



PHYSICAL LITERACY

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PHYSICALLY LITERATE

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a *physically literate individual*:

- *Has learned the skills necessary to participate in a variety of physical activities.*
- *Knows the implications of and the benefits from involvement in various types of physical activities.*
- *Participates regularly in physical activity.*
- *Is physically fit.*
- *Values physical activity and its contributions to a healthful lifestyle.*

PHYSICAL LITERACY

Physical and Health Education Canada defines physical literacy as:

- Individuals who are physically literate move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.
- Physically literate individuals consistently develop the motivation and ability to understand, communicate, apply, and analyze different forms of movement.
- They are able to demonstrate a variety of movements confidently, competently, creatively and strategically across a wide range of health-related physical activities.
- These skills enable individuals to make healthy, active choices that are both beneficial to and respectful of their whole self, others, and their environment.

WHAT DOES CONTENT LITERACY MEAN?

- Content literacy is usually defined as “the ability to use reading and writing for the acquisition of new content in a given discipline” . (p. 184) [McKenna & Robinson, R.D. (1990), Content reading and literacy: A definition and implications. *Journal of Reading*, 34, p.184-186].
- In recent years, the ability to use oral language (small-and large-group discussion) in mediating students’ learning has been added to this definition.

MEETING CC & CONTENT STANDARDS



- Understand the College & Career Readiness Standards
- Identify connections between College & Career Readiness Standards and Physical Education/Health Standards

READING – ANCHOR STANDARDS

6TH GRADE – 12TH GRADE ARIZONA READING STANDARDS – LITERACY IN SCIENCE AND TECHNICAL SUBJECTS

College and Career Readiness Anchor Standards for Reading

The 6-12 literacy in science and technical subjects standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

NOTE ON RANGE AND CONTENT ON STUDENT READING

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths and exposure to visual media from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

READING

Reading Standards for Literacy in Science and Technical Subjects 6-12

Grade 6-8 students:	Grade 9-10 students:	Grade 11-12 students:
Key Ideas and Details		
1. Cite specific textual evidence to support analysis of science and technical texts. (6-8.RST.1)	1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (9-10.RST.1)	1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (11-12.RST.1)
2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (6-8.RST.2)	2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. (9-10.RST.2)	2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (11-12.RST.2)
3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (6-8.RST.3)	3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. (9-10.RST.3)	3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. (11-12.RST.3)
Craft and Structure		
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i> . (6-8.RST.4)	4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9–10 texts and topics</i> . (9-10.RST.4)	4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11–12 texts and topics</i> . (11-12.RST.4)
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. (6-8.RST.5)	5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force, friction, reaction force, energy</i>). (9-10.RST.5)	5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. (11-12.RST.5)
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. (6-8.RST.6)	6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. (9-10.RST.6)	6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. (11-12.RST.6)
Integration of Knowledge and Ideas		
7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (6-8.RST.7)	7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. (9-10.RST.7)	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (11-12.RST.7)

READING

Grade 6-8 students:	Grade 9-10 students:	Grade 11-12 students:
Integration of Knowledge and Ideas		
8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. (6-8.RST.8)	8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. (9-10.RST.8)	8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (11-12.RST.8)
9. Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic. (6-8.RST.9)	9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. (9-10.RST.9)	9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. (11-12.RST.9)
Range of Reading and Level of Text Complexity		
10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. (6-8.RST.10)	10. By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently. (9-10.RST.10)	10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently. (11-12.RST.10)

WRITING

College and Career Readiness Anchor Standards for Writing

The 6-12 literacy in history/social studies, science, and technical subjects standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

NOTE ON RANGE AND CONTENT OF STUDENT WRITING

To build a foundation for college and career readiness, students need to use writing as a tool for learning and communicating to offer and support opinions, demonstrate understanding of the subjects they are studying, and convey real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

