Fort Atkinson, WI 53538-0901 1-800-558-9595	SPRI Products, Inc. 1554 Barclay Blvd. Buffalo Grove, IL 60089 1-800-222-774
Nautilus Sports/Medical Industry 709 Powerhouse Road P.O. Box 160 Independence, VA 24348 1-800-874-8941	The Step 3200 Professional Pkwy. Bldg. 100 Atlanta, GA 31339 1-800-SAY-STEP
Nordic Track 104 Peavey Road Chaska, MN 55318-2355 1-800-445-2606 www.norditrack.com	Trackmaster Treadmills P.O. Box 12445 Pensacola, FL 32582 1-800-965-6455
Novel Products, Inc. P.O. Box 308 Addison, IL 60101-0308 1-800-323-5143	Tunturi, Inc. P.O. Box 2470 Redmond, WA 98073-2470 1-800-827-8717
Physico, Inc. 17019 Ventura Blvd. Encino, CA 91316 1-900-447-8189	Universal Gym Equipment, Inc. P.O. Box 1270 Cedar Rapids, IA 52406 1-800-553-7901
POLAR Heart Rate Monitors 99 Seaview Blvd. Port Washington, NY 11050 1-800-227-1314	VersaClimber 3188 Airway Ave. #E Costa Mesa, CA 92626-6601 1-800-237-2271
Pro-Fit 12012 156 th Ave. SE Renton, WA 98059-6317 206-255-3817	Walking Wellness Catalog Creative Walking, Inc. P.O. Box 50296 Clayton, MO 63105 1-800-762-9255
Schwinn Cycling & Fitness 217 N. Jefferson St. Chicago, IL 60606 1-800-633-0231	

Catalogs: Video, Videodisc and CD-ROM

<p>Cambridge Physical Education & Health P.O. Box 2153, Dept. PE8 Charleston, WV 25328-2153 1-800-468-4227</p>	<p>Insight Media 2162 Broadway New York, NY 10024-6620 212-721-6316 www.insight-media.com</p>
<p>Collage Video 5390 Main St., NE, Dept. 1 Minneapolis, MN 55421 1-800-433-6769 www.collagevideo.com</p>	<p>Karol Video P.O. Box 7600 Wilkes-Barre, PA 18773-7600 1-800-884-0555</p>
<p>EDUCORP 7434 Trade St. San Diego, CA 92121-2410 1-800-843-9497</p>	<p>Let's Do It Productions P.O. Box 5483 Spokane, WA 99205 509-235-6555</p>
<p>Emerging Technology Consultants Multimedia & Videodisc Compendium 2819 Hamilton Ave. N. St. Paul, MN 55113 612-639-3973</p>	<p>The FIRM 1007 Johnnie Dodds Blvd. Mt. Pleasant, SC 29464-9934 1-800-THE-FIRM www.firmdirect.com</p>
<p>Films for Humanities & Sciences-Health P.O. Box 2053 Princeton, NJ 08543-2053 1-800-257-5126 www.films.com</p>	<p>Psychology Today Tapes Dept. 964 Box 059073 Brooklyn, NY 11205-9061</p>
<p>Health Careers Communication Skills, Inc. 49 Richmondville Ave. Westport, CT 06880 1-800-824-2398</p>	
<p>Health Edco P.O. Box 21207 Waco, TX 76702-1207 1-800-299-366, ext. 295 www.wrsgroup.com</p>	

