

**CURRICULUM, INSTRUCTION, AND ASSESSMENT**

**PRELIMINARY DRAFT  
FRAMEWORK**

**HEALTH, PHYSICAL EDUCATION, AND  
HOME ECONOMICS**

**NEW YORK STATE EDUCATION DEPARTMENT**

**3/17/95**

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# FOREWORD

As we near the beginning of the 21st century, education must keep pace with a rapidly changing world. Patterns of family living, changing demands in the workplace, the aging of society, the role of technology in the transformation of active lifestyles, and the impact of health care costs are among the major issues we face. If our children are to prosper in the future and in a world of continual change, we must critically examine the depth and breadth of their preparation to become healthy and productive citizens, parents, and consumers.

The disciplines of health, physical education, and home economics enable students to become competent and confident adults. These disciplines focus on the development of the *whole* person. Through active participation and hands-on learning, students develop a better understanding of themselves and their world that enables them to analyze their academic, physical, social, and emotional well-being. By studying these disciplines, students set goals, make informed decisions, and balance the demands of daily living.

Today's programs differ considerably from the health, physical education, and home economics programs most adults remember. For the past two decades, these subject areas have undergone curricular reform predicated on the changing needs of education, society, and the students themselves. Many schools have responded to these needs by establishing new curriculum, instruction, and assessment models. For these schools, this framework will help to validate their work and provide additional ideas and direction. For those who have not started, this document will provide the reference point from which to begin.

The Curriculum and Assessment Committee for Health, Physical Education, and Home Economics was appointed by the Board of Regents and charged by the Commissioner of Education to propose standards and advise on assessment strategies for these disciplines. The members of that committee have worked diligently for the past two and a half years. This framework represents the product of that effort. The Committee's primary goal was to link curriculum, instruction, and assessment through the development of standards, performance indicators, and assessment strategies for the areas of health, physical education, and home economics.

This draft framework and its standards will be the basis for discussion among educators at all levels of instruction (elementary through postsecondary) school administrators, parents, and community members. The final version of the standards will be the foundation for revised syllabi that will guide instruction in health, physical education, and home economics in future years.



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# CHAPTER I: CHANGING TIMES, CHANGING CURRICULUM

In the early 1980s, reports such as *A Nation at Risk* and the Carnegie Report concluded that our educational system was in need of a transformation in order to prepare students for the challenges they will face as adults. In 1991, the U.S. Department of Education published *America 2000: An Education Strategy*, which outlined education goals for the nation and various initiatives to transform education. An allied document was “What Work Requires of Schools,” the report of The Secretary’s Commission on Achieving Necessary Skills (SCANS), which explained how schools must prepare students with the skills and competencies necessary to be successful in a world-class work force. At the same time, the Department of Health and Human Services published *Healthy People 2000*, a blueprint for addressing school, community, and family health issues through education and the promotion of healthy lifestyles. The 1994 *Goals 2000: Educate America Act* supports the development of a positive, health-oriented school climate and recognizes the link between student health and academic performance.

New York State’s response to the national education reform movement was to establish The Regents Goals for Elementary, Middle, and Secondary School Students (Appendix A) and, in 1991, *A New Compact for Learning*. *A New Compact for Learning* defines roles and responsibilities of all parties in elementary, middle, and secondary education, including the State and the school district. One of the State’s responsibilities is to set new, higher standards for student learning; it is the corresponding responsibility of the school district to develop instructional programs and local assessment models based on these standards. This preliminary curriculum framework, fifth in a series of seven, sets forth draft standards for health, physical education, and home economics.

*The Rationale for the Standards for Health,  
Physical Education, and Home Economics*

The disciplines of health, physical education, and home economics provide a natural foundation for reaching the Regents Goals and the aims of *A New Compact for Learning*. Each discipline makes its own unique contribution to the development of the whole child, yet the disciplines together embrace a broad cluster of related concepts, skills, and attitudes. By mutually reinforcing a comprehensive approach to personal well-being and managing one’s life, these disciplines help students prepare for the roles and responsibilities of adulthood. They promote an integrated, responsible, and reasoned perspective for personal life, family life, and career. Through active participation, hands-on learning, and laboratory experiences, students develop the capacity to analyze their physical, intellectual, social, and emotional well-being. Through the study of health, physical education, and home economics, students learn to set goals, make informed decisions, balance the demands of daily living, and understand what is needed for a healthy life.



# CHAPTER II: COMMON ISSUES AND TRENDS IN HEALTH, PHYSICAL EDUCATION, AND HOME ECONOMICS

## The Work Force

*A New Compact for Learning* stresses the need to prepare students for “effective participation in family, civic, and economic life.” One important part of that preparation is to develop skills needed for the work force. The Report of the Secretary’s Commission on Achieving Necessary Skills (SCANS, 1991) represented the Federal government’s effort to examine the demands and expectations of the current and future workplace and determine whether young people were capable of meeting those demands. In a related effort, The Task Force on Creating Career Pathways for New York’s Youth (1991) was established to address the same issue for New York State. It also focused on the transition from school to the work force and the expansion of career opportunities. Based upon the findings of these and other reports, the Curriculum and Assessment Council framed its list of *Essential Skills and Dispositions* (Appendix B). These skills and dispositions, critical not only to the work force but to school, family, and life in general, are embedded in the content outlined in this framework for health, physical education, and home economics.

The Essential Skills and Dispositions are summarized in the following categories:

- A. Managing Resources
- B. Managing Information
- C. Developing Personal Competence
- D. Developing Interpersonal and Citizenship Competencies
- E. Working with Systems and Technology
- F. Developing Entrepreneurial Skills
- G. Thinking, Solving Problems, Creating

## Family and Community

*A New Compact for Learning* stresses the need for the family, community, and students to be actively engaged in reforming our educational enterprise. While schools and teachers remain central to this change, involving families and the local community in the comprehensive health/wellness program is essential to encouraging positive, healthy behaviors in children and developing in them an understanding of and commitment to the civic values shared by our diverse American society.

In the past two decades, community and family structures have changed. Government resources at all levels have been directed to address this transformation. Communities are devoting much attention and effort to combat crime, violence, and drugs. These issues also have taken on increased importance in the educational program. They are addressed directly in the health, physical education, and home economics programs.

## **Fitness and Wellness**

While technology has provided many advantages, it has also helped create a stress-ridden, and sedentary society. Numerous studies have shown a significant decrease in the physical activity of children over the past three decades, and a consequent decrease in their fitness levels. Cardiovascular disease, once considered a geriatric problem, is now recognized as a pediatric one. Overall, younger children weigh more and have more body fat than they did twenty years ago. There is a demonstrated correlation between lack of regular physical activity and a variety of major diseases (heart disease, colon cancer, diabetes, osteoporosis, hypertension, and depression). In order to reverse the trend toward a sedentary and disease-promoting lifestyle for the future adult population, today's students should not only develop an understanding of the concepts of fitness and wellness, but also establish and sustain healthy and physically fit lifestyles beginning before adolescence and continuing throughout life.

## **Living Skills**

A major focus of health, physical education, and home economics is on the living skills that enable students to become competent, confident, and responsible adults and that enhance the quality of their lives. These living skills are divided into three primary categories:

**Character Development:** Developing character is not generally seen as the responsibility of the school. Indeed, it is not something that can or should be measured. But an important function of education is establishing and sustaining each person's ability to make responsible decisions that promote personal health and safety, productivity, and self-sufficiency. Schools, therefore, must work with students, families, and the community to enhance character development. Included might be lessons in fairness, honesty, self-discipline, leadership, respect for self and others, self-reliance and courage.

**Social skills:** Like character development, social skills are not measured directly but are an important element of students' development that can be incorporated into classrooms. Appropriate social behaviors and the ability to communicate well serve as the foundation for relationships that contribute to the social structures of family, community and work force. Students should continuously strive to contribute to the well-being of society, to enhance their self-esteem through significant accomplishments, and to demonstrate the understanding that cooperative behavior and respect for individual differences are essential for successful social interaction. Social skills include communication, cooperation (and its complement, competition), collaboration, leadership (and followership), respect, and trust.

**Personal management skills:** Developing personal management skills enables people to function effectively in their personal, family, community, and work-place lives. These skills include decision making; taking responsibility and initiative; being honest, fair and ethical; and maintaining diligent work habits.