WRITING

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

The standards below begin at grade 6; standards for K–5 writing in history/social studies, science, and technical subjects are integrated into the K–5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grade 6-8 students:	Grade 9-10 students:	Grade 11-12 students:
Text Types and Purposes		
<ol style="list-style-type: none">1. Write arguments focused on <i>discipline-specific content</i>.<ol style="list-style-type: none">a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.d. Establish and maintain a formal style.e. Provide a concluding statement or section that follows from and supports the argument presented. (6-8.WHST.1)	<ol style="list-style-type: none">1. Write arguments focused on <i>discipline-specific content</i>.<ol style="list-style-type: none">a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.e. Provide a concluding statement or section that follows from or supports the argument presented. (9-10.WHST.1)	<ol style="list-style-type: none">1. Write arguments focused on <i>discipline-specific content</i>.<ol style="list-style-type: none">a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.e. Provide a concluding statement or section that follows from or supports the argument presented. (11-12.WHST.1)

WRITING

Grade 6-8 students:

Grade 9-10 students:

Grade 11-12 students:

Text Types and Purposes

- | Grade 6-8 students: | Grade 9-10 students: | Grade 11-12 students: |
|---|---|--|
| <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none">a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.e. Establish and maintain a formal style and objective tone.f. Provide a concluding statement or section that follows from and supports the information or explanation presented. (6-8.WHST.2) | <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none">a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (9-10.WHST.2) | <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none">a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). (11-12.WHST.2) |

WRITING

Grade 6-8 students:

Grade 9-10 students:

Grade 11-12 students:

Text Types and Purposes

3. (See note; not applicable as a separate requirement) (6-8.WHST.3)

3. (See note; not applicable as a separate requirement) (9-10.WHST.3)

3. (See note; not applicable as a separate requirement) (11-12.WHST.3)

Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

(6-8.WHST.4)

a. Produce clear and coherent functional writing (e.g., formal letters, envelopes, procedures, labels, timelines, graphs/tables, experiments, maps, caption, charts, diagrams) in which the development, organization, and style are appropriate to task, purpose, and audience.

(AZ.6-8.WHST.4)

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

(9-10.WHST.4)

a. Produce clear and coherent functional writing (e.g., formal letters, envelopes, procedures, labels, timelines, graphs/tables, experiments, maps, caption, charts, diagrams) in which the development, organization, and style are appropriate to task, purpose, and audience.

(AZ.9-10.WHST.4)

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

(11-12.WHST.4)

a. Produce clear and coherent functional writing (e.g., formal letters, envelopes, procedures, labels, timelines, graphs/tables, experiments, maps, caption, charts, diagrams) in which the development, organization, and style are appropriate to task, purpose, and audience.

(AZ.11-12.WHST.4)

5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (6-8.WHST.5)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (WHST.9-10.5)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (11-12.WHST.5)

6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. (6-8.WHST.6)

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (9-10.WHST.6)

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (11-12.WHST.6)

WRITING

Grade 6-8 students:	Grade 9-10 students:	Grade 11-12 students:
Research to Build and Present Knowledge		
<p>7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (6-8.WHST.7)</p>	<p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (9-10.WHST.7)</p>	<p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (11-12.WHST.7)</p>
<p>8. Gather relevant information from multiple print and digital sources, 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. (6-8.WHST.8)</p>	<p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (9-10.WHST.8)</p>	<p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (11-12.WHST.8)</p>
<p>9. Draw evidence from informational texts to support analysis, reflection, and research. (6-8.WHST.9)</p>	<p>9. Draw evidence from informational texts to support analysis, reflection, and research. (9-10.WHST.9)</p>	<p>9. Draw evidence from informational texts to support analysis, reflection, and research. (11-12.WHST.9)</p>
Range of Writing		
<p>10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (6-8.WHST.10)</p>	<p>10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (9-10.WHST.10)</p>	<p>10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (11-12.WHST.10)</p>

TAKE A CLOSE LOOK AT THE PHYSICAL EDUCATION STANDARDS



Grade-Level Outcomes for K-12 Physical Education



K-12 PHYSICAL EDUCATION STANDARDS

- Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.**
- Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.**
- Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.**
- Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.**
- Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.**

A LOOK AT THE NEW NATIONAL PE STANDARDS

- A. Executes at least one the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and fakes; give & go. (S2.M2.6)
- B. Identifies physical activity benefits as a way to become healthier. (S3.E1.3b)
- C. Analyzes the impact of food choices relative to physical activity, youth sports & personal health. (S3.E6.5)
- D. Explains how body systems interact with one another (e.g., blood transports nutrients from the digestive system, oxygen from the respiratory system) during physical activity.¹⁸ (S3.M14.8)
- E. Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.²⁹ (S3.H2.L1)

