

Welcome Change Productions**Grades:** 6, 7, 8**States:** U.S. National Standards

the Collector of Bedford Street

Summary: The Academy Award nominated The Collector of Bedford Street is a 34 minute documentary about Alice's neighbor, Larry Selman, a community activist and a fundraiser who has an intellectual disability. When Larry's primary caregiver becomes unable to care for him, his New York City neighborhood community rallies together to protect his independent lifestyle by establishing an adult trust fund in his behalf. Larry continues to raise thousands of dollars for charity every year. The Collector of Bedford Street has screened at more than 70 film festivals around the world and made its television debut on Cinemax in 2002. (978-1-57448-134-1)

U.S. National Standards**Health and PE**Grade: **6** - Adopted **2007**

STRAND / ORGANIZATION	N.NHES.	National Health Education Standards (NHES)
STANDARD / BENCHMARK	NHES.8:	Demonstrate the ability to advocate for personal, family, and community health.
BENCHMARK / GRADE LEVEL EXPECTATION	8.8.3	Work cooperatively to advocate for healthy individuals, families, and schools.
BENCHMARK / GRADE LEVEL EXPECTATION	8.8.4	Identify ways in which health messages and communication techniques can be altered for different audiences.
STRAND / ORGANIZATION	N.NASPE.	National Standards for Physical Education (NASPE)
STANDARD / BENCHMARK	NASPE.5.	Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
BENCHMARK / GRADE LEVEL EXPECTATION		Adolescents begin to understand the concept of physical activity as a microcosm of modern culture and society. They recognize the role of physical activity in understanding diversity and continue to include and support each other, respecting the limitations and strengths of group members. Students move from merely identifying and following rules, procedures, safe practices, ethical behavior, and positive forms of social interaction to reflecting upon their role in physical activity settings and the benefits of physical activity. They have well-developed cooperation skills and are able to accomplish group/team goals in both cooperative and competitive activities. Adolescents seek greater independence from adults and effectively work independently and in groups to complete assigned tasks. They make appropriate decisions to resolve conflicts arising from the powerful influence of peers, and they practice appropriate problem-solving techniques to resolve conflicts when necessary in competitive activities.
GRADE LEVEL EXPECTATION	5.12.	Seeks out, participates with, and shows respect for a peer of lesser skill ability.
STRAND / ORGANIZATION	N.NASPE.	National Standards for Physical Education (NASPE)
STANDARD / BENCHMARK	NASPE.6.	Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.
BENCHMARK / GRADE LEVEL EXPECTATION		Adolescents seek physical activity experiences for group membership and positive social interaction. They recognize and appreciate skilled performance. Physical activities provide a positive outlet for competition with peers and a means of gaining the respect and recognition of others. Physical activity can increase self-confidence and self-esteem as students discover renewed enjoyment in participation. Physical activities can provide confidence as students start to take steps toward independence. Challenge is found both in experiencing high levels of competition and in learning new and/or different activities. As students experience a greater awareness of feelings, the avenues of self-expression provided by dance, gymnastics, and other sport activities become increasingly important.
GRADE LEVEL EXPECTATION	6.7.	Invites all students, regardless of ability, to participate in physical activities.

Grade: **7** - Adopted **2007**

STRAND / ORGANIZATION	N.NHES.	National Health Education Standards (NHES)
STANDARD / BENCHMARK	NHES.8:	Demonstrate the ability to advocate for personal, family, and community health.
BENCHMARK / GRADE LEVEL EXPECTATION	8.8.3	Work cooperatively to advocate for healthy individuals, families, and schools.

BENCHMARK / GRADE LEVEL EXPECTATION	8.8.4	Identify ways in which health messages and communication techniques can be altered for different audiences.
STRAND / ORGANIZATION	N.NASPE.	National Standards for Physical Education (NASPE)
STANDARD / BENCHMARK	NASPE.5.	Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
BENCHMARK / GRADE LEVEL EXPECTATION		Adolescents begin to understand the concept of physical activity as a microcosm of modern culture and society. They recognize the role of physical activity in understanding diversity and continue to include and support each other, respecting the limitations and strengths of group members. Students move from merely identifying and following rules, procedures, safe practices, ethical behavior, and positive forms of social interaction to reflecting upon their role in physical activity settings and the benefits of physical activity. They have well-developed cooperation skills and are able to accomplish group/team goals in both cooperative and competitive activities. Adolescents seek greater independence from adults and effectively work independently and in groups to complete assigned tasks. They make appropriate decisions to resolve conflicts arising from the powerful influence of peers, and they practice appropriate problem-solving techniques to resolve conflicts when necessary in competitive activities.
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GRADE LEVEL EXPECTATION	6.7.	Invites all students, regardless of ability, to participate in physical activities.

Grade: 8 - Adopted 2007

STRAND / ORGANIZATION	N.NHES.	National Health Education Standards (NHES)
STANDARD / BENCHMARK	NHES.8:	Demonstrate the ability to advocate for personal, family, and community health.
BENCHMARK / GRADE LEVEL EXPECTATION	8.8.3	Work cooperatively to advocate for healthy individuals, families, and schools.
BENCHMARK / GRADE LEVEL EXPECTATION	8.8.4	Identify ways in which health messages and communication techniques can be altered for different audiences.
STRAND / ORGANIZATION	N.NASPE.	National Standards for Physical Education (NASPE)
STANDARD / BENCHMARK	NASPE.5.	Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
BENCHMARK / GRADE LEVEL EXPECTATION		Adolescents begin to understand the concept of physical activity as a microcosm of modern culture and society. They recognize the role of physical activity in understanding diversity and continue to include and support each other, respecting the limitations and strengths of group members. Students move from merely identifying and following rules, procedures, safe practices, ethical behavior, and positive forms of social interaction to reflecting upon their role in physical activity settings and the benefits of physical activity. They have well-developed cooperation skills and are able to accomplish group/team goals in both cooperative and competitive activities. Adolescents seek greater independence from adults and effectively work independently and in groups to complete assigned tasks. They make appropriate decisions to resolve conflicts arising from the powerful influence of peers, and they practice appropriate problem-solving techniques to resolve conflicts when necessary in competitive activities.
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BENCHMARK / GRADE LEVEL EXPECTATION		Adolescents seek physical activity experiences for group membership and positive social interaction. They recognize and appreciate skilled performance. Physical activities provide a positive outlet for competition with peers and a means of gaining the respect and recognition of others. Physical activity can increase self-confidence and self-esteem as students discover renewed enjoyment in participation. Physical activities can provide confidence as students start to take steps toward independence. Challenge is found both in experiencing high levels of competition and in learning new and/or different activities. As students experience a greater awareness of feelings, the avenues of self-expression provided by dance, gymnastics, and other sport activities become increasingly important.
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