**Health, physical education, and home economics contribute to character development and the acquisition of the social and personal management skills essential to students' success during their school years and throughout their lives. Learning experiences in these subject areas offer opportunities for team effort and cooperation and the exploration of individual talents and interests.**

**Health education is derived from the biological, environmental, psychological, social, physical, and medical sciences, prepare students to meet the challenge of healthy living in an increasingly complex society and often unsafe environment. Health education focuses on the whole person and requires the collaboration of the home, school, and community. Health education seeks to provide knowledge and skills that will enable individuals to make responsible and informed decisions to maintain their own health and safety.**

**Physical education prepares students with the knowledge and skills to lead physically active and physically fit lives. In our sedentary society, physical education makes an increasingly important contribution to the education of the whole child. In addition to helping students develop physical skills, the group and individual activities in the physical education program provide opportunities for students to acquire and demonstrate social skills, cooperative skills, diligent work habits, respect for others, and integrity. Physical education provides a unique opportunity for students to recognize that all students regardless of abilities or limitations are valuable and that each participant has a significant contribution to make towards the successful completion of a group task.**

**Home economics prepares individuals to be competent, confident, and responsible in managing their personal, family, and career lives. It provides them with important knowledge and skills related to nutrition and food preparation; human development; parenting and early childhood development; apparel and textiles; housing and environment; consumerism and financial management; and career awareness, planning, and entrepreneurship. Home economics helps students to meet the perennial challenges of daily living and provides laboratory experiences that foster leadership and group skills for both male and female students.**



# CHAPTER III: LEARNING STANDARDS FOR HEALTH, PHYSICAL EDUCATION, AND HOME ECONOMICS

There are three learning standards for the disciplines of health, physical education, and home economics. These standards share a common focus of giving students knowledge to make wise choices about their own well-being, the skills to follow through on those choices, and the civil values to accept and carry out their responsibilities as members of society. Through these disciplines, students come to understand that they have the responsibility and capability for taking care of themselves and their environments. This concept of responsibility and ability is the cornerstone to all three disciplines.

## *Standard 1: Personal Health and Fitness*

**Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.**

Through their education, students should develop the ability to take care of themselves. Such ability requires the acquisition of a significant body of knowledge. For example, planning a balanced diet requires knowledge of the food groups as described in the food guide pyramid and their contributions to good health; designing a personal exercise program depends on an understanding of such terms as “target heart rate” and “aerobic training”; maintaining a home demands skills ranging from balancing a checkbook to appropriately recycling household materials. In order to reach this standard, students must know certain basics pertaining to health, physical fitness, and home maintenance, and must understand how this knowledge can contribute to the quality of life. Physical fitness, exercise, nutrition, dangers of substance abuse, emotional health, and survival skills are areas of study related to this standard. The Essential Skills (Appendix B) that students can be expected to acquire as they achieve this standard include Developing Personal Competence; Developing Interpersonal and Citizenship Competencies; Working with Systems and Technology; Developing Entrepreneurial Skills; and Thinking, Solving Problems, Creating. The acquisition of these skills will be evident in individual and group activities.

## *Standard 2: A Safe and Healthy Environment*

**Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.**

Students must know how to take care of those who depend on them (e.g., younger siblings, children for whom they babysit, their own future children, injured companions, ailing relatives) and how to maintain safe and healthy conditions in their environment. The areas of study that will help a student meet this standard are safety, first aid, community health, sports and recreation, parenting and care giving, and family and human development. The Essential Skills and Dispositions related to this standard include Managing Information; Managing Resources; Working with Systems and Technology; Thinking, Solving Problems, Creating. Students show progress in

attaining this standard, for example, through sportsmanlike and responsible participation in various activities in the school and community.

### *Standard 3: Resource Management*

**Students will understand and be able to manage their personal and community resources.**

This standard requires the ability to take stock of one's various resources and plan accordingly. The areas of study that will help a student meet this standard of managing resources include planning of physical and health care; consumer and financial management; clothing and design; housing and environment repair and maintenance; and food preparation and preservation. The related Essential Skills (Appendix B) are Managing Resources; Managing Information; Developing Personal Competence; Thinking, Solving Problems, Creating; and Developing Entrepreneurship. Students will demonstrate these skills through their participation in planning and carrying out curricular and extracurricular projects and activities in the school and community.

### *The Dimensions*

The standards of meeting personal needs, creating healthy environments, and managing resources determine what should be covered in health education, physical education, and home economics. Dimensions of learning are qualities which may be applied to all the standards in order to gauge learning and assess achievement. The dimensions help take these standards out of the textbook and into the lives of the students. We see three major dimensions which intersect with the three standards.

**Application** refers to students' capacity to integrate knowledge and action, to put knowledge into practice and see an appreciable result of their action. Students must be able to use facts, figures, and data, not just to recite them. For example, it is of little value to know the difference between the diastolic and systolic numbers on a blood pressure reading without understanding what a blood pressure reading says about physical condition and how to keep the pressure within the desired range.

**Connection** speaks to students' capacity to connect the various parts of their study of themselves and their environment: to see the relationship between nutrition and physical fitness, for example, or between home safety and child development.

**Independence** relates to students' capacity to take responsibility for their own health and fitness, without the guidance of a teacher or other mentor. To promote independence in maintaining personal health and fitness, school activities should be structured so that students can use the knowledge and skills they acquire throughout their lives.

The next three chapters describe the standards and their dimensions more specifically. The format includes an overview, a list of the areas of study for each discipline, and for each standard, performance indicators and some examples of how students can demonstrate what they know, can do, and understand at the elementary, intermediate, and commencement levels of achievement.

# CHAPTER IV: HEALTH EDUCATION

Health education instills in students the knowledge and skills to examine alternatives and make responsible health-related decisions. Drawing on knowledge from the biological, environmental, psychological, social, physical, and medical sciences, health education helps students learn to prevent and manage health problems.

## **Areas of Study in Health Education**

- Human growth and development
- Nutrition
- Family life education
- Alcohol, tobacco, and other drugs
- Safety, first aid, and survival
- Community health
- Environmental health
- Diseases and disorders
- Consumer health
- Emotional health

## **Human Growth and Development**

Students learn the various parts, organs and systems of the human body. They come to understand how an individual's background and actions combine to contribute to overall health as he/she grows, develops, and changes through the life cycle. In this area of study, information taught includes the stages of the life cycle from conception through death, physical changes that occur during puberty, and changes in relationships with others that accompany social development and the aging process. Students are taught to respect their bodies and are able to recognize the correlation between a healthy mind and body and the choices they make.

## **Nutrition**

Good nutritional practices are essential to lifelong health. Well-nourished children are more likely to attend school, learn well, and reach their potential to become productive adults. By providing sound nutritional education for our children, we can help ensure that our society will be healthy and economically strong in the twenty-first century.

## **Family Life Education**

Family life education focuses on appreciation of the family and its role in society. Students understand the roles and responsibilities of family members and the changes that occur within families. They learn about parents' role as children's primary educators in family life and sexuality and come to understand the complementary role that educators in school, as well as religious, youth, and community leaders, can play in educating children about family life.

Students acquire an understanding of the biological and sociocultural aspects of human sexuality, and the responsibility of the family in providing a foundation for the health of future generations. They

can identify characteristics of a nurturing family and know some effective parenting skills.

### **Alcohol, Tobacco, and Other Drugs**

A high correlation exists between abuse of these substances and social and health problems such as injuries, dropping out of school, HIV infection, suicide, violence, homicide, adolescent pregnancy, and morbidity related to cancer and heart disease. Given the powerful effects of alcohol, tobacco, and other drugs, it is essential that students differentiate the causes and effects of use, misuse, and abuse of alcohol, tobacco, and other drugs; recognize how such substances affect individual, family, and community health; and practice the resistance and life skills essential to remain substance-free.

### **Safety, First Aid, and Survival**

Accidents are the leading cause of injuries and fatalities for school-age children and college-age youth. Each year in the United States, over 90,000 people die from accidents. Most hazards that cause accidents may be prevented or modified by risk-reducing behavior. Prevention is a key component of health education. First aid and safety education teaches children to identify unsafe conditions, decide on appropriate actions, and reduce risks and hazards. Students thus learn the knowledge, skills, and behaviors needed for a safe and healthy life.

### **Community Health**

By studying community health, students identify appropriate health services for individuals and families. Students learn to participate knowledgeably in finding solutions for community health needs.

### **Environmental Health**

An important understanding for students is the relationship that exists between the quality of the environment and the quality of life for the individual and the society. This understanding leads students to accept responsibility for protecting and improving the environment.

### **Diseases and Disorders**

This area helps students to examine the differences between wellness and illness and to learn about the factors that lead to the development of disease and disorders. Students learn about healthful behaviors that can preserve quality of life and prevent untimely death and diseases.

### **Consumer Health**

The consumer of health services and products needs to recognize propaganda and quackery, access reliable sources of health information, understand the social and economic factors related to health, and know about laws for consumer protection. Students learn how to access and evaluate protection agencies, health agencies and organizations, health insurance programs, medical services, and health products and services.

### **Emotional Health**

Individual, social, and family factors contribute to good emotional health. Students can learn what constitutes emotional health and what individual, social, and family patterns promote it. They learn how to make choices that are good for their own and others' emotional health and how to find and use appropriate resources to deal with problems related to their own or others' emotional health.

## **Standard 1: Personal Health and Fitness**

*Students will acquire the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.*

### **Elementary**

Students know how the basic body systems function together in patterns of development as males and females mature.

Students know the nutrient groups and their functions and recognize the many influences affecting food choices. They may accomplish this by

- describing nutrient groups in food (protein, carbohydrates, fat, vitamins, minerals, and water).
- reading food labels to identify different sugars and fats in food.
- identifying low-fat, low-sugar, and low-salt snacks.
- explaining how eating nutritionally balanced meals and snacks promotes health.