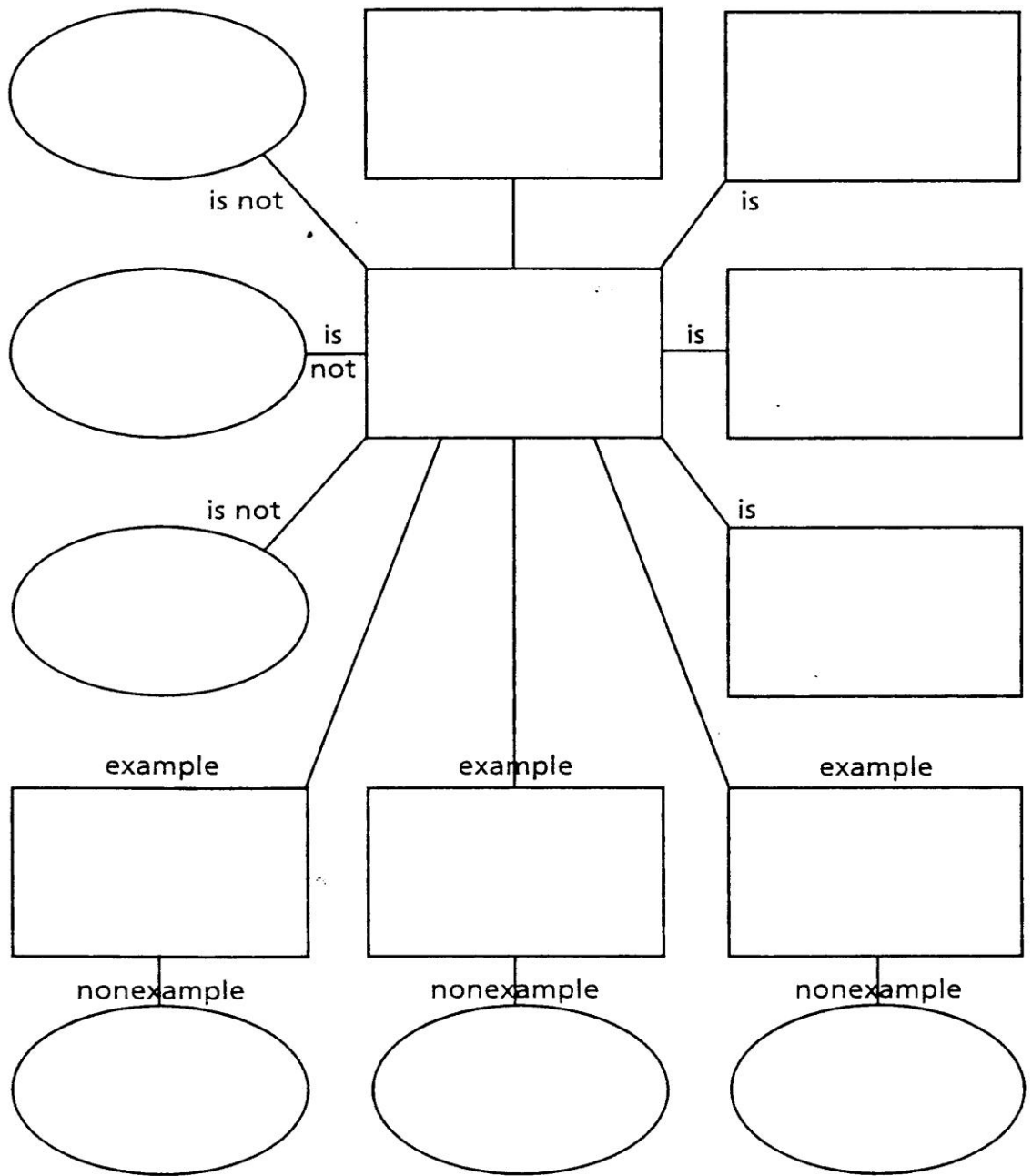
INSTRUCTIONAL STRATEGIES

- Vocabulary knowledge is strongly related to successful text comprehension, and it is especially important in teaching English language learners (Allen, 1999).
- Opportunities for students to use words in meaningful ways
- **Word Squares**

