



Common Core and YOU: Making Connections

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Physical Education is...

- **Transformative**. It is a process that *transforms* natural curiosity and movement exploration into critical thought and meaningful action.



The object of this presentation is...

to maintain a focus on
Physical Education
with *purposeful* alignments
to Common Core.



We'll do that by...

lookin at lesson a structure
that is focused on
depth of
Physical Education
knowledge (DOK).

Depth of Knowledge (DOK) is...

- A model for identifying the level of understanding needed to answer a related assessment question/problem.

Depth of Knowledge (DOK) is...

- Level 1) Recall and Reproduction
- Level 2) Skill and Concepts
- Level 3) Short-term Strategic Thinking
- Level 4) Extended Thinking

Today we'll focus on levels 1-3 for elementary PE.

DOK Level 1

- Products include: Quiz, List, Show and Tell, etc..
- Teacher: Directs, Demonstrates, Listens, etc....
- Student: Responds, Memorizes, Explains, Demonstrates, etc..

DOK Level 2

- Products include: Simulation, Interview, Journal, etc..
- Teacher: Shows, Organizes, Facilitates, etc...
- Student: Solves problems, Constructs, Illustrates, etc..

Let's get moving...

- Level 1 & 2 Activities
 - Deal or No Deal
 - Partner Scavenger Hunt
 - Partner Mixed Fitness Challenge
- Student Goal:
 - I will know and be able to explain at least 2 components of health-related fitness.
 - I will be able to discuss how fitness can improve my daily life.

DOK Level 3

- Products include: Charts, Debate, Report, Activity Program, etc...
- Teacher: Guides, Questions, Clarifies, Acts as a Resource, etc...
- Student: Discusses, Questions, Compares, Selects, etc...



Let's get moving...

- Level 2 & 3 Activities
 - Fitness In the Middle
 - Tag Team Traveling Challenge
- Student Goal:
 - I will be able to demonstrate exercises and activities connected to health-related fitness.
 - I will be able to create a Challenge Routine to improve health-related fitness.

DOK Level 4

- Products include: Projects, New Game or Activity, Media Project, etc...
- Teacher: Facilitates, Extends, Provides Analysis, etc...
- Student: Designs, Takes Risks, Proposes Creates, etc...



How did we structure these lessons?

SPARK PE STANDARDS-BASED LESSON PLANNER

P.E. Teacher: Mr. Hart Date: April 4, 2014

Grade Level: 4th Unit: / Lesson #: Fitness / Lesson 3

Physical Education Standard(s) Focus:
Standard 3.E2 Engages in Physical Activity: Actively engages in the activities of PE class.
Standard 3.E3 Fitness Knowledge: Identifies the components of Health Related Fitness.
Standard 5.E1 Health: Examines the health benefits of participating in physical activity.

Academic Standard(s) Alignment:
CCSS ELA-LITERACY.SL.4.1.C: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to discussion.

Academic Language Focus (ESL Focus Optional):
Fitness, Health-Related Fitness Components (All 5)

Assessment Tool Used (Indicate Formative/Summative):
Teacher Observation (Partner Mixed Fitness Challenge - Item "N")
Exit Slip (Formative - DOK Level 2)

Frontload the Lesson with a "Hook":
"Deal or No Deal" - Answer a Health-Related Fitness Question correctly and the group will do 5X (student choose exercise). Choose No Deal or Answer it incorrectly and we'll do 5X (teacher choose exercise).

Selected Physical Activities (In Sequence):

Activity 1:
Partner Scavenger Hunt
Transition Notes:
At the end of this activity, Super High Five Partners will work together for next activity.

Activity 2:
Partner Mixed Fitness Challenge
Transition Notes:
When activity is done, students will complete an exit slip, then gather to me and take a knee for Debrief.

Activity 3:
N/A
Transition Notes:
N/A

Debrief / Think About:
Quick review of exit slips while students stretch quietly.
Who will give me 1 component of fitness with a sample activity focused on improvement in that area?

Standards Focus:
[PE & CCSS]

Academic Language:
[Physical Literacy]

Assessment Tools:
[Formative / Summative]





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“Frontload” Discussion:
[Anticipatory Set]

“Scaffold” Activity:
[Skills Progression]

Debrief:
[DOK Question Stems]

What Standards Did We Meet?

- PE Standard 3.E2 Engages in Physical Activity: Actively engages in the activities of PE class.
- PE Standard 3.E3 Fitness Knowledge: Identifies the components of Health Related Fitness.
- PE Standard 5.E1 Health: Examines the health benefits of participating in physical activity.

What PE Standards Did We Meet?

- 3.E2 Engages in Physical Activity: Actively engages in the activities of PE class.
- 3.E3 Fitness Knowledge: Identifies the components of Health Related Fitness.
- 5.E1 Health: Examines the health benefits of participating in physical activity.
- 4.E6 Safety: Works safely with peers and equipment in physical activity settings.

What CC Standards Did We Meet?