Students know the effects of alcohol, tobacco, and other drug use, misuse and abuse. Evidence of this understanding might include

- describing the appropriate use of prescription and over-the-counter medicines.
- identifying the harmful effects of alcohol, tobacco, and other drugs.
- explaining the variety of ways to say no to using alcohol, tobacco and other drugs.

Students understand basic safety rules to prevent accidents and injury. They take active part in emergency drills, recognize when something is potentially dangerous, and analyze how to reduce the risks. Evidence will include

- recognizing unsafe conditions and describing appropriate action to reduce the hazards.
- discussing how following safety rules helps protect people in home, school, and community.
- analyzing and responding to potential risks associated with physical activities or emergency situations at school, in the home, or on the street.
- participating in emergency drills.
- discussing safety plans for daily living.

Students know about some communicable diseases and how they spread. They understand and demonstrate behaviors that prevent disease and speed recovery. Examples of such understanding might include

- identifying practices of good personal hygiene that prevent the spread of disease, such as washing one's hands and covering one's mouth when sneezing or coughing,
- describing the symptoms of some common illnesses.

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### **Intermediate**

Students are able to integrate knowledge of the basic body systems with an understanding of the changes that accompany puberty.

Students know how to select healthy foods and recognize factors affecting food choices. This will be evident when students, for example,

- identify foods that are needed to maintain a healthy body.
- discuss nutrients and explain how food supplies the nutrients needed for bodily growth, development, repair, and maintenance.

Students understand the adverse effects of alcohol, tobacco, and other drug misuse and abuse and know how to resist using these substances. This understanding will be evident when students, for example,

- differentiate among the short- and long-term negative effects of using alcohol, tobacco, and other drugs.
- discuss behaviors associated with harmful substances.
- demonstrate a variety of problem-solving, communication, and stress-management skills to resist alcohol, tobacco and other drugs.
- explain roles and responsibilities of individuals, communities, and government in addressing substance abuse issues.

Students apply safety knowledge and recognize that some hazards are environmental, while others are caused by people. Students know and practice risk-reduction strategies. These understandings will be evident when students, for example,

- discuss and analyze situations that increase the risk of injury and select effective risk-reducing strategies.
- develop a safety plan and show how its use can help prevent accidents at home and school.

Students know the major chronic and communicable diseases prevalent at different stages of life and understand the causes, modes of transmission, and methods of preventing those diseases.

## **Commencement**

Students have a thorough knowledge of individual patterns of growth and development and understand implications of these patterns for health. They make connections between what they are learning at school and how they function in the community at large.

Students can analyze personal dietary habits and develop plans to improve or maintain health. They might, for example,

- record and analyze personal dietary patterns.
- develop dietary plans to meet changing nutritional requirements.

Students understand and evaluate the adverse effects of alcohol, tobacco, and other drug use, misuse and abuse. They practice behaving in ways that reduce the risk and ameliorate the consequences of alcohol, tobacco, and other drug use. Examples include

- analyzing and formulating strategies for dealing with a person's alcohol or drug use.
- discussing the legal consequences associated with alcohol and drug use in the home, in a motor vehicle, in a school or work site.
- identifying how alcohol, tobacco, and other drug misuse and abuse can affect pregnancy, the newborn, and child growth and development.
- analyzing and evaluating the social influences which promote alcohol, tobacco, and other drug use.

Students understand how safety principles prevent accidents and apply these principles beyond themselves to the world around them. Evidence will include

- designing and analyzing a plan to improve safety in the home, school, community or workplace.
- describing behaviors that reduce health risks from hazards in the environment caused by people or natural phenomena.
- evaluating risks and safety factors that may affect choice of physical activity.
- identifying safety measures which can be incorporated in all games and sports.

Students know the major chronic and communicable diseases prevalent at different stages of life and are able to explain how the immune system functions to prevent or combat disease. They know common symptoms of major diseases and understand the benefits and risks of over-the-counter medicines.

## **Standard 2: A Safe and Healthy Environment**

*Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.*

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### **Elementary**

Students can identify some personal, social, and physical elements of the environment that contribute to an individual's safety, well-being, and enjoyment of life, and accept responsibility for maintaining and improving the environment. This will be evident when they, for example

- describe and demonstrate correct food storage.
- participate in safety drills and basic first aid training; explain appropriate precautions and procedures for dangerous weather conditions or natural disasters.

Students know how to identify potential dangers in everyday situations, to avoid danger, and to promote a safe environment for themselves and others. Examples might include

- listing rules for traffic safety and demonstrating safe procedures for walking or riding a bicycle near traffic.
- describing the dangers of poisons and the importance of not tasting, smelling, or touching unfamiliar items.
- knowing how to recognize, resist, and report incidents of abuse or neglect.
- describing positive responses to conflicts (including how to seek help for problems).

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### **Intermediate**

Intermediate-level students understand the need for personal involvement in improving the environment, and can initiate changes that contribute to a safer and healthier environment. Examples include

- applying principles of food safety and sanitation in selecting and preparing food.
- developing and maintaining with other family members a family emergency plan, including maintaining emergency supplies.

Students understand hazards found in the home, school, and community, including traffic hazards, environmental hazards, and threats related to violence and the use of weapons. They know strategies to reduce risks for themselves and others. Examples include

- practicing safe behavior in and near water.
- explaining techniques for preventing and reporting abuse and neglect.
- using conflict management skills.

## **Commencement**

Commencement-level students can elaborate on safety practices that minimize risks of accidents and injury. For example, they can

- describe the benefits and risks of fad diets, dietary supplements, and diet aids, and develop dietary plans to accommodate lifestyle changes.
- design and implement a plan to improve safety in the home, school, workplace, or community, use universal precautions, and apply first aid, CPR, and other emergency procedures appropriately.
- describe the responsibilities associated with sexuality and analyze the skills, attitudes, and behaviors necessary to be a competent parent.

Students recognize hazardous conditions in the home, school, and community and participate in eliminating those hazards when possible and reducing the potential for injury for themselves and others. Examples include

- describing and demonstrating appropriate strategies to avoid or cope with potentially dangerous situations, such as dating violence or assault.
- understanding the dangers of and penalties associated with alcohol and drug use in school, at work, or as a driver, and describing strategies for dealing with alcohol and drug problems in these situations.
- employing conflict management skills in the home, school, workplace, and community.

### **Standard 3: Resource Management**

*Students will understand and be able to manage their personal and community resources.*

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#### **Elementary**

Elementary-level students can identify how to use resources to improve the quality of their own environment. They can

- identify various community resources for nutrition information and counseling, examine how advertising influences food choices, and discuss how one can influence which foods are available in the marketplace. Identify opportunities to reduce food waste and promote recycling.
- identify health resources; recognize who provides health services; and ask age-appropriate and culturally appropriate questions concerning their own health care. State appropriate reasons for someone to look at or touch the private parts of a child's body (e.g., a doctor conducting a physical; a parent changing a diaper).
- describe procedures for contacting emergency services in case of fire or other emergency.
- identify people who can help when illness or injury occurs. Identify products or services that contribute to health.
- recognize when emotional problems become so great that there is a need to seek help.

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#### **Intermediate**

Intermediate-level students learn to identify and use resources to assess how their actions can contribute to the development of a safer, more healthful environment. They can

- describe how to seek community health services, categorize community health resources according to services offered, and describe how public health strategies can resolve health-care problems.
- use resources to assess the impact of personal decisions on the environment.
- identify consumer protection agencies. Address health issues of various populations and assess how these populations might be susceptible to consumer fraud.
- identify age-appropriate resources to assist with personal, family, or work-related emotional problems.

## **Commencement**

Students know the resources available to them and ways to access these resources. They can

- **identify local, State, and Federal agencies responsible for food safety and sanitation and state principles of reducing waste, recycling, and keeping food safe.**
- **describe how to obtain health services appropriate for individual needs and how to refer friends and family members to an appropriate health service or provider.**
- **analyze health-care planning strategies at the local, State, national, and international levels.**
- **identify opportunities for safety education and first aid training and describe how such training helps prevent accidents and injury.**
- **identify criteria to measure the accuracy, reliability, and validity of claims for health-care products or services.**
- **locate appropriate assistance for their own or family members' emotional problems. Help others in obtaining such assistance.**



# CHAPTER V: PHYSICAL EDUCATION

Physical education is based upon the acquisition of knowledge and skills as a foundation for engaging in physical activity. However, the mere acquisition of knowledge and skills is not enough. The mission of physical education is to enable all students to sustain regular, lifelong physical activity as a foundation for a healthy, productive, and fulfilling life.

Physical education is a sequential educational program based on physical activities undertaken in an active, caring, supportive, and non-threatening atmosphere in which every student is challenged and successful. Students with disabilities are provided with a learning environment that is modified, when necessary, to allow for maximum participation. As the result of a quality K-12 physical education experience, students will

- acquire the knowledge and skill necessary to perform basic motor and manipulative skills and attain competency in a variety of physical activities and proficiency in a few select complex motor and sport activities.
- design personal fitness programs to achieve and maintain physical fitness.
- know the benefits of engaging in regular physical activity.
- demonstrate responsible personal and social behavior while engaged in physical activity.
- understand that participation in physical activity promotes inclusion of diverse people and understanding of differences among people.
- understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication.
- participate regularly in health-enhancing physical activities.