Videos

Fitness	
<p><i>AFAA Standards & Guidelines - The Practical Way Video</i> Aerobics & Fitness Association of America 15250 Ventura Blvd. Suite 200 Sherman Oaks, CA 91403 1-800-446-2322</p>	<p><i>Bulking Up—The Dangers of Steroids</i> AIMS Multimedia 9710 Desota Ave. Chatsworth, CA 91311-4409 1-800-367-2467</p>
<p><i>Two Hearts That Beat As One</i> <i>Breath of Life</i> <i>Life Under Pressure</i> Films for the Humanities & Science P.O. Box 2053 Princeton, NJ 08543-2053 1-800-257-5126</p>	<p><i>YMCA Healthy Back Video & Book</i> Human Kinetics P.O. Box 5076 Champaign, IL 61825-5076 1-800-747-4457</p>
<p><i>Physical Activity and You</i> Insight Media 2162 Broadway New York, NY 10024 1-800-233-9910</p>	<p><i>Physical Fitness – Are You Ready?</i> Commander-Navy Recruiting-Area Three 451 College Street P.O. Box 4887 Macon, GA 31208-4887 (912) 746-1544</p>
<p><i>Taking Charge of Your Health 18 Minutes</i> Audio-Visual Services Pennsylvania State University Special Services Bldg. 1127 Fox Hill Road University Park, PA 16803-1824 1-800-826-0132</p>	<p><i>Why Risk A Heart Attack?</i> Time-Life 100 Eisenhower Drive P.O. Box 644 Paramus, NJ 07652 (201) 843-4545</p>
<p><i>The Target Zone: Aiming for Whole Body Fitness</i> Pyramid Films and Video 2801 Colorado Ave. Santa Monica, CA 90404 310-828-7577</p>	<p><i>Run for Your Life</i> Success Motivation Institute</p> <hr/> <p><i>Man, the Incredible Machine</i> National Geographic Educational Services Washington, DC 20036</p>
<p><i>Weight Training—Your Key to Fitness</i> The Altshul Group 1560 Sherman, Suite 100 Evanston, IL 60201 1-800-421-2363</p>	<p><i>Fitness for Living</i> (3 filmstrips, 3 cassettes) Teacher’s Guide, \$99 Walt Disney Educ. Media Co. Att.: Dept. 110 SP 500 S. Buena Vista St. Burbank, CA 91521</p>

<p><i>The Exercise Film</i> American Heart Association (Check with county organization)</p>	<p>Heart</p>
<p><i>Weekend Athlete</i> Best Films P.O. Box 692 Del Mar, CA 92014</p>	<p><i>Heart Attack</i> The Heart: Counter Attack <i>Smoking: Fight for Breath-Emphysema</i> Katherine Abruzzo McGraw-Hill Book Co. 674 Via de la Valle P.O. Box 641 Del Mar, CA 92014 (619) 453-5000</p>
<p><i>Physiology of Exercise</i> Sunburst Films Room KT 7 39 Washington Ave. Pleasantville, NY 10570</p>	<p><i>Heart Attack</i> Churchill Films 662 N. Robertson Blvd. Los Angeles, CA 90069-9990</p>
<p><i>Fit to be You</i> (3 filmstrips, Teacher's Guide) Walt Disney Educ. Media Co. (See Fitness for Living)</p>	<p><i>For the Sake of Your Heart</i> Sunburst Films (See Physiology of Exercise)</p>
<p><i>Step N Motion</i> 1-800-STEP e-mail: gocathe@voicenet.com Web: www.cathe.com</p>	<p><i>Health with Heart</i> (Circulation of the Blood) American Heart Association</p>
<p><i>Creative Instructors Aerobics Inc. (CIA)</i> 109 Scarlet Drive Conshohocken, PA 19428 1-800-435-0055 or 610-940-3950 Web: www.ciavideo.com</p>	<p><i>Diseases of the Heart</i> Spenco Medical Corporation P.O. Box 1048 Santa Monica, CA 90406 (213) 828-7577</p>
<p><i>Metro Fitness</i> P.O. Box 1744 Lake Oswego, OR 97035 1-800-635-3895</p>	
<p><i>Fitness Arts Distributors</i> 1-800-735-3315</p>	
<p><i>Sara's City Workout</i> Web: www.saracity.com</p>	
<p><i>Innovative Fitness Connections</i> 1-800-453-9343</p>	