Hopkins, G. & Bean, T. (1999). Vocabulary learning with the verbal-visual word association strategy in a Native American community. *Journal of Adolescent & Adult Literacy*, 42(4), 274-281

Vocabulary Word	Example
One or two word definition of the word	Pictorial representation

Words in Context

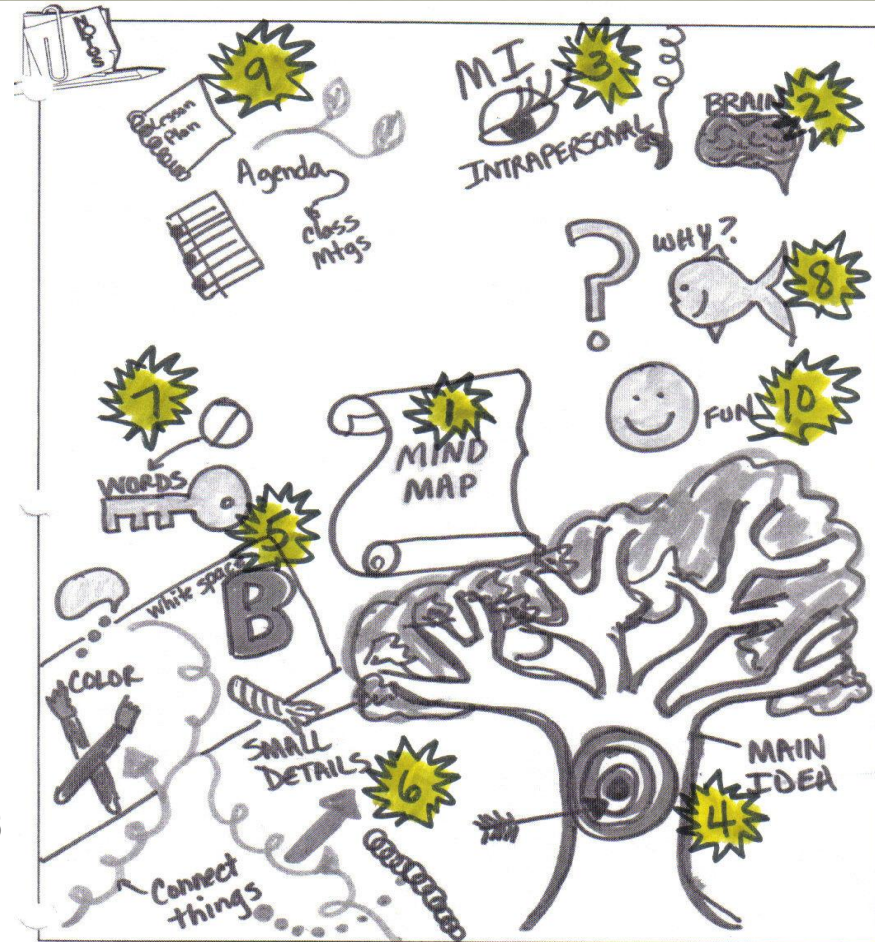


CONCEPT MAP

Steps to Show How to Create a Concept Map

1. Create the **central image**. Make it large enough so you can see the subject of the map at a glance, but small enough to add main ideas and details radiating out of the central image.
2. **Brainstorm** the main ideas relating to the central topic (brain-based).
3. Uses **Multiple Intelligences** (Intrapersonal)
4. Target the **Main Idea** and branch off to make connections to other concepts.
5. Use **White Space, Images, Symbols, and Color** to identify concepts.
6. **Connect Small Details** to the main idea using branches, arrows, spokes, etc.
7. Use **Key Words** on or around the main idea, or on the connecting line to identify the main ideas.
8. **Why** is it a useful strategy? (“Get the big picture”, visual & linguistic clues aid memory, make own content connections, learning is embedded in a more meaningful context, helpful for Special Needs/EL students, etc.)
9. **Uses** include visual note taking during a lecture, text note-taking, organize thinking, brainstorming, outlining, closure/summary of lesson, etc.

Fun to construct because they are unique and individually created.



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MI Structures

LIST, GROUP, LABEL, AND WRITE

Students will be asked to categorize or group terms or concepts based on their common elements. This is a brainstorming strategy in which students recall as many terms as possible on a given topic and then group these terms according to their similarities. It can be used before and after reading a selection.