(Adapted from the Content Standards of the National Association for Sports and Physical Education)

## Areas of Study in Physical Education

- Motor/Movement Skills
- Personal Fitness/Wellness
- Personal Living Skills

## Motor/Movement Skill Development

Motor/movement skills are basic to the actions of daily life and of games, sports, and recreational activities. Teaching movement skills is grounded in the disciplines of anatomy, motor learning, biomechanics, and kinesiology.

Through a developmentally appropriate progression of activities, based on a strong foundation of motor, nonlocomotor, and manipulative skills, all students regardless of ability can engage in physical activity with competence and confidence. In order to participate in a variety of physical activities throughout life, the student needs to master a number of motor/movement skills at a very young age. All students need to demonstrate competency in a wide variety of activities and mastery in a few selected ones, preferably those that can be enjoyed throughout adult life.

### **Personal Fitness/Wellness**

Personal fitness/wellness, a focus of study that has become well established in the past twenty years, is based on a balance of behaviors and actions that enhance good health, quality of life, and well-being. This balance extends beyond physical fitness to disease prevention, stress management, substance abuse control, nutrition, and safety. Teaching physical fitness is grounded in concepts from physiology and physiology of exercise.

In physical education, physical fitness can be taught as a unit of instruction or in the context of physical activities. Students gain an understanding of the importance of developing and maintaining optimum fitness in the areas of cardiorespiratory endurance, flexibility, muscular strength and endurance and body composition. Participating in physical activity is one of the best ways of developing positive self-esteem. It is an opportunity for students of all abilities to engage in a variety of group activities to increase their levels of physical fitness.

### **Personal Living Skills**

These skills serve as the foundation for becoming a productive and concerned citizen. Personal living skills include self-reliance, social interaction, and personal management.

## **Standard 1: Personal Health and Fitness**

*Students will acquire the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.*

### **Elementary**

Elementary-level students will know that skill development is based on a progression that requires practice, effort, and perseverance and understand the physical, emotional, and social benefits of movement and play.

Students should demonstrate mastery of fundamental motor, non-locomotor, and manipulative skills, as well as the fundamental concepts and principles of movement. This will be evident when students, for example

- demonstrate basic motor skills (run, climb, hop), manipulative skills (throw, catch, strike), and non-locomotor skills (balance, weight transfer) using mature motor patterns while engaged in a variety of developmentally appropriate activities.
- apply the concepts and principles of human movement to the development of new skills, e.g. catching objects while moving, throwing objects using opposition.
- adjust performance of skill as a result of monitoring or assessing previous performance, e.g. moves closer to target or throws at altered angle of release following toss that falls short.

Students, of all levels of ability and conditioning, should understand the effects of activity on the body, the risks associated with inactivity, and the basic components of health-related fitness (cardiovascular, muscle strength, muscle endurance, flexibility, and body composition), demonstrate and assess their fitness by performing exercises or activities related to each component, and establish personal goals to improve their fitness. This will be evident when students, for example

- do additional push-ups each day to improve upper body strength or additional stretches to improve flexibility.
- engage in physical activity and frequent monitoring of pulse rate to reach and maintain a target heart rate for an appropriate amount of time.
- perform appropriate warm-up and cool-down exercises before and after vigorous activity to avoid muscle injury.

Students should demonstrate responsible personal and social behavior while engaged in physical activities. This will be evident when students, for example

- demonstrate self-control and the ability to cope with success and failure.
- take turns in playing various roles in games.

- follow directions to perform safely and correctly.
- accept teammates regardless of ability and treat opponents with respect and courtesy.
- work cooperatively with others to complete a task (e.g. a tumbling routine) or to modify a game for greater participation.

## **Intermediate**

Intermediate-level students know that motor skills progress in complexity and need to be used in the context of games and sports with additional environmental constraints. Thus game strategy, adjusting to changing conditions, and social interaction become increasingly important at this level. Leadership, problem solving, cooperation, and team work are just a few personal skills developed as students participate in group activities.

Students know that motor/movement skills need to be integrated and increase in complexity as they are applied to a variety of activities, games, and sports. They are able to combine and integrate fundamental skills and make adjustments in technique resulting from various forms of feedback, including self-assessment. Examples might include

- throwing objects for accuracy and distance to moving targets, or using a variety of strategies to gain offensive or defensive advantage in a game.
- performing motor/movement skills in a variety of structured games and sport activities requiring the integration of skills, e.g. hand or foot dribble while preventing opponent from taking ball.
- self-analyzing a skill or strategy in order to improve performance, e.g. adjusting throw using principles of rotation and force application.

Students should develop and implement a personal fitness plan based on self-assessment and goal setting, understand physiological changes that result from training, and understand the health benefits of regular participation in activity. This will be evident when students, for example,

- select a variety of appropriate activities to improve one or more components of health related fitness based on a fitness assessment.
- monitor heart rate as a means for determining intensity and duration of activity.
- demonstrate correct form in various physical activities to prevent injury, e.g. weight training, lifting, and climbing.

Students will understand the role of physical activity, sport, and games as a balance between cooperative and competitive behaviors and as a possible arena in which to develop and sharpen leadership and problem solving skills. Also, they will understand the physical, emotional, and social benefits of participation in physical activities. This will be evident when students, for example,

- demonstrate good sportsmanship by congratulating opponents on wins.
- show respect to all players regardless of ability, acknowledging the accomplishments of the other players.
- take various roles in turn (sometimes leading the team and sometimes supporting the team) in order to accomplish group goals.
- adhere to the rules and conventions of an activity in order to participate in a worthwhile competitive experience.

## **Commencement**

Commencement-level students understand that practice, effort, and understanding are necessary to establish and maintain a high level of skilled performance. They are able to describe how mastery of fundamental movement forms and skills may contribute to daily living tasks and participate in analysis of skill activities (for self and others) as an assessment technique. Students should accept physical activity as an important part of their life and recognize such consequent benefits as self-renewal, greater productivity as a worker, more energy for family activities, and reduction in health care costs.

Students can demonstrate a variety of skills and activities that can be enjoyed throughout adult life. They can use the basic principles of skill analysis to improve previously acquired skills and to continue to learn new skills and activities. For example, they might

- demonstrate basic competence in a variety of physical activities, and intermediate to advanced competence in at least three activities, selected from the categories of aquatics; self-defense; dance; individual, dual, and team activities; and outdoor pursuits.
- demonstrate combinations of mature motor patterns as they apply to a variety of activities, games, and sports, e.g. volleyball serve or basketball lay-up.
- analyze their own and others' performance through the application of movement principles, e.g. adjust forward throw of ball by analysis of follow-through landing (related to the principles of rotation and force).
- analyze offensive and defensive strategies in games and sports.

Students should understand the benefits and role of physical activity to society (prevention of disease, decreased health care costs, productivity in the workplace). They should know the components of personal wellness (nutrition and weight control, disease prevention, stress management, safety, and physical fitness), be able to establish a personal wellness profile, establish fitness/wellness goals and engage in appropriate activities to improve or sustain their fitness and wellness. This will be evident when students, for example

- design a personal fitness/wellness program.

- **demonstrate alternative activities and assessments for health-related fitness components.**
- **modify a fitness plan to accommodate space limitations, environmental conditions, and/or time constraints.**

**Students can demonstrate responsible personal and social behavior while engaged in physical activities. They will understand the physical, social, and emotional benefits of physical activity and can demonstrate leadership and problem solving through participation in organized games or activities. This will be evident when students, for example**

- **practice fairness, self-control, and initiative when assuming the role of captain or leader for some events.**
- **insure that all participants in an event are accorded respect and equal opportunity to participate.**
- **model sportsmanlike behavior.**

## **Standard 2: A Safe and Healthy Environment**

*Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.*

### **Elementary**

Physical education helps students to develop skills related to creating a safe and healthy environment by stressing the importance of establishing safe conditions for games, recreation, and outdoor activities. In addition, through participating in games and group activities, students come to know and practice appropriate participant and spectator behaviors to produce a safe and positive environment. Cooperation with others and consideration for others are critical lessons at the elementary level.

Students should know and demonstrate practices necessary to insure safe conditions for physical activity. Evidence will include

- safe handling of equipment.
- wearing proper attire and protective gear as necessary.
- demonstrating appropriate skill in fundamental movement tasks, e.g. lifting, carrying, climbing.
- proper use of facilities with attention to safety hazards.

Students will work constructively with others to accomplish a variety of goals and tasks. In each case, they will demonstrate consideration for others. Examples include

- developing a tumbling routine with a partner.
- creating a dance with a partner that combines movement to music from a specific culture.
- modifying a game so that individuals with less ability may participate more.
- contributing positively to the social climate as participant or spectator in group sports, games, and recreational activities.