<p>Covert Bailey's Fit or Fat Series (13 videotapes) <i>Body Fat in America</i> <i>Height-Weight Charts That Work</i> <i>Pot Bellies and Thunder Thighs</i> <i>Steroids, Cholesterol and other Fats</i> <i>How Muscles Work</i> <i>Comparing Exercises</i> <i>Mistakes Fitness Buffs Make</i> <i>Sugar and Other Carbohydrates</i> <i>The Target Diet</i> <i>Crash Diets & Other Weight Loss Tricks</i> <i>How to Get Fit Fast</i> <i>Muscle in on Your Metabolism</i> <i>Food and Fitness Foolishness</i> PBS Video 1320 Braddock Place Alexandria, VA 22314-1698 1-800-344-3337</p>	<p><i>Snacking Mouse</i> Polished Apple</p> <hr/> <p><i>Eat, Drink, and Be Wary</i> Churchill Films</p> <hr/> <p>Nutrition Coast Community College 15744 Golden West St. Huntington Beach, CA 92647</p> <hr/> <p><i>Nutrition Is</i> Sugar Associates 254 W. 31 St. New York, NY 10001</p>
<p>Nutrition</p>	<p><i>Nutrition and Exercise</i> Sunburst Films</p>
<p><i>Fit or Fat</i> 1-800-538-5856</p>	<p><i>How to Lose Weight</i> Sunburst Films</p>
<p><i>For Tomorrow We Shall Diet</i> Churchill Films</p>	<p><i>Shaping Up</i> Polished Apple</p>
<p><i>Look Before You Eat</i> Churchill Films</p>	<p><i>Shaping Up</i> 1-800-538-5856</p>
<p><i>From the Fat of the Land</i> Fairview General Hospital 18101 Lorain Ave. Cleveland, OH 44111 (216) 252-1222</p> <hr/> <p><i>Fast Foods</i> Society for Nutrition Education 2140 Shattuck Ave. Suite 1110 Berkeley, CA 94704</p> <hr/> <p><i>Vegetarianism in a Nutshell</i> Polished Apple 3724 Sea Horn Drive Malibu, CA 90265</p>	<p><i>Turning Food Into Fuel</i> <i>Breakdown Eating Healthy</i> <i>Sugar, Salt, and Health</i> <i>Contemporary Nutrition</i> Films for the Humanities & Science P.O. Box 2053 Princeton, NJ 08543-2053 1-800-257-5126</p> <hr/> <p><i>Diet and Nutrition</i> <i>The Food Guide Pyramid: Contemporary Nutrition</i> Insight Media Wellness: Moderation in Eating AIMS Multimedia Eat Smart — PBS Video</p>

<p><i>The Silent Hunger: Anorexia and Bulimia</i> <i>Films for the Humanities & Sciences</i> <i>Controlling Obesity: Calories In, Calories Out</i> NIMCO P.O. Box 9 Calhoun, KY 42327 1-800-962-6662</p>	<p>Stress</p> <hr/> <p><i>Stress and Illness</i> <i>Health, Stress, and Coping</i> Insight Media Controlling the Risk Factors of Coronary Heart Disease NIMCO</p>
<p><i>Anorexia, Bulimia</i> Audio-Visual Services Pennsylvania State University</p>	<p><i>Learning to Live with Stress</i> Document Associates 211 East 43 Street New York, NY 10017 (212) 682-0730</p>
<p><i>Waistland: Why Diets Don't Work</i> Coronet/MTI Video 4350 Equity Drive Columbus, OH 43228 1-800-621-2131</p>	<p><i>Stress Test</i> Human Relations Media 343 Manville Road Pleasantville, NY 10570 1-800-431-2050</p>
<p>Alcohol</p>	<p><i>Managing Stress</i> CRM/McGraw Hill Technical Dept. 110 - 75 St. Del Mar, CA 92014</p>
<p><i>Alcohol in the Human Body</i> AIMS Instructional Media 626 Justin Ave. Glendale, CA 91711 (213) 240-9300</p>	<p>Respiratory</p>
<p><i>Alcohol: Facts, Myths & Decisions</i> Science & Mankind, Inc. Communications Park – Box 2000 Mount Kisco, NY 10540 (914) 666-4100</p>	<p><i>Smoking and Health</i> Spenco Medical Corporation</p>
<p><i>Verdict at 1:32</i> American Temperance Society 6830 Laurel Washington, DC 20012 The Stress Mess BARR Films 12801 Scharbarum Ave. P.O. Box 7878 Irwindale, CA 91706 (818) 338-7878</p>	<p><i>Respiratory System</i> (See Prentice-Hall Co.) 150 White Plains Rd. Tarrytown, NJ 10591</p>

Exercise Records and Tapes

Kimbo Educational Materials:

Aerobic Coed Secondary Fitness Tape and Booklet

Jacki Sorenson Tape and Booklet (Aerobic Dancing Elementary and Aerobic Dancing Encore)

Elementary Aerobic Fitness by Boyd and Gillespie

Joanie Greggins – Shape Up

Aerobicise – Ron Harris’ full 2-hour program of vigorous and enjoyable fitness and exercise.

Judi Sheppard Missett – Let’s Jazzercise

Sources of Information and Class Materials

The following organizations can provide information related to physical fitness. Some have brochures, book, and films.

American Cancer Society, Director of Public Education, 777 Third Ave., New York, NY 10017.