- *Comprehension & Collaboration CCSS.ELA-Literacy.SL.4.1.C:* Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to discussion.
- *Range of Writing CCSS.ELA-Literacy.W.4.10:* Write over shorter time frames (single setting) for a range of discipline-specific tasks, purposes, and audiences.



Ways to stay in touch...

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Twitter: @nyaaronhart

SPARK Common Core Survival Guide:

<http://www.sparkpe.org/blog/>





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Transition Notes:

Activity 3:

Transition Notes:

Debrief / Think About:

FITNESS CHALLENGES

PARTNER MIXED FITNESS

TASK CARD

The challenge is to complete all the tasks below with your partner. Use encouraging words, quality moves and both your strengths to accomplish the tasks. It is not a race! If you finish before the signal, complete the *Closing Challenge*.

Good luck and have fun!

F	Find another pair and Jog the perimeter of the activity area together. Thank them and say goodbye in another language.
I	Identify and demonstrate 2 elements of a proper Push-up (show another group).
T	Tag (give a high-five to) 10 of your classmates while you and your partner are attached.
N	Name the 5 components of health related fitness to another pair <u>without looking at this card</u> . Take turns with your partner naming the components and identifying 1 activity you enjoy that helps improve that component.
E	Elevate your heart rate by moving around the perimeter. Change the way you move at each corner: Forward, Side-Slide, and Side-Slide (other foot leads).
S	Stretch using your favorite leg stretch for a slow count to 15.
S	Strengthen your core by holding plank position for 20 seconds.

CLOSING CHALLENGE

Move to the exit slip zone and complete a slip. (1 slip per person)

FITNESS CIRCUITS TAG TEAM TRAVELING CHALLENGE

TASK CARD

- You and your partner take turns doing the home base activity and the all around activity.
- When the all around partner returns, give each other a high-five and switch roles.
- When you have completed all tasks, try the *Closing Challenge* near your home base.

Home Base	All Around
Forward Lunges	Power Walk
Quad Stretch	Jog
Curl-ups	Gallop
Push-ups	Side-Slide
Reverse Lunges	Skip
Plank	Power Walk
Knees to Chest	Gallop
Hamstring Stretch	Jog
Invisible Jump Rope	High-Knee Skip
Crab Dips	Grapevine Step
Triceps Stretch	Power Walk

CLOSING CHALLENGE

Move to the exit slip zone and complete a slip. (1 slip per pair)

Exit Slip Zone

Name: _____ Class: _____

Fitness Literacy Exit Slip (Grades 3-5)

What are the 2 components of Muscular Fitness?

1)

2)

How does muscular fitness help you in your daily life?

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How does muscular fitness help you in your daily life?

FITNESS CIRCUITS TAG TEAM TRAVELING CHALLENGE

TASK CARD

- You and your partner work together to fill-in and complete a Challenge Task Card.
- Write in exercises that work to improve the components of fitness.
- Next to each exercise, write the correct fitness component.

Home Base	All Around

CLOSING CHALLENGE

Bonus: Create a fun Closing Challenge.

DOK Question Stems

<p>DOK 1</p> <ul style="list-style-type: none"> • Can you recall ____? • When did ____ happen? • Who was ____? • How can you recognize ____? • What is ____? • How can you find the meaning of ____? • Can you recall ____? • Can you select ____? • How would you write ____? • What might you include on a list about ____? • Who discovered ____? • What is the formula for ____? • Can you identify ____? • How would you describe ____? 	<p>DOK 2</p> <ul style="list-style-type: none"> • Can you explain how ____ affected ____? • How would you apply what you learned to develop ____? • How would you compare ____? • Contrast ____? • How would you classify ____? • How are ____ alike? Different? • How would you classify the type of ____? • What can you say about ____? • How would you summarize ____? • How would you summarize ____? • What steps are needed to edit ____? • When would you use an outline to ____? • How would you estimate ____? • How could you organize ____? • What would you use to classify ____? • What do you notice about ____?
<p>DOK 3</p> <ul style="list-style-type: none"> • How is ____ related to ____? • What conclusions can you draw ____? • How would you adapt ____ to create a different ____? • How would you test ____? • Can you predict the outcome if ____? • What is the best answer? Why? • What conclusion can be drawn from these three texts? • What is your interpretation of this text? Support your rationale. • How would you describe the sequence of ____? • What facts would you select to support ____? • Can you elaborate on the reason ____? • What would happen if ____? • Can you formulate a theory for ____? • How would you test ____? • Can you elaborate on the reason ____? 	<p>DOK 4</p> <ul style="list-style-type: none"> • Write a thesis, drawing conclusions from multiple sources. • Design and conduct an experiment. Gather information to develop alternative explanations for the results of an experiment. • Write a research paper on a topic. • Apply information from one text to another text to develop a persuasive argument. • What information can you gather to support your idea about ____? • DOK 4 would most likely be the writing of a research paper or applying information from one text to another text to develop a persuasive argument. • DOK 4 requires time for extended thinking.



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