### **Intermediate**

Intermediate-level students recognize that physical activity may cause injury if performed incorrectly or performed in extreme environmental conditions. The students also recognize the importance of safe physical conditions (equipment, facilities) as well as the emotional conditions essential for safety. Through games and activities there are numerous opportunities to develop skills of cooperation and collaboration, as well as fairness, sportsmanship, and respect for others.

Students should understand the physical and environmental dangers associated with particular activities and should demonstrate proper procedures for safe participation in games, sports, and recreational pursuits. Evidence might include

- **describing risks and preventive measures associated with being physically active in the extreme heat or cold, e.g. water breaks.**
- **analyzing facilities and equipment in the gymnasium and fields for possible safety hazards.**
- **identifying and taking precautions to avoid hazards associated with outdoor activities, e.g. proper clothing and equipment for hiking, cycling, cross country skiing.**
- **demonstrating proper use and care of equipment.**

**Students will work constructively with others to accomplish a goal in a group activity, demonstrating consideration for others involved. Examples of such group collaborations include**

- **in group challenge activities, participating as helpers to achieve a goal, e.g. students on one side of a wall work together to get each person over the wall.**
- **demonstrating concern for the safety of all others, including opponents, when engaged in competitive activities.**
- **demonstrating appropriate player and spectator behavior.**

## **Commencement**

**The commencement-level student has begun to accept physical activity as an important part of life. Self-renewal, productivity as a worker, energy for family activities, fitness, weight control, stress management, and reduction in health-care costs are understood as benefits of physical activity as is the ability to develop and implement a program that relates to wellness, including weight control and stress management.**

**Students know the potential safety hazards associated with a wide variety of games and activities and are able to prevent and respond to accidents. Evidence might include**

- **planning an activity to provide for the safety of participants, taking into consideration the physical abilities of the participants, the conditions of the facility, and the equipment available.**
- **describing the dangers of overexertion, hypothermia, and heat exhaustion in outdoor activities, with some preventive measures and first aid treatments for each.**
- **identifying responsible action and available resources that can be used in the event of an accident or illness incurred during physical activity.**

**Students create a positive climate for group activities by assuming a variety of roles; for example,**

- **as student-coach, responsible for problem-solving and conflict management on behalf of the team.**
- **as team captain or leader, demonstrating a sensitivity and respect for all individuals, regardless of ability, gender, or other characteristics.**
- **as officials during sports activity, enforcing rules fairly.**
- **assisting others who are less able.**

## **Standard 3: Resource Management**

*Students will understand and be able to manage their personal and community resources.*

### **Elementary**

Elementary students know that resources available at home and in the community offer opportunities to participate in and enjoy a variety of physical activities in their leisure time. Knowledge of personal and community resources will be evident when students, for example

- identify community facilities for recreational activities, such as parks, swimming pools, and skating rinks.
- identify community programs, such as YMCA/YWCA, Boys/Girls Clubs, Sport Camps, Youth Sports Leagues.

### **Intermediate**

Students should be informed consumers, aware of the alternatives available to them within their communities for physical activity and should be able to evaluate facilities and programs available. In addition they should know some career options in the field of physical fitness and sports. Evidence will include

- planning and participating in family and community activities (e.g., ice-skating, skiing, bowling, golf).
- describing the difference between good-quality equipment and inferior equipment.
- participating in community-sponsored sports programs (soccer, baseball).
- describing some career choices in fitness and sports fields, including the required academic training and job responsibilities.

### **Commencement**

Students recognize their role as concerned consumers and productive citizens and understand the importance of physical activity as a resource for everyone regardless of age or ability.

Therefore, they recognize the benefits of engaging in appropriate physical activities with others, including both older and younger members of the community. Students might give evidence of this understanding by, for example

- examining fitness and health clubs' criteria for quality and service.
- analyzing media ads and marketing practices for fitness and sports equipment.

- **mentor younger children in sport or recreational activities**
- **plan and participate in activities with other family members and friends, regardless of age or ability.**
- **adapt physical activities to accommodate the various interests, ages, or abilities of participants.**
- **be aware of a variety of career opportunities associated with sports and fitness and understand the qualifications, educational requirements, and job responsibilities of those careers.**

# CHAPTER VI: HOME ECONOMICS

Home economics focuses on strengthening the family and teaches individuals how to help themselves and their families to manage resources. Through home economics individuals learn to be competent, confident, and responsible in their personal, family, and career lives.

Home economics applies knowledge gained from research in many disciplines to the practical concerns of individuals and families. The components of this discipline range from nutrition, food preparation, and wellness, to consumer issues and financial management, to home maintenance and repair, to housing and environmental concerns.

## **Areas of Study in Home Economics**

- Personal Resource Management
- Family and Human Development
- Early Childhood Education
- Nutrition and Food Preparation
- Clothing and Design
- Housing and Environment Repair and Maintenance
- Consumerism and Financial Management
- Career Awareness and Planning
- Parenting and Care giving

## **Personal Resource Management**

Managing personal resources effectively is critical to success in the home, school, community, and workplace. Students must learn to budget not only their money, but also their time, energy, and talents in meeting the demands of daily living.

## **Family and Human Development**

The family is the basic social unit. A strong and stable family, which can provide for economic, physical, and emotional needs, helps children grow in all aspects of development.

Human development is a sequential process. From birth to death, there are stages of physical, intellectual, social, and emotional development. Knowing what to expect during each phase helps people to understand changes in themselves and others and to plan more realistically for the future.

## **Early Childhood Education**

Knowledge of the principles of child development and supervised learning experiences with young children give students an understanding of the demands of child care and some skills for meeting those demands. This knowledge and these skills prepare all students to take care of children in their present and future families and give some students a basis to explore careers in child care and education.

## **Nutrition and Food Preparation**

Understanding good nutrition and proper food preparation is important for all students, male and female. Being able to select a healthy diet and to prepare food so as to preserve nutrients and avoid contamination is a basic requirement for healthy living.

## **Clothing and Design**

Clothing provides protection from the elements, projects a personal image, and makes an impression on others. Selecting appropriate clothing for various occasions and purposes, within a planned clothing budget, requires knowledge of clothing and textiles and resource-management skills. Consideration of the design, fit, and care of clothing allows one to dress neatly, appropriately, and comfortably.

## **Housing and Environment**

Setting up one's living space starts in childhood, often by helping to arrange one's room and choosing small accessories. Selecting housing and furnishings intelligently becomes very important when one leaves home to set up one's own household. Environmental considerations such as radon levels, air quality, and proximity to toxic waste sites influence housing choices.

Applying principles of design to furnishing choices, understanding the costs of establishing and maintaining a household, and developing household skills are beneficial for all students. People need skills in using a variety of technologies for home maintenance and repair, including plumbing, electricity, small motors, carpentry, and other crafts.

In addition, students need to understand how their daily living can affect the environment. They should be able to analyze the effects of recycling and composting; using aluminum foil and plastic bags; and energy-saving house construction.

## **Consumerism and Financial Management**

Many teens work and have discretionary money. Children and teens are targeted as important consumers in advertising campaigns. Yet, 18-to-24-year-olds are most likely to go through personal bankruptcy. This implies that young people need instruction in budgeting, consumer spending, and overall financial management.

## **Career Awareness and Planning**

The formation of diligent work habits and the investigation of careers related to one's interests and talents begin in early childhood and become more focused as a student progresses through school. Students should be developing work-related skills and investigating their importance for particular careers.

## **Parenting and Care Giving**

At some point in life, most individuals are faced with the responsibility of caring for others. This responsibility extends from parenting to caring for the sick and elderly. A skilled care provider supports a person's physical, intellectual, social, and emotional well-being. Developing the skills of effective parenting and care giving is an important focus of the home economics program.

## **Standard 1: Personal Health and Fitness**

*Students will acquire the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.*

### **Elementary**

Students understand the importance of nutritious food and how it contributes to good health, make simple nutritious food choices, and assist with basic food preparation. Evidence will include

- knowing the food groups as described in the food guide pyramid and planning meals and snacks that include a nutritious balance of foods.
- preparing simple snacks, handling food properly, and using utensils safely.
- washing hands before and after handling food.

Students use simple tools safely to perform a variety of everyday tasks. Examples include

- handling knives properly for food preparation or crafts.
- using scissors, needles, and thread for arts and crafts.
- using technology for simple building projects.

### **Intermediate**

Students understand the relationships among diet, health, and activities; evaluate their own eating patterns; and use appropriate technology and resources to make food selections and prepare simple, nutritious meals. Evidence will include

- planning a personal diet that accommodates nutritional needs, activity level, and desired weight.
- preparing a meal with foods from the food groups described in the food guide pyramid, handling food safely to avoid contamination, and using appropriate cooking equipment safely and responsibly.

Students can maintain personal belongings in a safe and hygienic condition. Examples include

- taking care of clothes.
- maintaining and repairing personal property (e.g., bicycle, sports equipment).
- using home appliances safely and effectively.