American Dietetic Association’s Consumer Hotline: 1-800-366-1655 offers referrals to dietitians and sports nutritionists.

American Dietetic Association, 430 N. Michigan Ave., Chicago, Illinois 60611.

American Heart Association, 44 East 23 St., New York, NY (Also check your local heart association.)

American Medical Association, 535 North Dearborn St., Chicago, Illinois 60610.

American Nurses Association, Public Relations Dept., 2420 Pershing Rd., Kansas City, Missouri 64108.

American Public Health Association, 1015 18th St. N.W., Washington, DC 20036.

American Running and Fitness Association, 2420 K Street, N.W., Washington, DC 20037.

Canadian Association for Health, Physical Education, and Recreation, 333 River Road, Vanier City, Ontario, K1L 8B9, Canada.

Canadian Heart Association, 129 Adelaide St., West, Toronto, Canada.

Florida Department of Citrus, P.O. Box 148, Lakeland, Florida 33802.

Krames Communications, 1100 Grundy Lane, San Bruno, California 94066-3030.

Metropolitan Life Insurance Co., Health and Welfare Div., 1 Madison Avenue, New York, NY 10010.

National Academy of Sciences, Food and Nutrition Board, Office of Information, 2101 Constitution Ave., Washington, DC 20418.

National Council of YMCA of USA, Director of Health Enhancement, 101 N. Wacker Drive, Suite 1400, Chicago, Illinois 60606.

National Dairy Council, 111 North Canal St., Chicago, Illinois 60606.

National Heart and Lung Institute, National Institutes of Health, 9600 Rockville Pike, Bldg. 31, Room 5A52, Bethesda, Maryland 20014.

National Lung Association. (Check your local office.)

The Nutrition Action Health Letter, 1875 Connecticut Ave. NW, Suite 300 Washington, D.C. 20009

President's Council on Physical Fitness and Sport, Washington, DC 20202.

Prudential Insurance Co. of America. (Check your local office.)

The Quaker Oats Company, Chicago, Illinois.

Traveler's Insurance Co., One Tower Square, Hartford, Connecticut 06115.

Tufts University Health & Nutrition Letter, 1-800-274-7581

Environmental Nutrition 1-800-829-5384

U.S. Department of Agriculture, Human Nutrition Research Branch, 14th St. and Independence Ave., SW, Washington, DC. 20250

U.S. Public Health Service, Public Inquiries Branch, 200 Independence Ave. SW, Washington, DC 20201

To receive a catalog of current AV materials, books, posters and other teaching aids, contact the following:

The Athletic Institute
200 Castlewood Drive
North Palm Beach, Fl. 33408-5697
(800) 933-3335

CSPI Marketplace
1501 16th Street NW
Washington, DC 20036

SunBurst Communications
39 Washington Avenue
Box 40
Pleasantville, NY 10570-3498
(800) 431-1934

The Mini-Gym Co.
354 Halle Drive
Cleveland, OH 44132
(216) 261-7562

CD- ROMS for Health, Fitness, Physical Education and Sport

CD- ROM Title	Cost	Source
A.D.A.M. Essentials 1-800-843-9497	\$99.99	EDUCORP Direct
Anatomist 1-800-843-9497	\$219.99	EDUCORP Direct
Body Works 1-800-843-9497	\$39.99	EDUCORP Direct
DINE Healthy 1-800-843-9497	\$89.99	EDUCORP Direct
Fats of Life 1-800-634-4941	\$79.00	Learning Seed
Human Anatomy 1-800-843-9497	\$99.99	EDUCORP Direct
Mayo Clinic: The Total Heart 1-800-432-1332	\$19.95	IVI Publishing
The Ultimate 3D Skeleton 1-800-843-9497	\$29.99	EDUCORP Direct
The Ultimate Human Body 1-800-843-9497	\$36.99	EDUCORP Direct
Vital Signs: The Good Health Resource Texas Caviar 1-800-648-1719	\$79.95	

