

**California Subject Matter Project /  
Beginning Teacher Support and Assessment Partnership  
Discipline Specific Resources for Support Providers and Beginning Teachers  
2008-09**



**Disciplines: Physical Education & Health Education  
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## CPE-HP BTSA Inquiry Topics

**TOPIC:** How can teachers help students understand the connection between nutrition and physical activity?

**DESCRIPTION:** The content of performance nutrition can be embedded into the instructional design by incorporating assessment of nutrition concepts with the concepts of physical activity. Some physical educators balk at taking time away from moderate to vigorous physical activity time to have students experience learning of nutrition. Health educators may feel unprepared to use physical activity in their lessons. Performance nutrition deals with how the body utilizes the types and quantities of energy sources (macronutrients of fats, carbohydrates and proteins, and micronutrients of vitamins, minerals and other trace nutrients), and efficiently maintaining the body's blood glucose levels for optimal performance both in the classroom and during physical activity. Hydration also should be included in the learning experience for all students.

**RELEVANT STANDARDS:** BTSA Induction Standards 4, 5, and 6; CSTPs 1, 3, 4, 5;

**RESOURCES:** CPE-HP Links

**PROGRAMS:** CPE-HP Summer Institutes and Follow-up Programs





## CPE-HP BTSA Inquiry Topics

**TOPIC:** How do students learn the transferable content in physical education and health education to empower them to use that knowledge and skill to apply to decision-making throughout their lives?

**DESCRIPTION:** Learning happens over time and when different units of instruction are provided with different content as its focus, transferable learning of content is often lost. Strategies for scaffolding fundamental reoccurring content throughout the year will assure that all students have a full compliment of content to apply to decision-making throughout their lives. Teachers do not have to let go of their current practice, but need to address content in a more explicit manner. Teachers can learn to define and think about physical education and health education content so that all students can engage in the learning process and that content between units will be transferred.

**RELEVANT STANDARDS:** BTSA Induction Standards 4, 5, and 6; CSTPs 1, 3, 4, 5

**RESOURCES:** CPE-HP Links

**PROGRAMS:** CPE-HP Summer Institutes and Follow-up Programs; Physical Education Standards Implementation Series





### **CPE-HP BTSA Inquiry Topics**

**TOPIC:** How does in-depth knowledge of nutrition connect with exercise science concepts and principles to help students understand performance nutrition? How can we help students to understand that there is a relationship between the kinds of energy expended in various activities and the types of food we eat and the nutrients that are stored?

**DESCRIPTION:** Students often do not understand the complex relationships between energy expenditure and the types of fuel the body needs for the various demands that are placed on the body during different types of physical activity.

**RELEVANT STANDARDS:** BTSA Induction Standards 4, 5, and 6; CSTPs 1, 3, 4, 5;

**RESOURCES:** CPE-HP Links

**PROGRAMS:** CPE-HP Summer Institutes and Follow-up Programs





## CPE-HP BTSA Inquiry Topics

**TOPIC:** How can we help our students understand the value of physical activity through their on-going process of learning in physical education and health education? How can we help our students understand that being healthy and achieving a healthy level of fitness is a process, not a prize?

**DESCRIPTION:** When goal-setting and personalization of fitness decisions are learned, experienced, and finely tuned in physical education and health education classes, our students have the potential to become their own personal trainers. As they leave our school sites, they should be able to use those skills learned to make life-long decisions that will lead to healthy lifestyles. Fitness testing is a tool to allow students to reach to achieve personal fitness goals. All aspects of health-related fitness, nutrition education, and goal setting contribute to the personalized outcomes for achieving a healthy lifestyle.

**RELEVANT STANDARDS:** BTSA Induction Standards 4, 5, and 6; CSTPs 1, 3, 4, 5;

**RESOURCES:** CPE-HP Links

**PROGRAMS:** CPE-HP Summer Institutes and Follow-up Programs; Physical Education Standards Implementation Series





## **CPE-HP Detailed Program Descriptions**

### **Program: CPE-HP Summer Institutes and Follow Ups**

**WHEN & WHERE:** Three sites in California offer 40-60 hour institutes primarily in the months of July, all with three 6-8 hour follow up dates within the school year. Bay PE-HP is held at San Jose State University, Project NorthReach is held at the California State University at Fullerton, and CAP PE-HP is held at the California State University at Sacramento.

**STANDARDS, CONTENT, AND GRADE-LEVEL:** These programs are designed for teachers of Health Education and Physical Education and are aligned with the California K-12 Physical Education Content Standards and the Health Education Content Standards.