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## **Commencement**

**Students know a wide variety of food choices and menus that provide a balanced diet. They can use new technologies to plan and prepare nutritious meals for a variety of dietary needs. Examples include**

- **adjusting their own diet to accommodate changing levels of activity or to meet nutritional needs on a limited budget.**
- **planning and preparing meals that meet the nutritional needs and dietary restrictions of each family member (e.g., reducing sugar for a diabetic parent; eliminating milk products for a lactose-intolerant sibling).**
- **using food processors, conventional and convection ovens, steamers, grills, and microwave ovens to prepare healthful food efficiently.**

**Students can use all common tools and appliances to maintain their belongings in a safe condition. Examples include**

- **operating a sewing machine to make and repair clothing.**
- **hooking up stereo or personal computer equipment.**
- **following manufacturers' use and care booklets to insure optimal performance of appliances.**

## **Standard 2: A Safe and Healthy Environment**

*Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.*

### **Elementary**

Students know some conditions necessary for a safe and healthy home and school environment and recognize ways that all members contribute to the family unit by assisting with various household tasks. Some of the ways they demonstrate this understanding in school might include

- assisting with simple classroom maintenance by disposing of litter properly and keeping aisles and doorways free of obstacles.
- demonstrating procedures to be followed in case of fire, earthquake, or other natural disaster.
- describing procedures for safe handling and storage of hazardous materials (e.g., cleaning materials).
- following basic rules of hygiene to prevent the spread of germs.

Students understand some basic requirements of caring for young children and be able to demonstrate appropriate ways to interact with them. Examples include

- describing aspects of a nurturing and safe environment for young children (e.g., proper food for children of different ages, need for constant supervision to prevent injury, need to keep sharp objects out of a child's reach).
- describing safe and appropriate toys and activities for young children at different ages.

### **Intermediate**

Students understand some general requirements for selecting and maintaining a home. Evidence of this understanding might include

- describing certain criteria for home selection (e.g., safety for children, access for handicapped family members, maintenance requirements, fire-resistant structure).
- demonstrating skills related to a wide variety of household tasks.
- using and storing appliances, cleaning materials, and tools properly and safely.

Students demonstrate understanding of the basics of safe child care and of the importance of responsibility when baby-sitting or interacting with a smaller child. Examples include

- describing and demonstrating proper procedures for clothing, feeding, and supervising children at various stages of early development.

- understanding that a range of differences among children of the same age is normal and responding appropriately to the different abilities of children.

### **Commencement**

**Students know the basics of home construction and repair in order to feel confident about home maintenance. Examples include**

- demonstrating how to change a fuse or stop a leak.
- designing a playroom for a toddler or a bedroom for a handi-capped adult.

**Students understand the stages of child development and apply this knowledge to activities designed to enrich the physical, social, mental, and emotional development of a young child. Evidence might include**

- planning a daily program of balanced activity for preschoolers.
- selecting a range of books and music appropriate for children of different ages.
- describing some effective ways of promoting positive behavior in children.

## **Standard 3: Resource Management**

*Students will understand and be able to manage their personal and community resources.*

### **Elementary**

Students understand the kinds of resources available and make informed decisions related to the use of their own resources. Evidence might include

- participating in a school water conservation program.
- identifying members of their families and of the community who can help them with personal decisions.
- selecting clothing appropriate for their activities.

Students understand how people acquire, use, and protect money and recognize some factors that influence spending. Evidence of this understanding might include

- describing the relationship between jobs and money.
- identifying some procedures for keeping money safe.
- contributing to a class decision on how to raise and spend funds for an outing.

### **Intermediate**

Students understand the resources available to them, make informed decisions about the use of those resources, and know some ways to increase resources. Examples might include

- explaining environmentally wise use of resources and energy conservation; describing the relationships between family decisions and the environment.
- analyzing space needs to accommodate purposes such as individual and group activity in a household.
- selecting, caring for, and repairing clothing.
- identifying community resources that help families and individuals.

Students are able to budget their time and money. Evidence might include

- planning a schedule to provide time for schoolwork, recreation and exercise, family activity, and adequate sleep.
- developing a personal financial plan, keeping in mind short- and long-term goals.
- analyzing the influence of marketing and advertisements on purchases.

- reading and understanding labels and consumer information to make informed purchases.

Students understand how working, earning money, and acquiring material goods contribute to a good living environment. They should begin to identify their own abilities and interests as possible guides to career choice. Evidence will include

- setting short- and long-term goals and taking some steps toward those goals (e.g., selecting particular courses of study, visiting workplaces with parents or other relatives).
- taking part in a school activity that provides experience related to career interest (e.g., working in the school store, writing for the yearbook, acting as stage manager for a class play).

## **Commencement**

Students can analyze a wide range of factors related to managing personal resources and can manage the available resources to meet their needs. Examples include

- using current technology for diet analysis, meal planning, and food preparation, and understanding community resources available for helping with dietary needs.
- demonstrating an understanding of design principles in selection of clothing and accessories and developing a wardrobe plan for a specified budget that meets school/job needs.
- identifying housing needs and preferences, exploring costs of various housing alternatives in the community; describing ways to keep a home safe from environmental and other hazards; and applying design and function principles to arrange interior space.

Students understand the basics of a family budget and can plan to obtain, use, and protect money and assets. Evidence might include

- drawing up a realistic budget for the first year after graduation.
- describing the variety of banking services available and the procedures for acquiring and using a bank account.
- identifying consumer rights and responsibilities and consumer organizations and services available in the community.
- demonstrating how to analyze purchased items for defects and how to make consumer complaints.

Students analyze abilities and interests in relation to careers, set long-term career goals, and develop a plan for progressing toward their goals. Evidence might include

- participating in work or volunteer experiences to explore career choices.
- investigating and assessing career options (e.g. in early childhood education, home design, fashion technology).
- identifying educational opportunities to prepare for a chosen career.

## **CHAPTER VII: A STRATEGY FOR ASSESSMENT OF LEARNING IN HEALTH EDUCATION, PHYSICAL EDUCATION, AND HOME ECONOMICS**

Contemporary practices in instruction and assessment for health education, physical education, and home economics call for integrating the learning standards with the dimensions of application, connection, and independence. The resulting assessment program calls for a fusion of knowledge and practice. Emphasis on performance assessment is a natural priority; students are expected to demonstrate their knowledge, understanding, and skills in a variety of activities. School programs, therefore, provide opportunities for students to use their learning in real as well as simulated situations.

The standards in this framework, which will form the basis for State and local assessment practices in the future, call for teachers of health education, physical education, and home economics to review assessment practices periodically and, working with students, to adjust assessment tools and procedures as needed in order to make them more effective.

Questions such as the following should be part of any periodic review:

- What purposes do the tests serve for students, teachers, and administrators?
- What are the best tests to use?
- When is it appropriate to use a conventional pencil-and-paper test?
- What types of alternative assessment will be most effective (e.g., a computer simulation, a competitive activity)?
- When is it appropriate to use direct tests (e.g., asking students to change a washer in a faucet)?
- When is it best to use indirect tests (e.g., asking students to write a list of questions that could be used to get information from a paragraph on home finance or a health plan)?

The assessment practices advocated in this framework call for a balance of conventional, alternative, direct, and indirect tests as evidence that students have developed particular understandings and capacities. In fact, such a balance may result in more assessment and less actual testing. Assessment serves a variety of purposes. Some, such as the comparative rating of all students, will continue to require State-level evaluation against a common standard. Other purposes include a fuller understanding of students' accomplishments and feedback to teachers and students during the learning process and at the end.

**Some important common principles apply to assessment in health, physical education, and home economics. In each discipline**

- **students are asked to perform, create, or do something using the knowledge and capacities learned.**
- **interaction takes place between the teacher and the student during the assessment process.**
- **students know in advance the criteria for successful completion of the task.**
- **models of good performance and opportunities to practice are provided for the students.**
- **students are involved in self-assessment of their performance, in part to help them manage their own learning.**
- **assessments are made of students' progress over time.**
- **assessment activities are realistic and authentic.**

**This approach to assessment requires personal interaction in the assessment process so that teachers can respond with further questions or probes that will yield more explanation or substantiation. At the same time, the teacher can involve the students in self-assessment. Thus, teachers should design and conduct assessments that will not just audit performance, but help to improve it by helping students see their strengths and weaknesses on essential tasks.**

### **Criteria of Authenticity**

**The following criteria may be used to evaluate the authenticity of intellectual performance in general, and can be applied successfully to assessment in health education, physical education, and home economics. Authentic tests contain:**

- **Engaging and worthy problems or questions of importance in which students must use knowledge to fashion their performance effectively and creatively. (Tasks are either replicas of or analogous to the kinds of problems faced by professionals in the field or adult citizens and consumers.)**
- **Faithful representation of the contexts facing workers in a field of study or of the real-life tests of adult life.**
- **Problems that require the use of good judgment in determining which knowledge is appropriate and of skill in prioritizing and organizing the phases of problem clarification and solution.**
- **Tasks that require the student to produce a quality product and/or performance.**