Videodisc Title	Cost	Source
AIDS 1-212-456-7746	\$195.00	ABC News Interactive
Alcohol 1-212-456-7746	\$195.00	ABC News Interactive
Drugs, Alcohol, and Your Body 1-800-367-2467	\$149.95	AIMS Media
Fast Food: What's in it for you? 1-800-334-7830	\$99.95	Churchill Media
Food and Nutrition 1-212-456-7746	\$195.00	ABC News Interactive
Hyper Heart 1-800-581-8694	\$300.00	Slice of Life
I am Joe's Heart 1-800-421-2304	\$129.00	Pyramid Media
Less Stress 1-800-334-7830	\$99.95	Churchill Media
Look Before You Eat 1-800-334-7830	\$99.95	Churchill Media
Nutrition for Living 1-800-257-5126	\$159.00	Films for Humanities and Science
Nutrition for Health: The Food Pyramid/Wellness 1-800-367-2467	\$174.90	AIMS Media
Running 1-403-220-3418	\$150.00	University of Calgary
Volleyball 1-403-220-3418	\$150.00	University of Calgary
What is AIDS? 1-800-321-3106	\$99.00	Coronet/MTI

Computer Software Sources

Softshare
209-278-2650

Bonnie's Fitware
562-924-0835

Broderbund
800-521-6263

CE Software
515-224-1995

CompTech Systems Design
800-343-2406

MECC
800-228-3504

Mindscape
800-829-1900

Softkey Multimedia, Inc.
800-845-8692

Springboard Software
612-944-3912

INTERNET RESOURCES

AAHPERD Home Page	http://www.aahperd.org
Adapted Physical Education National Standards	http://www.cortland.edu/apens/
Advice for Consumers on health, food, Transportation, children, product safety, etc.	http://www.consumer.gov/
Aerobics and Fitness Assoc	http://www.afa.com
American Academy of Ophthalmology	http://www.aao.org
American Cancer Society	http://www.cancer.org/docroot/home/index.asp
American Dietetic Association	http://www.eatright.org
American Heart Association	http://www.americanheart.org/presenter..jhtml?identifiers=1200000
American Medical Association	http://www.ama-assn.org
American Red Cross Disaster Services	http://www.redcross.org
Arthritis Foundation	http://www.arthritis.org
BioMechanics World Wide	http://www.per.ualberta.ca/biomechanics/bwwframe.htm
Calorie Control Council	http://www.caloriecontrol.org
Cardiovascular Health Promotion for Children	http://www.jhbmc.jhu.edu/cardiology/partnership/kids/kids.html
Careguide (Eldercare Info)	http://www.careguide.net/careguide/index.jsp
Centers for Disease Control	http://www.cdc.gov
CNN Health	http://www.cnn.com/HEALTH/
Cooking Light Online	http://www.cookinglight.com/cooking/
Diet City	http://dietcity.com/

Essential Nutrients	http://www.worldguide.com/Fitness/nut.html
Fitness and Health On-line (Shape Magazine)	http://www.fitnessonline.com
Dole's Five A Day Program- Benefits of eating fruits and vegetables	http://www.dole5aday.com
Florida's Coordinated School Health Program	http://www.myfloridaeducation.com/commhome/h-pilot.htm
Florida Medical Association	http://www.floridamedicalnetwork.com
Food Allergy Resource	http://www.foodallergy.org/
Food and Drug Administration	http://www.fda.com
Food and Nutrition Resource Center Homepage	http://www.firn.edu/databases/fnrc/food.html
Food Resource from Oregon State University	food.oregonstate.edu/food.html
Health Answers Home Page	http://www.healthanswers.com/patco/videos_main.asp
Health Central (Dr. Dean Edell)	http://www.healthcentral.com
Health World Online	http://www.healthy.net
Health Hotlist	http://www.fi.edu/tfi/hotlists/health.html
Healthfinder	http://www.healthfinder.gov
Heartinfo	http://heartinfo.org
High Blood Pressure in Children	http://www.amhrt.org/heart/hbpc.html
Human Kinetics	http://www.humankinetics.com
Index of Food and Nutrition Internet Resources	www.nal.usda.gov/fnic/etext/fnic.html
Internet Food Channel	www.foodchannel.com
JAMA (Jrnl of Am Med Assn)	www.jama.ama-assn.org/
Kids Health	www.kidshealth.org
Let's Get Physical!	www.education-world.com/a_lesson/archives/pe.html