Before Reading

Ask the class to think of all the words that come to their minds on the topic to be studied. The topic could be anything about which they have some prior knowledge. Then display these terms on the board or an overhead transparency. The teacher may chose to introduce significant terms at this time as well.

Either as a class or in small groups, have students group the terms displayed. They need to explain why they choose to put certain words/phrases in a particular category.

QUICK WRITES

Quick Question

This activity encourages students to engage with the content by writing the answers to questions such as the ones below and then sharing their writings with the teacher, in small groups or with the entire class.

After discussing/reading/viewing:

1. I know....
2. I don't know...And I'd like to know because...
3. The main question I have is...
4. The author or producer of the text (book, movie, music, lecture) assumes that everyone knows....
5. People are likely to agree with the author because...
6. People are likely to disagree with the author because...
7. One thing I got out of class today is...
8. One thing I hope we cover next class is...because...

One-Minute Paper

After a lecture, class discussion or reading, ask the students to take one minute and write a summary about what they think is the most important/interesting/surprising point covered. They could also write one lingering question they have about the topic. After writing, ask students to share their writing in class. It is a good way to get all students to speak up in class.

From: Sacred Heart University, Fairfield, CT.

The Muddiest Point

Ask students to write a short paragraph describing what they think was the muddiest or most unclear point covered in class and say why. This encourages them to make sense of what they just heard and it encourages them to ask questions for clarification.

From: Sacred Heart University, Fairfield, CT.

Power Writing

Ask student to write as many words as they can, and as fast as they can, on a topic in one minute. This is a structured free-writing activity designed to see how many words a student can write on a particular topic. This provides students with a way to build fluency and gives them material to revise. These lists should be read and edited either by other students or the teacher. Results can be recorded. This is especially good for ELL students because it helps them to see an increase in their English word knowledge.

Source: Fisher, D. & Frey, N. (2003). Writing instruction for struggling adolescent readers: A gradual release model. *Journal of Adolescent and Adult Literacy*, 46(5), 396-405.

WORD CHAINS

Overview: Explore concepts in relation to each other; extend students' understanding of concepts; support metacognitive awareness as students justify links (connections) they form among the words.

Procedure:

Step 1: Select (5-10) terms or have students select them.

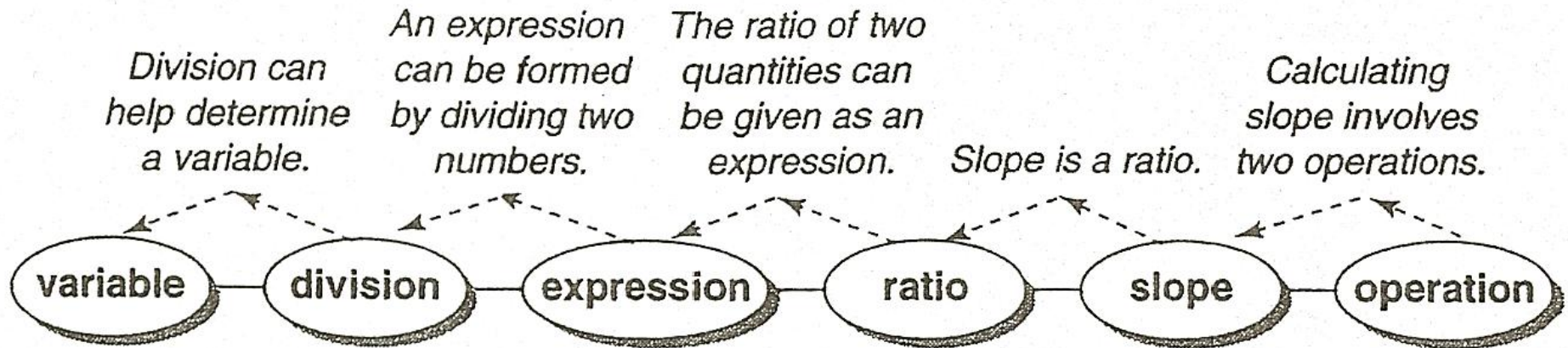
Step 2: Decide the physical format of the chain and prepare materials (word cards, template, strips, and software like Inspiration).

Step 3: Students work individually, in pairs, or in small groups to develop chains.

Step 4: To make connections use discussion, write a brief paragraph, draw vocabulary graffiti* or some other graphic representation.