- **Opportunities for thorough preparation as well as accurate self-assessment and self-adjustment by the student. (Questions and tasks may be discussed, clarified, and even appropriately modified through discussion with the teacher and/or other students.)**
- **Interaction between the teacher and the student.**
- **Concurrent feedback and the possibility of self-adjustment during demonstrations so that the students may be consistently sensitive to the demands of the situation.**
- **Trained teacher judgment of performance in reference to clear and appropriate criteria. (Given the open and potentially inaccurate nature of the formal judgment, there should always be opportunity for questioning and perhaps altering a result.)**
- **Emphasis on the consistency of students' patterns of response in diverse settings under differing constraints. (A real test replicates, within reasonable and reachable limits, the authentic intellectual challenges facing people in the field and their need for consistency in meeting those challenges.)**

### **Examples of Authentic Tests**

Among the authentic tests in health education, physical education, and home economics are simulated and real performances of the activities called for in these standards. Some examples include

- **games and contests such as a school "Olympics."**
- **a class project in planning, budgeting, and carrying out a social event involving food preparation.**
- **a project in which students report on comparative prices and costs of a variety of home and personal activities.**
- **repair and restoration of an apartment or house belonging to an elderly person.**
- **exercises in first aid and simulated disaster drill.**

### **Portfolio Assessment**

Teachers of health education, physical education, and home economics are just beginning to explore the use of portfolio assessment in areas other than writing. A portfolio contains evidence of the learner's work assembled for a variety of purposes. It may be a valuable means of determining and demonstrating how much has been learned. It may include examples of the learner's completed tasks, tapes of performance, art work, contributions to group projects, sample writings (drafts and final copies of essays and written homework), and both learner and teacher comments about the items included in that collection. The portfolio should include reflection on quality of the work and the selection of items to include or exclude from the final collection. Both the teacher and the student are involved in this phase of the assessment process.

## **Conclusion**

**Assessment results should give direct information about students' achievement of the standards set forth in this framework. The results should also be used to diagnose students' further learning needs. Since learning in health education, physical education, and home economics is cumulative, it follows that assessments must be done continuously and over time, rather than at arbitrarily prescribed points in the course of study.**

## **CHAPTER VIII: MODEL PROGRAMS AND PRACTICES**

**This chapter is reserved for contributions received from classroom teachers, curriculum developers, and others who are working on programs, practices, and assessments that provide examples of instructional practices that help students achieve the standards.**



# **Appendix A: Regents Goals for Elementary, Middle, and Secondary School Students**

In 1984 the Board of Regents established the Regents Goals for Elementary and Secondary School Students as part of the Regents Action Plan to Improve Elementary and Secondary Education Results. Then in 1991, in connection with the implementation of *A New Compact for Learning*, the Board of Regents revised the Regents Goals for Elementary, Middle, and Secondary School Students. The goals define the broad aims for education but do not provide the basis for assessment.

The Regents Goals are the same for all students. They represent expectations for students, with the understanding that all students are not the same. Each student has different talents, developmental and learning differences, abilities, and interests. Schools must recognize and attend to these differences in order to provide an educational experience that enables all students to succeed.

**Goal 1:** Each student will master communication and computation skills as a foundation to:

- 1.1 Think logically and creatively
- 1.2 Apply reasoning skills to issues and problems
- 1.3 Comprehend written, spoken, and visual presentations in various media
- 1.4 Speak, listen to, read, and write clearly and effectively in English
- 1.5 Perform basic mathematical calculations
- 1.6 Speak, listen to, read, and write at least one language other than English
- 1.7 Use current and developing technologies for academic and occupational pursuits
- 1.8 Determine what information is needed for particular purposes and be able to use libraries and other resources to acquire, organize, and use that information for those purposes

**Goal 2:** Each student will be able to apply methods of inquiry and knowledge learned through the following disciplines and use the methods and knowledge in interdisciplinary applications:

- 2.1 English language arts
- 2.2 Science, mathematics, and technology
- 2.3 History and social science
- 2.4 Arts and humanities
- 2.5 Language and literature in at least one language other than English
- 2.6 Technical and occupational studies
- 2.7 Physical education, health, and home economics

**Goal 3:** Each student will acquire knowledge, understanding, and appreciation of the artistic, cultural, and intellectual accomplishments of civilization, and develop the skills to express personal artistic talents. Areas include:

- 3.1 Ways to develop knowledge and appreciation of the arts

- 3.2 Aesthetic judgments and the ability to apply them to works of art
- 3.3 Ability to use cultural resources of museums, libraries, theaters, historic sites, and performing arts groups
- 3.4 Ability to produce or perform works in at least one major art form
- 3.5 Materials, media, and history of major art forms
- 3.6 Understanding of the diversity of cultural heritages

**Goal 4:** Each student will acquire and be able to apply knowledge about political, economic, and social institutions and procedures in this country and other countries. Included are:

- 4.1 Political, economic, and social processes and policies in the United States at national, State, and local levels
- 4.2 Political, economic, and social institutions and procedures in various nations; ability to compare the operation of such institutions; and understanding of the international interdependence of political, economic, social, cultural, and environmental systems
- 4.3 Roles and responsibilities the student will assume as an adult, including those of parent, home manager, family member, worker, learner, consumer, and citizen
- 4.4 Understanding of the institution of the “family,” respect for its function, diversity, and variety of form, and the need to balance work and family in a bias-free democratic society

**Goal 5:** Each student will respect and practice basic civic values and acquire and use the skills, knowledge, understanding, and attitudes necessary to participate in democratic self-government. Included are:

- 5.1 Understanding and acceptance of the values of justice, honesty, self-discipline, due process, equality, and majority rule with respect for minority rights
- 5.2 Respect for self, others, and property as integral to a self-governing, democratic society
- 5.3 Ability to apply reasoning skills and the process of democratic government to resolve societal problems and disputes

**Goal 6:** Each student will develop the ability to understand, appreciate, and cooperate with people of different race, sex, ability, cultural heritage, national origin, religion, and political, economic, and social background, and to understand and appreciate their values, beliefs, and attitudes.

**Goal 7:** Each student will acquire the knowledge of the ecological consequences of choices in the use of the environment and natural resources.

**Goal 8:** Each student will be prepared to enter upon post-secondary education and/or career-level employment at graduation from high school. Included are:

- 8.1 The interpersonal, organizational, and personal skills needed to work as a group member
- 8.2 The ability to use the skills of decision making, problem solving, and resource management
- 8.3 An understanding of ethical behavior and the importance of values

**8.4 The ability to acquire and use the knowledge and skills to manage and lead satisfying personal lives and contribute to the common good**

**Goal 9:** Each student will develop knowledge, skills, and attitudes which will enhance personal life management, promote positive parenting skills, and will enable functioning effectively in a democratic society. Included are:

**9.1 Self-esteem**

**9.2 Ability to maintain physical, mental, and emotional health**

**9.3 Understanding of the ill effects of alcohol, tobacco, and other drugs and of other practices dangerous to health**

**9.4 Basic skills for living, decision making, problem solving, and managing personal resources to attain goals**

**9.5 Understanding of the multiple roles adults assume, and the rights and responsibilities of those roles**

**9.6 Basic skills for parenting and child development**

**Goal 10:** Each student will develop a commitment to lifetime learning and constructive use of such learning, with the capacity for undertaking new studies, synthesizing new knowledge and experience with the known, refining the ability to judge, and applying skills needed to take ethical advantage of technological advances.

## **Appendix B: Essential Skills and Dispositions**

A person who is prepared to live well, to work productively, and to participate effectively in civic and political life in a democracy exhibits the following skills and dispositions. An effective curriculum develops these essential skills and dispositions in every student across all subject areas.

### **A. MANAGING RESOURCES**

*Resources include time, fiscal and material means, and human qualities and endeavors which are needed to carry out activity.*

1. Identifies, organizes, plans, and allocates resources—time, fiscal, material, and human—to accomplish goals.
2. Monitors, reflects upon, and assesses one’s own progress and performance.

### **B. MANAGING INFORMATION**

*Information management focuses on the ability to access and use information from various sources, such as other people, libraries, museums and other community resources.*

1. Acquires and evaluates information using a wide variety of sources and technologies.
2. Manages, organizes, interprets, and communicates information for different purposes.
3. Accesses and processes information acquired from data bases, computer networks, and other emerging information systems.
4. Appreciates and gains understanding of new developments in information technology.
5. Selects and analyzes information and communicates the results to others using written, graphic, pictorial, or multimedia methods.

### **C. DEVELOPING PERSONAL COMPETENCE**

*Personal competence includes self-management and the ability to plan, organize, and take independent action.*

1. Exhibits integrity and honesty.
2. Takes initiative and personal responsibility for events and actions.
3. Exhibits ethical behavior in home, school, workplace, and community.
4. Regards oneself with esteem and others with respect, with intelligent and humane regard for cultural differences and different abilities.
5. Balances personal, family, and work life.

## **D. DEVELOPING INTERPERSONAL AND CITIZENSHIP COMPETENCIES**

*Interpersonal competencies lead to good teamwork and cooperation in large and small groups in family, social, and work situations. Citizenship competencies make for effective participation in our democratic society.*

1. Can analyze new group situations.
2. Participates as a member of a team. Works cooperatively with others and contributes to the group with ideas, suggestions, and effort.
3. Teaches others. Helps others learn.
4. Exercises leadership. Communicates thoughts, feelings, and ideas to justify a position; encourages, persuades, convinces, or otherwise motivates an individual or group.
5. Negotiates and works toward agreements that may involve exchanging resources or resolving divergent interests.
6. Understands, uses, and appreciates multiple perspectives. Works well with males and females and with people from a variety of ethnic, social, or educational backgrounds.
7. Joins as an informed participant in community, civic, and political life.