Mayo Clinic	www.mayohealth.org
Melpomene Institute – Womens Health and Physical activities	http://www.melpomene.org
Mental Health Screening	www.mentalhealthscreening.org
National Clearinghouse for Alcohol And Drug Information	http://www.health.org
National Headache Foundation	http://www.headaches.org/
National Institutes of Health	http://www.nih.gov/
National Stroke Association	http://www.stroke.org
National Women’s Health Resource Center	www.healthywomen.org
New England Journal of Medicine	http://www.nejm.org
Nutrition Analysis	http://www.spectre.ag.uicuc.edu/-food-lab/nat/
Nutrition Navigator – Tufts University	http://www.navigato.tufts.edu
Obesity and Weight Control	http://www.weight.com
OncoLink	http://www.cancer.med.upenn.edu
Partnership for a Drug Free America	http://www.drugfreeamerica.org
PE Central	http://www.pecentral.com
PELink4U	http://www.pelinks4u.org/
PE Lesson Plans	http://schools.eastnet.ecu.edu/pitt/ayden/physed8.htm
Puzzle Maker	http://www.puzzlemaker.com
Red Cross	http://www.redcross.org
SleepNet	www.sleepnet.com
Sports Medicine Performance Center	www.sportmedicine.com
Teacher’s Edition Online-information on lesson plans and projects	http://www.teachnet.com/lesson/health/index.html

The American Diabetes Assoc.	www.diabetes.org
The Fitness Zone	www.fitnesszone.com
The Global Gourmet	www.globalgourmet.com
The National Headache Fnd	http://www.headaches.org
The National Mental Health Svcs	http://www.mentalhealth.org/
Typing Injury FAQ Home Page - computer related injuries	www.tifaq.com
U.S. Department of Education	http://www.ed.gov/index./jsp
U.S. FDA – Center for Food Safety and Nutrition	vm.csan.fda.gov/list.html
Vegetarian Resource Group	www.vrg.org
Vital Signs	http://www.fi.edu/biosci/monitor/vitals.html
Vitality Magazine	http://www.vitality.com
Volksmarch and Walking Index	www.ava.org
Web MD	www.webmd.com
Wellness Info	www.planetwellness.com/bodybasics

Web Sites for Students/Athletes

Yahooligans	http://www.yahooligans.com/
Miami Museum of Science	http://www.miamisci.org/ph/
President's Challenge	http://www.indiana.edu/~preschal/
The Running Page	http://ibilio.org/drears/running/running.html
Gender Equity in Sports	http://www.bailwick.lib.uiowa.edu/ge
Let's Get Physical!	http://www.education-world.com/a_lesson/lesson063.shtml
GameTime	http://www.nauticom.net/www/dbullock/index.htm
Sports Illustrated for Kids	http://www.sikids.com/index.html
WWW Women's Sports Page	http://fiat.gslis.utexas.edu/~lewisa/womsprt.html
Encarta Lesson Plans	http://encarta.msn.com/schoolhouse/menus/menuphysed.asp

CHAPTER 10
NATIONAL STANDARDS
FOR
PHYSICAL EDUCATION



Content Standards in Physical Education

A physically educated person:

1. Demonstrates competency in many movement forms and proficiency in a few movement forms.
2. Applies movement concepts and principles to the learning and development of motor skills.
3. Exhibits a physically active lifestyle.
4. Achieves and maintains a health-enhancing level of physical fitness.
5. Demonstrates a responsible personal and social behavior in physical activity settings.
6. Demonstrates understanding and respect for differences among people in physical activity settings.
7. Understands that physical activity provides opportunities for enjoyment, challenge, self-statement, and social interaction.

General Description of Standards

1. Demonstrates competency in many movement forms and proficiency in a few movement forms.

The intent of this standard is the development of movement competence and proficiency. Movement competence implies the development of sufficient ability to enjoy participation in physical activities and establishes a foundation to facilitate continued motor skill acquisition and increased ability to engage in appropriate motor patterns in daily physical activities. The development of proficiency in a few movement forms gives the student the capacity for successful and advanced levels of performance to further increase the likelihood of participation. In the primary years students develop maturity and versatility in the use of fundamental skills (e.g., running, skipping, throwing, striking) that are further refined, combined and varied during the middle school years. These motor patterns, now having evolved into specialized skills (e.g., a specific dance step, chest pass, catching with a glove) are used in increasingly more complex movement environments (e.g., more players or participants, rules, and strategies) through the middle school years. On the basis of interest and ability, high school students select a few activities for regular participation within which proficiency will be developed. In preparation for adulthood, students should have acquired the basic skills to participate in a wide variety of leisure and work-related physical activities and advanced skills in at least two or three areas.