Step 5: Write in the cloud how these words are linked together.

WORD CHAIN



WORD POSTER

- Decide what the posters must include. At minimum, consider requiring the following:
 - The word, written in large letters (perhaps as Vocabulary Graffiti).
 - A definition of the word.
 - The context in which the word was found.
 - An image, such as a funny cartoon or drawing, to support the term's meaning.
 - An original sentence using the word.

→

Definition
Exertion against a resistance so that the muscle gets stronger, but the length of the muscle stays the same. The joint angle stays the same too.

My Words
Pushing against something without moving anything.

←

Isometric Exercise

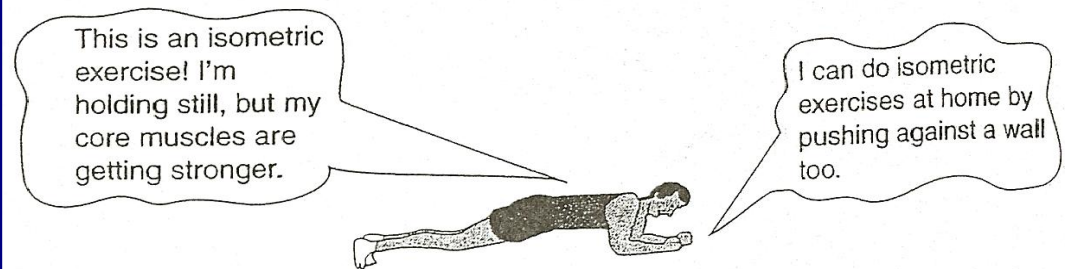
Iso = Equal

Metric = Measure

The length of the muscle stays the same. The angle of the joint stays the same.

Synonym:

Static Strength Training



SOCRATIC SEMINAR

Inside/Outside Circle

1. The teacher forms two concentric circles containing the same number of students.
2. Students in the inside circle face a partner standing in the outside circle.
3. The teacher asks students from the inside circle to share something with their partner in a timed activity.
4. Reverse roles and have students on the outside circle share with their partner.

The teacher controls the timing, rotations and repetition of steps 2 and 3.

SOCRATIC SEMINAR

Socratic Seminar – Inside/Outside Circles

1. Outline the two sides of the coin.
 - a. **Inside** circle will address Knowledge and Skills view.
 - b. **Outside** circle will address Physical Activity view.
2. How might these two different views impact WHAT is taught? **Paragraph 4**
 - a. **Outside** circle: Knowledge/Skills =
 - b. **Inside** circle: Physical Activity =
3. What might be the dangers of these two separate views? **Paragraphs 5 & 6**
4. What support is given in the article, that these two views are two sides of the same coin? **Paragraph 7**
5. How does the author suggest we accomplish this? What ideas can you share?
Paragraph 10

FITNESS FOR LIFE



ACADEMIC CONNECTION: Statistics

Statistics is a branch of mathematics dealing with the collection, analysis, and interpretation of data (numerical information). Mathematic literacy is important for meeting college and career readiness standards. Understanding and using some basic statistical concepts can help you not only as you prepare for a career or college and university studies but also in understanding health risks.

The average person is said to be typical. In math, *average* refers to measures of central tendency such as

- the mean, or the sum of all scores divided by the number of scores (11 scores in the following example);
- the median, or the middle score in a number of scores (in the following example, the sixth score from the lowest or sixth score from the highest); and

- the mode, or the most common score in a number of scores (in the following example, the only score that was common to two people).

Calculate the mean, median, and mode for a group of 11 people with the following systolic blood pressure readings in mmHg: 120, 125, 130, 130, 135, 140, 145, 150, 155, 160, 165. Remember that systolic blood pressure is the higher of the two blood pressure numbers and reflects the pressure in your arteries just after the heart beats.

A systolic blood pressure of 120 mmHg is considered to be healthy. Knowing this, would you want to have your blood pressure equal to the average for this group (using any of the three measures of central tendency)?

