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| **Common Core in CA Physical Education**  **SAMPLE Common Core Student Learning Activities Based on the CA Physical Education Framework**  **Prepared by Common Core in CA Health & Physical Education Task Force**  *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, California State University, Fullerton*; *Joanie Verderber, Los Angeles County Office of Education* | | |
| **Grade K - CA Physical Education Content Standard 2.4: Explain base of support**  *“Base of support” refers to the body parts in contact with the ground and the distance between them during any given activity. This concept is best learned over time.*  **Physical Education Framework – Grade K - Learning Snapshot (Pg. 18)**  During the initial lesson, the teacher defines “base of support” and provides several examples (e.g., the base of support for a bicycle is its two wheels and the distance between them) the base of support for a person standing is her or his two feet and the distance between them.  The students are then instructed to find an open space on mats or the grass. The teacher calls out directions: “Show me how you can balance on two body parts,” “show me how you can balance on four body parts,” “show me how you balance at a high level,” and “show me how you balance at a low level.” The teacher asks students to stand with feet close together and then with feet apart. Finally, the teacher asks, “In which position did you have a more stable base of support?” During follow-up lessons, the teacher continually refers to the student’s base of support when discussing the body parts in contact with the ground. | | |
| **Grade K**  **Common Core ELA**  **Standard(s) RI, W, SL**  Reading Literature – RL; Reading Informational Text – RI; Reading Foundational Skills – RF; Writing – W; Speaking & Listening - SL | **Common Core in Physical Education**  **Standard 2 Lesson**  **Physical Education Framework - Learning Snapshot (Pg. 18)**  *(\*Task Force* *modifications to Framework text are in italic)* | **Common Core in Physical Education Strategies, Tools and Resources** |
| **RI-7.** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).  **W-2.**  Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  **SL-2**. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.   1. Understand and follow one- and two-step oral directions. CA   **SL-3.** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  **SL-4.** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  **SL-5**. Add drawings or other visual displays to descriptions as desired to provide additional detail.  **SL-6** Speak audibly and express thoughts, feelings, and ideas clearly. | 1. During the initial lesson, the teacher *demonstrates* and defines “base of support” and provides several examples **(RI-7)** (e.g., *a chart or photo showing* the base of support for a bicycle is its two wheels and the distance between them **(SL-4, SL-5)**; the base of support for a person standing is her or his two feet and the distance between them). 2. The students are then instructed to find an open space on *carpets,* mats or the grass. The teacher calls out directions: “Show me how you can balance on two body parts,” “show me how you can balance on four body parts,” “show me how you balance at a high level,” and “show me how you balance at a low level.” The teacher asks students to stand with feet close together and then with feet apart **(SL-2, SL-3).** 3. Finally, the teacher asks, “In which position did you have a more stable base of support?” **(SL-6, SL-3)** 4. During follow-up lessons, the teacher continually refers to the student’s base of support when discussing the body parts in contact with the ground **(SL-3).** | **21st Century Skills: 4Cs**   * Critical Thinking * Creativity * Communication |
| **Academic Language**   * Base of support * Contact point * Body parts (feet, hands, elbow, hip) * Object parts (wheel, chair leg) * Balance * High-Low Levels * Wide – Narrow |
| **Technology**   * Students take photos (iPhone, iPad, digital camera) of people and things showing examples of “base of support”. * Use photos in conjunction with student writing |
| **Other Connections (Project Based Learning, Bulletin Board, STEAM)**   * Writing (W-2) and/or drawing prompt: Draw a circle around a base of support in these 3 pictures (e.g. people, chair, tricycle) and label each contact point. |
| **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* |