2. Applies movement concepts and principles to the learning and development of motor skills.

This standard concerns the ability of the learner to use cognitive information to understand and enhance motor skill acquisition and performance. This includes the application of concepts from disciplines such as motor learning and development, sport psychology and sociology, biomechanics, and exercise physiology. Specifically this would include concepts like increasing force production through the summation of forces, effects of anxiety on performance, and the principle of specificity of training. Knowledge of such concepts and practice applying these concepts enhances the likelihood of independent learning and therefore more regular and effective participation in physical activity. During the lower elementary years emphasis is placed on establishing a movement vocabulary and initial application of introductory concepts (e.g., force absorption, principles governing equilibrium, application of force). Through the upper elementary and middle school years an emphasis is placed on learning more and increasingly complex concepts. In addition, emphasis is placed on applying and generalizing these concepts to real-life physical activity situations (e.g., managing stress, effect of growth spurt on movement performance). During the high school years the student should possess sufficient knowledge of concepts to independently and routinely use a wide variety of increasingly complex concepts (e.g., performance trends associated with learning new motor skills, specificity of training). By graduation the student should have developed sufficient knowledge and ability to independently use the knowledge to acquire new skills while continuing to refine existing ones.

3. Exhibits a physically active lifestyle

The intent of this standard is to establish patterns of regular participation in meaningful physical activity. This standard should connect what is done in the physical education class with the lives of students outside of physical education. While participation within the physical education class is important, what the student does outside the physical education class is critical to developing an active, healthy lifestyle. Students are more likely to participate if they have had opportunities to develop interest that are personally meaningful to them. Young children should learn to enjoy physical

activity. They should participate in developmentally appropriate activities that help them develop movement competence and they should be encouraged to participate in vigorous and unstructured play. As students get older, the structure of activity tends to increase and the opportunities for participation in different types of activity increase outside of the physical education class. Attainment of this standard should develop an awareness of those opportunities and encourage a broad level of participation. Cognitive understandings develop from an initial awareness of cause and effect relationships between activity and its immediate and identifiable effect on the body to an increased understanding of the role of physical activity on the physiological body, social opportunities and relationships, and emotional well being; and comprehensive perspective on the meaning of the ideas of a healthy lifestyle.

4. Achieves and maintains a health-enhancing level of physical fitness.

The intent of this standard is for the student to achieve a health-enhancing level of physical fitness. Students should be encouraged to develop higher levels of basic fitness and physical competence as needed for many work situations and active leisure participation. Health-related fitness components include cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition. Expectations for students' fitness levels should be established on a personal basis, taking into account variation in entry levels, rather than setting a single standard for all children at a given grade level. For elementary children, the emphasis is on an awareness of fitness components and having fun while participating in health-enhancing activities that promote physical fitness. Middle school students gradually acquire a greater understanding of the fitness components, how each is developed and maintained, and the importance of each in overall fitness. Secondary students are able to design and develop an appropriate personal fitness program that enables them to achieve desired level of fitness. The student thus should have both the ability and willingness to accept responsibility for personal fitness leading to an active, healthy lifestyle.

5. Demonstrates responsible personal and social behavior in physical activity setting.

The intent of this standard is achievement of self-initiated 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 sport, and positive social interaction. Achievement of this standard in the lower elementary grades begins with recognition of classroom rules and procedures and focus on safety. In the upper elementary levels, students learn to work independently, with a partner, and in small groups. In the middle school, students identify the purposes for rules and procedures and become involved in decision-making processes to establish rules and procedures for specific activity situations. High school students initiate responsible behavior, function independently and responsibly, and positively influence the behavior of others in physical activity settings.

6. Demonstrates understanding and respect for differences among people in physical activity settings.

The intent of this standard is to develop respect for individual similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, physical characteristics (e.g., strength, size, shape), gender, race, and socio-economic status. Elementary school students begin to recognize individual similarities and differences and participate cooperatively in physical activity. By middle school, students participate cooperatively in physical activity with person's diverse characteristics and backgrounds. High school students are expected to be able to participate with all people, recognize the value of diversity in physical activity, and develop strategies for inclusion of others.

7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

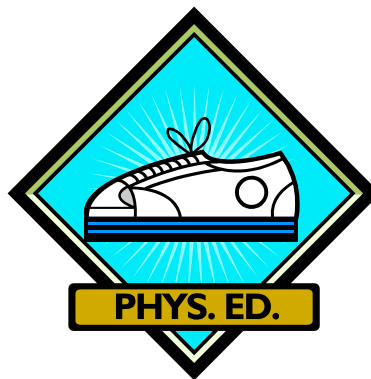
This standard is designed to develop an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning. Physical activity can provide opportunity for self-expression and social interaction and can be enjoyable, challenging, and fun. These benefits entice people to continue participation in activity throughout the life span. Elementary school children derive pleasure from 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. Participation at the high school level continues to provide enjoyment and challenge as well as opportunities for self-expression and social interaction. As a result of these intrinsic benefits of participation, students will begin to actively pursue lifelong physical activities that meet their own needs.