**PROGRAM DESCRIPTION:** Sites focus on physical education and health education content within their institutes. Academic content language and a depth of academic content drives the work of the projects. Standards-based instructional design provides the pedagogical structure. Participating teachers learn the academic content of physical education and health education and apply that knowledge to standards-based instructional design using English Language Learning strategies, Differentiated Instruction, Structured Engagement, and Constructivism that increase learning opportunities for all students.

**HOW IT MEETS THE STANDARDS:** The summer institutes are designed to provide a systematic approach to the application of content knowledge and pedagogical knowledge. Projects encourage the collaboration with outside agencies and community support systems, as well as support for (and of) school administrators as they are invited to be involved in the projects. Projects provide skills necessary for support providers in peer assessment and review, coaching strategies and inquiry-based assessment systems. Teachers learn to reflect on their practice in a collaborative atmosphere of collegiality. Teachers investigate a variety of assessment strategies to collect data of student learning and learn to interpret those data. EL and Differentiated strategies are threaded throughout the institutes.

**ADDITIONAL INFORMATION:** CPE-HP Summer Institutes provide an opportunity to gain a deeper understanding of both health and physical education content. Support providers will gain an understanding of developmentally appropriate practice in physical education, legal issues in the discipline, class management strategies, and current challenges in student achievement.





## CPE-HP Detailed Program Descriptions

### **Program: Physical Education Content Standards Implementation Series**

WHEN & WHERE: The **Physical Education Content Standards Implementation Series** is a 5 day (level) series of workshops that address implementation of standards-based instruction. Each day is 7 hours in length and are offered throughout California to school sites, school districts, County Offices of Education, and state conferences. To support the learning in each of the levels, there are 5 four-hour support and practice sessions offered for each of the five levels. School sites, districts, county offices of education, and conferences throughout California provide these workshops.

STANDARDS, CONTENT, AND GRADE-LEVEL: This program is designed for teachers of Physical Education and is aligned with the California Physical Education Content Standards, K-12.

PROGRAM DESCRIPTION: CPE-HP, the California Department of Education, and our state organization, CAHPERD (California Association for Health, Physical Education Recreation and Dance) collaborate in offering the series of workshops for all physical education teachers and administrators in standards-based instructional design for the California Physical Education Content Standards. CPE-HP designs and constructs all the materials for the series and trains facilitators to implement the series statewide. CPE-HP is responsible for training facilitators. Teachers learn the importance of deepening their academic content knowledge as they apply the standards-based instructional design.

HOW IT MEETS THE STANDARDS: Standard 1: Levels in the series build on previous skills in a sequential manner consistent with the standards-based instructional model (identify content standard, identify the nature of the evidence of learning that content, designing of assessment tools, planning for instruction, and looking at data to give feedback to learner and teacher). Standard 2: District personnel contact the collaborative and arrange for trainings. Communication between the collaborative and the facilitators assured that the needs of the school or district are met. Standard 3: Support providers and participating teachers work together to gain understanding of the process. Standard 4: All teachers learn to use formative assessment to inform the learner and to inform their own practice. Standard 5: Teachers learn that quality learning experiences occur with aligned instruction and when teachers have deeper academic content knowledge. Standard 6: The driving force behind the standards-based instructional design is to use assessment strategies that show evidence that ALL students have learned the content in the standards.

ADDITIONAL INFORMATION: Teachers who attend the series leave with a greater depth of understanding about the need to remain current in academic content of exercise science, biomechanics, motor learning, motor development, psychology of physical activity, sociology of





physical activity embedded in and represented in the California Physical Education Content Standards.





## CPE-HP Resources

1. Physical Education Model Content Standards for California Public Schools, adopted by California State Board of Education January 2005, can be purchased through CDE Press, Sales Office, 1430 N. Street, Suite 3207, Sacramento, CA 95814-5901, <http://www.cde.ca.gov/re/pn/rc>
2. Physical Education Framework for California Schools, draft. Access: <http://www.cde.gov/ci/pe/cf/peframeworkdraft.asp>
3. Health Education Content Standards <http://www.cde.ca.gov/ci/he/he/>
4. Appropriate Practices for High School Physical Education, NASPE, Stock number 304-10272, [naspe@aahperd.org](mailto:naspe@aahperd.org) or call 1-800-321-0789
5. Appropriate Practices for Middle School, NASPE, Stock Number 304-10248, [naspe@aahperd.org](mailto:naspe@aahperd.org) or call 1-800-321-0789
6. Appropriate Practices for Elementary School, NASPE, Stock Number 304-10230, [naspe@aahperd.org](mailto:naspe@aahperd.org) or call 1-800-321-0789
7. Concepts of Principles of Physical Education: What Every Student Needs to Know, 2<sup>nd</sup> Edition (2003), NASPE, ISBN 0-88314-744-0





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