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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 7: CA Physical Education Content Standard 4.2** - Identify physical activities that are effective in improving each of the health-related physical fitness components. **From CA Physical Education Framework Grade 7 Standard 4.2 - Learning Snapshot (pg. 100)** This standard asks students to match physical activities to the health-related physical fitness component that it develops. Students have been performing exercises for each of the fitness components since early elementary school, so a brief reinforcement activity is appropriate. |
| **\*California Common Core** **English Language Arts Standards** **in Technical Subjects**(\*Edited for use as sample) | **SAMPLE Common Core in Physical Education Learning Activity Using CA Physical Education Framework Grade 7 Standard 4.2 - Learning Snapshot (pg. 100)***(\*Modifications to Framework text are in italic)* | **Common Core in Physical Education Strategies, Tools and Resources as Applied in Physical Education** |
| **Reading Standards for Literacy in Science and Technical Subjects 6–12 (RST)****1.** Cite specific textual evidence to support analysis of science 2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text 3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases 6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.**Writing Standards for Literacy in History/Social Studies,****Science, and Technical Subjects 6–12 (WHST)**1**.** Write arguments focused on *discipline-specific content*.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments4. Produce clear and coherent writing in which the development, organization, style are appropriate to task, purpose, audience.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions 8. Gather relevant information from multiple print and digital sources (primary and secondary) using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. **CA**9. Draw evidence from informational texts to support analysis reflection, and research.**Speaking & Listening (SL)****1.**  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics,* *texts, and issues,* building on others’ ideas and expressing their own clearly.**2.**  Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.4. Present claims and findings **(e.g., argument, narrative, summary presentations),** emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. 1. Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument

CA5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.) | *A. Students complete review of credible health-related fitness content sources using informational text provided the teacher.* ***(RST-1, 2, 3, 4, 6, 8)****B. Small groups of students make a series of 5 health-related fitness exercise cards. Each card contains the name and a picture of an exercise that addresses one of the 5 components of health-related fitness. Each card also contains an analysis (explanation) of why and how the exercise is an effective, safe and appropriate activity.* ***(RST-1, 2, 3, 4 ,6, 8; WHST-1, 2, 4, 7, 8, 9; SL-1, 2, 4)***C. The teacher creates and displays five posters/charts; each with one of the following labels: * cardiorespiratory endurance
* muscular strength
* muscular endurance
* flexibility
* body composition.

D. Student *groups* are asked to match each exercise to a health-related physical fitness component *and explain the rationale for choosing that exercise for that component.* ***(WHST-1, 2, 4, 7, 8, 9; SL-1, 2, 4, 5, 6).***E. In future lessons, during the warm-up and cool-down phases, the teacher asks individual students *to create, lead and explain* the purpose of each exercise they perform. **(SL-1, 2, 4, 5, 6; WHST-1, 2, 4, 7 ,8, 9)** Standard 4.3 supports this standard as the teacher follows up with questions regarding which of the exercises students prefer to do for each component.  | **21st Century Skills: 4Cs*** Critical Thinking
* Creativity
* Communication
* Collaboration
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| **Academic Language*** Health-related physical fitness
* Cardiorespiratory endurance
* Muscular strength
* Muscular endurance
* Flexibility
* Body composition
* Warm-up
* Cool-down
* Aerobic
* Anaerobic
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| **Technology** * Students may substitute slides (PowerPoint), photos or video for cards, displaying student analysis (writing / explanation), rationale.
* Students might use a QR Code on cards to provide access to research, video, informational text and photos.
* Students might use Blackboard or other similar communication platforms to share and ideas, research and work products.
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| **Other Connections (Project Based Learning, Bulletin Board, STEAM)****Flipped Instruction** – maximizes used of Physical Education instructional time, allows for review of content knowledge / prior learning, and meeting needs of EL students.**Project Based Learning Activity**(PBL): Standard 7.4.1 Student teams will develop a one-week personal physical ﬁtness plan that demonstrates understanding of the specifics of proper warm-up and cool-down activities and the principles of exercise for each component of health-related physical ﬁtness.* Text-dependent Question: Using Fitness for Life Middle School or Physical Best Secondary texts, online resources and /or videos, justify the personal fitness plan activities and principles of exercise you proposed for each component of health-related fitness in your plan.
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| **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: *Fitness for Life Middle School*; *Physical Best Activity Guide for Secondary Level*
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