Source: Reprinted from *Moving Into The Future – National Standards for Physical Education: A Guide to Content and Assessment* (1995), from the National Association for Sport and Physical Education, 1900 Association Drive, Reston, Virginia 22091

CHAPTER 11

NATIONAL BOARD CERTIFICATION

FOR PHYSICAL EDUCATION



NATIONAL BOARD CERTIFICATION
Early Adolescence Ages 11-15 and
Adolescence and Young Adulthood Ages 14-18 +

A. ELIGIBILITY REQUIREMENTS:

1. Possess a baccalaureate degree from an accredited institution;
2. Complete three years of successful teaching experience;
3. Submit proof of valid teaching certificate;
4. Document satisfactory classroom teaching performance.

B. CERTIFICATION REQUIREMENTS

1. Demonstrate teaching practices that meet Physical Education Standards.
2. Have access to a class of at least 6 students, with a least 51% between ages 11 and 18.
3. Submit samples of student's work and two, 20-minute videotapes showing your interactions with students.
4. Demonstrate ability to use sequential motor skill instruction and promote an understanding of related cognitive concepts.
5. Integrate assessment into instruction to promote learning and show how the results influence instructional decisions.
6. Show purposeful instruction in a safe environment that promotes learning, interaction and reflection.
7. Promote life long physical activity.
8. Demonstrate how teachers impact student learning through work outside of the classroom through interactions with families, colleagues, and professionals.
9. Demonstrate content knowledge of motor learning.
10. Demonstrate content knowledge of legal and safety issues.
11. Demonstrate knowledge of current issues in physical education.
12. Demonstrate knowledge of wellness and physical activity.

C. REASONS TO GET CERTIFIED

1. Prestige.
2. Increase pay.
3. Improved teaching knowledge

REFERENCES



References

The following references were used in putting this curriculum guide together.

- Brevard County, Health and Physical Education Curriculum Frameworks
- Brevard County, Elementary Schools Physical Education Curriculum Guide
- Brevard County, Physical Education Website
- Escambia County, Secondary Schools Physical Education Curriculum Guide.
- Florida Department of Education, Student Assessment and Evaluation Services
- Florida Department of Education, Physical Education Sunshine Standards
- Pinellas County, Physical Education Curriculum Guide
- Stokes, Roberta, and Schultz, Sandra L., Personal Fitness for You, Hunter Textbooks Inc., Winston-Salem, N.C., 1998
- Moving Into The Future-National Standards for Physical Education: A Guide to Content and Assessment 1995, from the National Association for Sport and Physical Education, Reston, VA.

NONDISCRIMINATION NOTICE

It is the policy of the School Board of Brevard County to offer the opportunity to all **students** to participate in appropriate programs and activities without regard to race, color, gender, religion, national origin, disability, marital status, or age, except as otherwise provided by Federal law or by Florida state law.

A **student** having a grievance concerning discrimination may contact:

Dr. Richard A. DiPatri
Superintendent
Brevard Public Schools

Ms. Brenda Blackburn
Associate Superintendent,
Division of Curriculum
and Instruction
Equity Coordinator

Dr. Walter Christy, Director
Office of Secondary Programs

Ms. Eva Lewis, Director
ESE Program Support Services
ADA/Section 504 Coordinator

School Board of Brevard County
2700 Judge Fran Jamieson Way
Viera, Florida 32940-6699
(321) 631-1911

It is the policy of the School Board of Brevard County not to discriminate against **employees** or **applicants** for employment on the basis of race, color, religion, sex, national origin, participation and membership in professional or political organizations, marital status, age, or disability. Sexual harassment is a form of employee misconduct which undermines the integrity of the employment relationship, and is prohibited. This policy shall apply to recruitment, employment, transfers, compensation, and other terms and conditions of employment.

An **employee** or **applicant** having a grievance concerning employment may contact:

Ms. Bonnie L. Mozingo, Director
Office of
Compensation & Benefits

Ms. Joy Salamone, Director
Human Resources Services
and Labor Relations

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