## **E. WORKING WITH SYSTEMS AND TECHNOLOGY**

*Systems skills include the understanding and ability to work with and within natural and constructed systems. Technology is the process and product of human skill and ingenuity in designing and making things out of available resources to satisfy personal and societal needs and wants.*

1. Understands systems. Knows how social, organizational, biological, and technological systems work and operates effectively within them.
2. Monitors and corrects performance. Distinguishes trends, predicts impact of actions (inputs) on system operations, uses output to diagnose deviations in the functions (processes) of a system, and takes the necessary action (feedback) to correct performance.
3. Designs and improves systems. Makes suggestions to improve existing systems and develops new or alternative ones.
4. Selects technology. Judges which set of procedures, tools, apparatus, or machines, including computers and their programs, will produce the desired results.
5. Applies technology to tasks. Understands the overall intent and the proper procedures for using tools, setting up and using apparatus, and operating machines, including computers and their programming systems.

## **F. DEVELOPING ENTREPRENEURIAL SKILLS**

*Entrepreneurial skills include both the cognitive abilities needed to make informed judgments, leading to creative and effective activity, and the disposition to meet challenges as varied as public speaking, musical performance, physical activity, and many more. Such skills include exploring the unknown and challenging conventions.*

1. Makes considered and informed judgments.
2. Meets and accepts challenges.
3. Makes considered and informed assertions; makes commitments to personal visions.
4. Acts appropriately when the outcome is uncertain.

5. Responsibly challenges conventions and existing procedures or policy.
6. Uses self-evaluation to adjust and adapt.
7. Experiments creatively.

## **G. THINKING, SOLVING PROBLEMS, CREATING**

*The thinking and problem-solving category includes observing, experimenting, and drawing upon elements listed under the other essential skills categories. Creativity can be expressed through different types of intelligences such as logical/sequential, visual/spatial, musical, kinesthetic, and interpersonal.*

### **THINKING**

1. Makes connections; understands complex relationships and interrelationships.
2. Views concepts and situations from multiple perspectives in order to take account of all relevant evidence.
3. Synthesizes, generates, evaluates, and applies knowledge to diverse, new, and unfamiliar situations.
4. Applies reasoned action to practical life situations.
5. Imagines roles not yet experienced.

### **SOLVING PROBLEMS**

6. Designs problem-solving strategies and seeks solutions.
7. Asks questions and frames problems productively, using methods such as defining, describing, gathering evidence, comparing and contrasting, drawing inferences, hypothesizing, and posing alternatives.
8. Re-evaluates existing conventions, customs, and procedures in solving problems.
9. Imagines, plans, implements, builds, performs, and creates, using intellectual, artistic, dexterous, and motor skills to envision and enact.
10. Chooses ideas, procedures, materials, tools, technologies, and strategies appropriate to the task at hand.
11. Adjusts, adapts, and improvises in response to the cues and restraints imposed by oneself, others, and the environment.
12. Makes decisions and evaluates their consequences.

### **CREATING**

13. Translates cognitive images and visions into varied and appropriate communication of ideas and information, using the methods of one or more disciplines—Imaging.
14. Originates, innovates, invents, and recombines ideas, productions, performances, and/or objects—Creating.
15. Responds aesthetically—Appreciating.

## **Appendix C: Students with Disabilities**

The Board of Regents, through the Part 100 Regulations of the Commissioner, the Regents Action Plan, and *A New Compact for Learning*, has made a strong commitment to integrating the education of students with disabilities into the total school program. According to Section 100.2(s) of the Regulations of the Commissioner of Education, "Each student with a handicapping condition as such term is defined in Section 200.1(ii) of this Chapter, shall have access to the full range of programs and services set forth in this Part to the extent that such programs and services are appropriate to such student's special educational needs." Districts must have policies and procedures in place to make sure that students with disabilities have equal opportunities to access diploma credits, courses, and requirements.

The majority of students with disabilities have the intellectual potential to master the curricular content requirements for a high school diploma. Most students who require special education attend regular education classes in conjunction with specialized instruction and/or related services. These students must attain the same academic standards as their nondisabled peers in order to meet these requirements. For this reason, it is very important that at all grade levels students with disabilities receive instruction in the same content areas as do all other students, so as to receive the same informational base that will be required for proficiency on statewide testing programs and diploma requirements.

The teacher providing instruction through a local syllabus/curriculum has the opportunity to provide an educational setting which will enable the students to explore their abilities and interests. Instruction may be provided to students with disabilities either by teachers certified in this subject area or by special education teachers. Teachers certified in this subject area would be providing instruction to students with disabilities who are recommended by the Committee on Special Education (CSE) as being able to benefit from instruction in a regular educational setting and are appropriately placed in this setting. Special education teachers may also provide this instruction to a class of students with disabilities in a special class setting.

Teachers certified in the subject area should become aware of the needs of students with disabilities who are participating in their classes. Instructional techniques and materials must be modified to the extent appropriate to provide students with disabilities the opportunity to meet diploma requirements. Information or assistance is available through special education teachers, administrators, the Committee on Special Education (CSE), or a student's Individualized Education Program (IEP).

Additional assistance is available through consultant teacher services, by means of which school districts can provide direct and indirect services to students with disabilities who are enrolled full-time in a regular education program. Direct consultant teacher services

consist of individualized or group instruction which provides such students with instructional support in the regular education classroom to help them benefit from their regular education program. Indirect consultant teacher services provide support to the regular education teacher in the modification and development of instruction and evaluation that effectively deals with the specialized needs of students with disabilities.

### **Strategies for Modifying Instructional Techniques and Materials**

1. Prior to having a guest speaker or taking field trips, it may be helpful to structure the situation. Use of a checklist or a set of questions generated by the class will help students focus on relevant information. Accessibility for students with disabilities should be considered when field trips are arranged.
2. The use of computer software may be appropriate for activities that require significant amounts of writing by students.
3. Students with disabilities may use alternative testing techniques. The needed testing modifications must be identified in the student's Individualized Education Program (IEP). Both special and regular education teachers need to work in close cooperation so that the testing modifications can be used consistently throughout the student's program.
4. Identify, define, and preteach key vocabulary. Many terms in an education program are specific and may need continuous reinforcement for some students with disabilities. It would also be helpful to provide a list of these key words to the special education teacher in order to provide additional reinforcement in the special educational setting.
5. Check periodically to determine student understanding of lectures, discussion, demonstrations, etc., and how they are related to the overall topic. Encourage students to express their understanding. It may be necessary to have small group discussions or work with a partner to determine such understanding.
6. Provide students and special education teachers with a tape of lectures that contain substantial new vocabulary content for further review within their special education class.
7. Assign a partner for the duration of a unit to a student as an additional resource to facilitate clarification of daily assignments, timelines for assignments, and access to daily class notes.
8. When assigning long-term projects/reports, provide a timeline with benchmarks as indicators for completion of major project/report sections. Students who have difficulty with organizational skills and time sequence may need to see completion of sections to maintain the organization of a lengthy project/report.

Special education teachers providing instruction must also become familiar with the goals and objectives of the curriculum. It is important that these teachers provide their students with the same or equivalent information contained in the curriculum.

Regardless of who provides the instruction, cooperation between teachers of regular and special education programs is essential. It is important for the students as well as the total school environment.

### **Alternative Testing Techniques**

Another consideration in assisting students with disabilities to meet the requirements of regular education is the use of alternative testing techniques. Alternative testing techniques are modifications of testing procedures or formats which provide students with disabilities equal opportunity to participate in testing situations. Such techniques provide the opportunity to demonstrate mastery of skills and attainment of knowledge without being limited or unfairly restricted by the existence of a disability.

The Committee on Special Education (CSE) is responsible for identifying and documenting the student's need for alternative testing techniques. This determination is made when a student is initially referred to the CSE, is reviewed annually for as long as the student receives special education services, and is reviewed when the student is determined no longer to need special education services. **These modifications are to be used consistently throughout the student's educational program.** Principals ensure that students who have been identified by the CSE as disabled are provided the alternative testing techniques which have been recommended by the CSE and approved by the board of education.

**Alternative testing techniques which have been specified on student IEPs must be used consistently in both special and regular education settings.** Regular classroom teachers should be aware of possible alternative testing techniques and should be skilled in their implementation.

The coordination and cooperation of the total school program will assist in providing the opportunity for a greater number of students with disabilities to meet the requirements needed to pursue a high school diploma. The integrated provision of regular education programs, special education programs, remediation, alternative testing techniques, modified teacher techniques and materials, and access to credit through alternatives will assist in this endeavor.

For additional information on alternative testing procedures, contact:

The New York State Education Department  
Office for Special Education Services  
Room 1610 One Commerce Plaza  
Albany, NY 12234

