**2014 KAHPERD CONVENTION**

**College Career Standards: Common Core in Elementary Physical Education**

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Common Core Ideas

**Reading**

* **Bulletin boards:** Provide a bulletin board that give your students instructions, tasks that must be accomplished, or provides a lesson that they must apply during class. Create a PE word wall that displays important vocabulary –movement words, names of muscle groups—that will be used throughout the day’s lesson.
* **Station cards:** During an activity that involves moving between several different stations, create station cards that offer in-depth written instructions for what to do next for critical thinking/comprehension practice.
* **Read-alouds:** Also known as shared reading, read-alouds give students a chance to hear fluent reading. Provide hand-outs and read out loud while your students follow along.
* **Supplemental texts:** Post or hand out supplemental materials about the skill or the related sport you may be covering.

**Math**

* **Graphs:** Students should create graphs and charts that show their results for a given activity. For example, when students run time laps, you can have them chart out their times and see their progress over the course of a month.
* **Skip counting:** Switch things up by having kids skip count. For example, when doing jumping jacks, they could skip count by threes (3, 6, 9, 12, 15, 18, etc.)
* **Scoring:** If students are keeping score in an activity, instead of a goal or score of one, you could make each goal or score count as six or seven.

**Writing**

* **Setting goals:** Have students write down their goals before an activity or at the start of the week.
* **Create a new game:** Split students into groups and have them write out the rules and directions for a new game. They can provide a quick demonstration of the new game.
* **Home fitness projects:**  Have students write out ideas for living healthy outside of school.

**COMMON CORE STATE STANDARDS**

**PRIMARY LITERACY QUICK REFERENCE CARD - PHYSICAL EDUCATION CONNECTIONS**

**1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

* Use an exit ticket to express an opinion orally or using drawing.
* Think, Pair, Share (TPS) an opinion about the lesson.
* Develop a clear, focused topic sentence that states a point of view or opinion.

**2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

* Use an Every Pupil Response (EPR) to identify facts and opinions.
* Sort and sequence skill cues.
* Develop and write a clear and focused sentence that identifies a rule for a game.

**3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

* Demonstrate creative movement to a song or story.
* Sequence non-locomotor and locomotor skills in a movement sentence.

**4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

* Begins in 3rd grade (not applicable)

**5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

* Use EPR to ask and answer details about rules, skill cues, and concepts.
* Follow agreed upon rules for discussion.

**6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

* View recorded performances for peer and self-assessment.
* Acquire pictures to represent developing skills.
* Collaborate with Technology teacher to graph results of student performance.

**7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**

* Research nutritional information in food and determine the number of steps on a pedometer needed to burn the excess calories consumed.

**8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**

* Not Applicable

**9. Draw evidence from literary or informational texts to support analysis, reflection, and research.**

* Begins in 4th grade

**10. Write routinely over extended time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**

* Begins in 3rd grade

**COMMON CORE STATE STANDARDS**

**INTERMEDIATE LITERACY QUICK REFERENCE CARD - PHYSICAL EDUCATION CONNECTIONS**

**1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

* Select an activity that could be used to improve fitness and provide a topic sentence and three supporting details.
* Explain the cause and effect of sending and receiving objects by varying speed, distance, and force.

**2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

* Draw a picture of a favorite health-related fitness activity and explain the benefits using facts to support the illustration.
* Summarize three critical parts of performing a specific skill using a topic sentence, supporting facts, and a concluding statement.

**3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

* Identify events of a movement sequence accurately for a dance, gymnastic, or rhythmic routine.
* Create an offensive play and explain the steps using a correct chronological order.

**4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

* Create a home fitness plan that clearly describes how to improve an area of fitness that are appropriate to task, purpose, and audience.
* Produce written directions for a skill, task, or exercise that is appropriate for their peers that are a grade level above or below.

**5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

* Monitor student progress when completing a gymnastic sequence. Require students to “check-in” with the teacher in order to edit, revise, and rewrite as necessary.

**6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

* Create a poster, using technology, to organize information on a specific topic.
* Use digital media to develop a picture book with descriptive captions.

**7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**

* Research nutritional information in food and determine the number of steps on a pedometer needed to burn the excess calories consumed.

**8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**

* Not Applicable

**9. Draw evidence from literary or informational texts to support analysis, reflection, and research.**

* Not Applicable

**10. Write routinely over extended time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.** Not Applicable

**COMMON CORE STATE STANDARDS**

**PRIMARY MATH QUICK REFERENCE CARD - PHYSICAL EDUCATION CONNECTIONS**

1. **Make sense of problems and persevere in solving them.**
* Create body shapes, choosing bases of support for balance.
* Problem-solve movement challenges while on whittle equipment, rock wall, or climbing rope.
* Persevere during cooperatives and initiatives.
1. **Reason abstractly and quantitatively.**
* Use non-traditional units of measurement to measure distance.
* Estimate distance of a jump and measure to check for accuracy.
1. **Construct viable arguments and critique the reasoning of others.**
* Use number line for continuous scoring.
* Skip count while performing a variety of skills.
* Use timed trials for goal challenges.
1. **Model with mathematics.**
* Express opinion and give reasoning by using an exit ticket.
* Choose equipment for task and support choice.
* Compare ambidexterity when tossing, throwing, kicking, and striking.
1. **Use appropriate tools strategically.**
* Use pedometer to count number of steps.
* Utilize stopwatch to keep track of time.
* Use portable heart rate monitor to read number of beats.
1. **Attend to precision.**
* Utilize proper form and technique when developing skills.
* Explain rules in a small group.
* Justify peer score on a skill, concept, or attitude.
1. **Look for and make use of structure.**
* Sort equipment based on similarities and differences.
* Use non-traditional items for games and fitness.
* Identify boundary lines and transition between general and self-space.
1. **Look for and express regularity in repeated reasoning**.
* Repeat patterns of movement in rhythmic activities.
* Identify sequences within locomotor, gymnastic, and jump rope routines.
* Demonstrate turn-taking in order with a partner or small group.

**COMMON CORE STATE STANDARDS**

**INTERMEDIATE MATH QUICK REFERENCE CARD - PHYSICAL EDUCATION CONNECTIONS**

1. **Make sense of problems and persevere in solving them.**
* Create and explain a game that will include boundaries (area), scoring, and rules.
* Use peer assessment to graph and analyze student performance.
1. **Reason abstractly and quantitatively.**
* Use non-traditional units of measurement to measure distance.
* Estimate distance of a jump and measure to check for accuracy.
1. **Construct viable arguments and critique the reasoning of others.**
* Design and defend a movement sequence that matches the teacher rubric (ex. line dance, jump rope, gymnastic.)
* Select, explain, and defend activities to improve specific skill or health related fitness components.
1. **Model with mathematics.**
* Use mathematics to set and monitor personal goals (ex. fitnessgram scores, improving skill performance).
* Analyze pedometer data to determine activities that will improve cardio-respiratory endurance.
1. **Use appropriate tools strategically.**
* Predict a performance task and use available tools to accurately measure an outcome.
* Mission Impossible Task: using a limited number of non-traditional resources to accomplish and objective or task.
1. **Attend to precision.**
* Identify and perform jumping and landing with rotation (fractions-jumping and landing--½, ¾).
* Use and explain proper skill technique: game situations (offense/defense), fitness testing technique.
* Explain the adjustment needed to increase the amount of force based on distance from a target (ex. throwing, kicking).
1. **Look for and make use of structure.**
* Use non-traditional work out material to perform a workout (mats used for dips, water bottles filled with sand, walls used for isometric exercises).
* Create child-designed game, within teacher parameters, when given a variety of equipment choices (ex. create targets, obstacle course.)
1. **Look for and express regularity in repeated reasoning**.
* Record heart rate throughout activity time and calculate average heart rate.
* Create a routine (jump rope, dance, lummi sticks) that can be performed and repeated.