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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*  |
| **High School Course One (Grade 9) CA Physical Education Content Standard 1.12 -** Demonstrate independent learning of movement skills.**CA Physical Education Framework Grade 9 - Learning Snapshot (Pg. 121)** This standard prepares students as lifelong learners of movement skills. Each student selects one movement skill from the content areas of aquatics, rhythms/dance, or individual and dual activities. The students are instructed to research the correct technique for their chosen skill and develop learning cues for practicing the correct technique. Then they determine the best type of practice to use to learn the particular skill. Finally, students create and implement their own practice plan. **Example: Individual Activity – Golf / Chipping** |
| **\*California Common Core** **English Language Arts Standards** **in Technical Subjects**(\*Edited for use as sample)  | **Common Core in Physical Education Learning Activity Using Course One Standard 1.12 - Learning Snapshot (pg. 121)** | **Common Core Strategies, Tools and Resources** **As Applied in Physical Education** |
| **Reading Standards for Literacy in Science and Technical Subjects 6–12** 1. Cite specific textual evidence to support analysis of science related to the subject3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks9. Compare and contrast findings presented in a text to those from other sources **Writing Standards for Literacy in History/Social****Studies, Science, and Technical Subjects 6–12** **(WHST )(Edited)**1. Write arguments focused on *discipline-specific content.*1. Introduce precise claim(s); distinguish the claim(s) from alternate or opposing claims, and relationships among the claim(s), counterclaims, reasons, and evidence.

e. Provide a concluding statement or section that follows from or supports the argument presented. 2. Write informative/explanatory texts, narration of historical events, scientific procedures/ experiments, or processes.a. Introduce a topic and organize ideas, concepts, information to make connections, distinctionsb. Develop the topic with well-chosen, relevant, and sufficient factsd. Use precise language and domain-specific vocabulary expertise of likely readers.8. Gather relevant information from multiple authoritative print and digital sources (primary and secondary)9. Draw evidence from informational texts to support analysis, reflection, and research.**Speaking and Listening Standards (SL)** 4. Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purposeCA**5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations  | A. The students research the correct technique for their chosen skill and develop learning cues for practicing the correct technique***.* (RST-1, 3, 9)**B.Students pair-share and provide feedback on each other’s written outline of the chosen skill, correct technique, more than one research resource, before submitting the outline to the teacher .**(RST-1, 3, 9; WHST-2, 8, 9; SL-4, 5)** C. Students determine the best type of practice to use to learn the particular skill. Ways of determining the best type of practice might include: read informational text on accepted motor learning practices, conduct online research, or interview an expert. **(RST-1, 3, 9 WHST- 8, 9; SL-4)**D. Students create and implement their own practice plan.*E*. Students develop and demonstrate a practice plan for the chosen skill. Demonstration might include: a written report, oral report, an infographic, use of digital media, and /or live demonstration. **(RST-1, 3; WHST- 1, 2, 8, 9; SL-4, 5)** | **21st Century Skills: 4Cs*** Communication (CM)
* Collaboration (CL)
* Critical Thinking / Problem Solving (CT)
* Creativity / Innovation (CR)
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| **Examples of Academic Language*** Golf Chipping
	+ Club
	+ Stance
	+ Grip
	+ Swing
	+ Lie
	+ Fly-to-roll ratio
* Practice-Types
	+ Block vs. Random
	+ Constant vs. Varied
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| **Technology** * Students use tablet, laptop, desktop for online research, writing, creating PowerPoint of presentation
* Students could create a short video interview, for demonstrating the chosen skill practice plan.
* Use a QR Code on written documents to provide access to research, video, informational text and photos.
* Students use Blackboard or other similar communication platforms to share ideas, research and work products.
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| **Other Connections** **Project-Based Learning Activity**(PBL): Course One (Grade 9) Standard 1.12 - Each student selects one movement skill from one of the following content areas: aquatics, rhythms/dance, or individual and dual activities. The students, posed with a real-life situation, are asked to collaboratively and creatively respond with the situation. Sample Essential Question: “What might be the best way to learn a new skill for a sport or activity outside of school?” Demonstrate how you might research and use information about the correct skill technique, learning cues, and types of practice, to design a sequential practice plan you can share in order to demonstrate mastery of the new skill.  |
| **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: *Motor Learning, Biomechanics, Sport-specific instructional manuals*
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