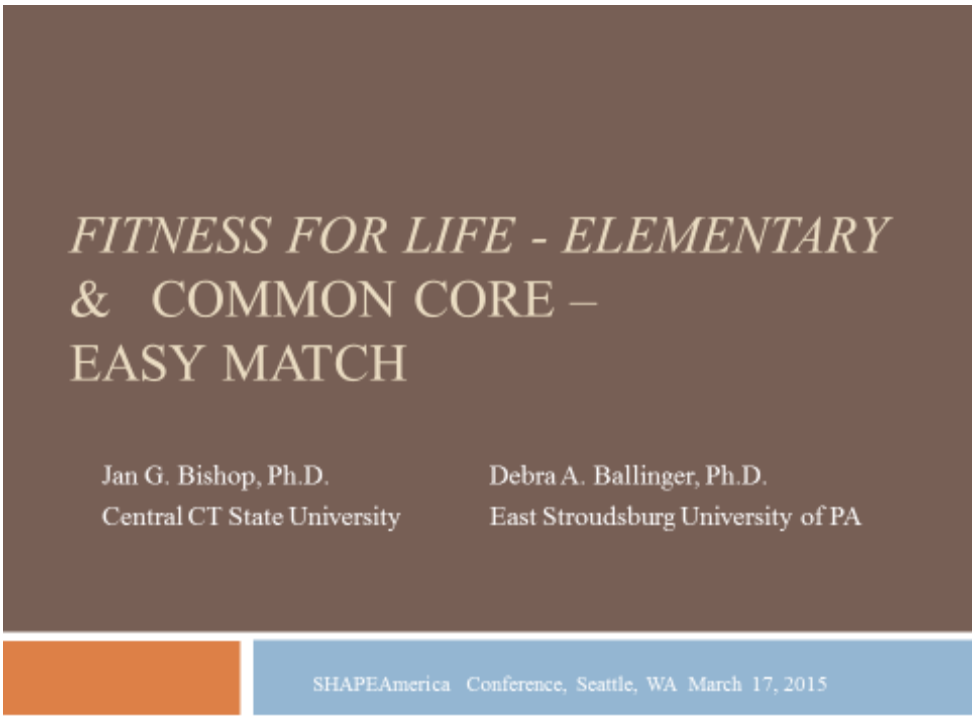

Abstract – Program Overview

- ☐ Learn how *Fitness for Life – Elementary School* (FFL-ES):
  - ☐ Supplements physical education, health, nutrition and wellness content delivery for K-6 grade students.
  - ☐ Supports national standards in physical education, health, and nutrition.
  - ☐ Supports the Common Core State Standards (CCSS).

Learning Objective/Outcome:

By the end of the session, participants will be able to:

- ☐ … describe the relationship between the national P.E., Health, and Nutrition standards and Fitness for Life - Elementary School.
- ☐ … match FFL-ES activities and resources to Common Core Math and Literacy standards for elementary level grade children.
- ☐ … apply FFL-ES program resources to supplement curricular activities to enhance the teaching of physical activity and nutrition content.

Fitness for Life – Elementary School

- ☐ Designed as 4 Wellness Weeks to be implemented throughout the school year (about 1 per 8 weeks).

- ☐ Materials include:
  - ◘ Classroom teacher books by grade level K – 6
  - ◘ Physical Education specialist book
  - ◘ Wellness Coordinator's book
  - ◘ Signs
  - ◘ Activities
  - ◘ You can see examples of routines at this website

    Web site http://www.fitnessforlife.org/elementary-program-program-description

Common Core State Standards

Standards are available for:

- ☐ English Language Arts (ELA)
  - ■ Reading
  - ■ Writing
  - ■ Literacy
    - ■ Including literacy in science, social studies/history, technical subjects for grades 6-12
- ☐ Mathematics

Rationale: ELA and Math undergird multiple content areas

Mission/Purpose of CCSS

- ☐ **The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them.**
- ☐ **The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers.**
- ☐ **With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.**

Common Core Standards – history

- ☐ **Introduced to schools throughout the nation in 2010 and have been adopted by 46 states, and 4 territories.**
- ☐ **Designed as a robust, nationwide set of school standards, the Common Core program builds off the state standards already in place.**
- ☐ **The standards prepare students for college and the workforce by providing them with various skills that enforce writing, thinking critically, and solving real-world problems.**

Why a Common Core?

- ☐ ***21st century learning is at the heart of the Common Core.***
- ☐ ***The 21st century skills are going to support our students to be ready for college, career and beyond and to be successful in whatever the new careers are going to look like in the years to come.***
- ☐ ***This 21st century learning brings the relevance into the classroom because it's really about today.***
- ☐ ***It's about their experiences - whether from technology or media - and about the careers that they might dream about engaging in as they go on beyond our classroom experience. (Leith, 2012)***

Does everyone support the CCSS?

- ☐ **A few states have either not adopted or only adopted the ELA standards.**
  - ◘ **Texas, Virginia, Nebraska, Alaska**
  - ◘ **Minnesota – ELA only**
- ☐ **A number of states have concerns about implementation and assessment.**
- ☐ **Example – CT delayed teacher evaluation based on CCSS citing need for more professional development.**

Why Common Core & PE?

- ☐ ***Education of the whole child is our first responsibility.***
- ☐ ***We can communicate the highest expectations for every student by sharing the standards:***
  - ◘ ***by posting the standards documents around the room,***
  - ◘ ***giving students digital access to the standards,***
  - ◘ ***making sure that students recognize these standards are for them …and apply to all aspects of learning*** **(Leith, 2012)**

Common Core & FFL-ES

- ☐ **Interdisciplinary concepts and activities are:**
  - ☐ **In the Physical Education Teacher's book**
  - ☐ **Identified with a cross-arrow icon (next slide)**

- ☐ **Example – K-2 Week 4 – Lesson Plan 4.3**
  - ☐ **Fitness Activity: Olympic Athlete Workout**
  - ☐ **Interdisciplinary activity (p. 127, P.E.L.P. book)**

Interdisciplinary Example

Talk with classroom teachers and encourage them to have students create Olympic Athlete Workout activity cards in art class. Students could also write on the cards (language arts), describing the kind of fitness the activity builds and which sports require that kind of fitness. Finally, students could identify the countries that excel at that sport (geography) and find them on the map. Students could also learn the names of sports in other languages.

Common Core & FFL-ES

- ☐ **Appendix A**
  - ◘ **In each Classroom Teacher's book, Appendix A has "additional activities" where both physical activity and nutrition are aligned with CC standards in Mathematics, Language Arts, and Art**
- ☐ **Appendix B lists the NASPE (now National Standards in P.E.) and the applicable standards for disciplines by grade level.**
  - ■ **Mathematics**
  - ■ **Science**
  - ■ **Language Arts**
  - ■ **Civics**
  - ■ **Geography**
  - ■ **History**
- ☐ **As the program is designed to link physical education and nutrition concepts for the entire school for only 4 weeks, the P.E. teacher is encouraged to consult the classroom teacher for more ideas regarding the CCSS and their applications.**

- ☐ **Showing an "interest" is actually the best advocacy.**
- ☐ **You cannot be expected to know all the standards and their applications across all disciplines!**

However…

- ☐ **Even though we can't teach everything, understanding more about basic standards for Math and Language arts is the best start for integrating the concepts into what we teach in P.E.**
- ☐ **Let's examine some beginning level ideas, and then demonstrate a few activities that incorporate the application of the CCSS into what we already teach!**
- ☐ ***See samples at http://www.fitnessforlife.org/classroom-teacher-resources**

CCSS Structure for Math, K-5

- ☐ **Mathematics**
  - ◘ **Grade Level**
  - ◘ **Domain**
  - ◘ **Standard Number**
- ☐ **Example:**
  - ◘ **CCSS.Math.Content.K.CC.A.1**
  - ◘ **Count to 100 by ones and by tens.**
  - ◘ **K = kindergarten, CC = Counting & Cardinality**

Mathematics

- ☐ **The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education.**
- ☐ **The first of these are the NCTM process standards of**
  - ◘ **problem solving,**
  - ◘ **reasoning and proof,**
  - ◘ **communication,**
  - ◘ **representation, and**
  - ◘ **connections.**
- ☐ **The second are the strands of mathematical proficiency specified in the National Research Council's report *Adding It Up*:**
  - ