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| **Utilizing Common Core in Physical Education**  **SAMPLE Student Learning Activities Using the CA Physical Education Framework**  **Prepared by Common Core in CA Health and Physical Education: A Consortium of County Offices and School Districts**  *Chris Corliss, Orange County Office of Education; Heather Deckard, Sacramento City Unified School District*; *Chad Fenwick, Los Angeles Unified School District*  *Paige Metz, San Diego County Office of Education; Debra Patterson, Ph.D., California State University, Fullerton; Joanie Verderber, Ph.D., Los Angeles County Office of Education* | | |
| **Grade 5 - CA Physical Education Content Standard 1.19** - Design and perform a routine to music that involves manipulation of an object.  **CA Physical Education Framework Grade 5 - Learning Snapshot (Pg. 88)**  This standard is best addressed toward the end of the school year after students have learned how to move to music and can demonstrate a variety of manipulative skills. The teacher reviews with the students how to move to the beat of the music. The teacher plays a contemporary song with a strong beat. The teacher asks the students to clap in rhythm with the music. Then students are provided with a basketball or rubber playground ball and asked to design a ball-handling routine to music. The teacher assigns students to groups of four to six, and students perform their routines for their assigned group. | | |
| **\*California Common Core**  **English Language Arts Standards**  **in Technical Subjects**  (\*Edited for use as sample) | **Common Core in Physical Education**  **Standard 2 Lesson**  **From CA Physical Education Framework - Learning Snapshot (Pg. 18)**  *(\*Task Force* *modifications to Framework in italic)* | **Common Core in Physical Education Strategies, Tools and Resources** |
| **Writing (W)**  **1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.  b. Provide logically ordered reasons that are supported by facts and details.  c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).  d. Provide a concluding statement or section related to the opinion presented.  **Speaking (S)**  **1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   * 1. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.   2. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.   3. Use verb tense to convey various times, sequences, states, and conditions.   4. Recognize and correct inappropriate shifts in verb tense.\*   **Listening (L)**  **5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figurative language, including similes and metaphors, in context.  b. Recognize and explain the meaning of common idioms, adages, and proverbs.  c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. | 1. This standard is best addressed toward the end of the school year after students have learned how to move to music and can demonstrate a variety of manipulative skills. 2. The teacher reviews *and demonstrates* with the students how to move to the beat of the music. 3. The teacher plays a contemporary song with a strong beat. The teacher asks the students to clap in rhythm with the music. *Teacher provides feedback to each student on level of success in clapping hands to beat of music.* 4. Then students are provided with a basketball or rubber playground ball and asked to design a ball-handling routine to music. 5. The teacher assigns students to groups of four to six, and students to *practice and then* perform their routines for *a partner from* their assigned group. 6. *Teacher provides a clipboard and form with Group Name and Student Name listed with room for writing paragraph using this prompt:*   *What I liked best about (insert name of student in possessive form) performance was (insert one thing you saw). The music by (insert name of music/artist) made me feel like \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. And the most creative aspect of this performance was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*   1. *Students assess each other within the group by writing a brief one paragraph description of what they liked best about each group members’ performance.* 2. *After the performance is completed, students share their written responses with each other.* | **21st Century Skills: 4Cs**   * Critical Thinking and Problem Solving * Creativity * Collaboration * Communication |
| **Academic Language**   * Manipulate/Manipulative/Manipulation * Beat * Contemporary * Rhythm * Routine |
| **Technology**   * Students take photos or record video (iPhone, iPad, digital camera) of group member performance * Use photos in conjunction with student writing to enhance report on performance |
| **Other Connections (Project Based Learning, Bulletin Board, STEAM)**   * Ask students to form groups of 3 or more and create a music video of the group ball-handling routine to music of their choice. |
| **Tools and Resources**   * Physical Education Framework for CA Public Schools (cde.ca.gov) * Common Core State Standards for ELA & Literacy in History/Social Studies, Science, and Technical Subjects (K-12) (cde.ca.gov) * Texts: *Children Moving*, *Teaching the Nuts and Bolts of Physical Education,* *Fundamental Motor Skills & Movement Activities for Young Children* |