Check Your Answers

Mean = 141.36; median = 140; mode = 130

FITNESS FOR LIFE



ACADEMIC CONNECTION: Critical Thinking Skills

Preparing for a career or for college requires critical thinking skills. Education experts have described learning standards for the English language arts that help you prepare. Following are some of the skills needed for success in the workplace and in college:

- **Demonstrating independence.** In addition to being able to understand ideas presented by others, independence requires a person to add to others' ideas and express his or her own thoughts and views.
- **Building strong knowledge of subject matter.** Research and study are required to develop knowledge in different subject matter areas, including health and physical education. This requires extensive reading and attentive listening.
- **Comprehending as well as knowing facts.** Knowing refers to possessing infor-

mation or facts. Comprehending refers to grasping the significance of information or facts.

- **Valuing evidence.** Evidence refers to something tangible or visible. One step in the scientific method is collecting data (tangible evidence). This evidence can be used to help make decisions or solve problems.
- **Using technology capably.** Modern technology makes a considerable amount of information available in an instant. Capable use of technology requires the ability to evaluate the quality of information acquired from online and other technical sources and the thoughtful use of that information.

Practice the self-management skills in this chapter to help you meet these important standards.

SUMMARY WRITING IN SPORT EDUCATION

Blue

Red

Giants vs Packers

It was a great game last night. The packers started with the ball and got some nice passes in. 2nd down, with an offensive. At the start of the 3rd, a fumble happened. So the Giants got the ball. On the first down, Brennan made a crazy interception. With one minute left on the clock, the Giants made ANOTHER interception, and sealed winning time. ~~So the game ended as~~ the game ended as a tie 0-0. Oh well.

Alexa serves and it makes it over. Harvered bumps it backwards. The score now is 3-1. Alexa made a low bump. Krishna serves out of bounds. Score now is 2-5. Harvered is winning by far. The score now is 3-8. Go ~~ASU~~ Harvered! ASU needs to step up their game. The score now is 5-9. Gavin serves and makes it over! 6-9 is the score and Gavin is on a roll! Krishna ~~is~~ a double top. 8-9 is a tough match. Harvered wins the match by luck!

Jessica

SUMMARY WRITING: SPORT EDUCATION

Why I would be a good Manager

I think I would be a good manager because I will be kind, listen to all of your ideas, make sure every one gets a turn in our assignment, and make sure at the end of the day everyone got a good exercise. I will also make sure our goal is to be a level five. You can trust me to organize our group papers and make sure our groups on task. These are the reasons I think I would be a good manager.

On this chilly fall day we have two awesome teams playing each other. We have the big patriots and the brave bears. Michelle age 10 from the patriots is doing a great job throwing and catching the ball. These two teams are very competitive. But are doing an awesome job! Max age 10 from the bears is running with the ball as fast as he can about to make a touchdown when BOOM! About 5 kids from the other team (the patriots) grab his flag! All I want to say is great job patriots and Bears you did Great!

none of the teams

Submitted

By:

Michelle

SCENARIO FOR TEXT FRAME : CHARACTER ANALYSIS

ADVANCED READING

1. Sign your name in the P.E. Excuse folder.
2. Select one booklet or magazine.
3. Read through the chapter or article.
4. Be prepared to give Mrs. Dean a brief report after class.

PHYSICAL EDUCATION AND WELLNESS EXCUSES AND ABSENCE LIST

DATE	NAME	TEACHER	EXCUSE: No shoes/illness	ASSIGNMENT
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

TEXT FRAME: CHARACTER ANALYSIS

Mia Hamm – Winners Never Quit!

_____ is an important character in our story. _____ is important because

_____. Once he/she _____.

Another time, _____. I think that _____ is _____.

Because _____.

RESOURCES

- Physical Best
- Fitness for Life
- Sport Education
- Great Body Shop
- Choices by Scholastics
- Active Learning Specialist by FIZIKA
- KidsHealth, TeenHealth
- Quizlet.com

...atraction due to the progress of their children.
...sense of Accomplishment and is held in high esteem.



ACTIVITY BASED NUTRITION EDUCATION KIT



10 EA MYPLATE
ACTIVITY MATS

NATIONAL DAIRY
COUNCIL FOOD
MODELS

FOAM BALLS

STORAGE BIN

FOOD TOSSABLES

ACTIVITY BASED NUTRITION EDUCATION
CURRICULUM GUIDE – 10 LESSONS,
PRINTABLE HANDOUTS, 5 LAMINATED FOOD
GROUP SIGNS, PE & COMPREHENSIVE
HEALTH STRANDS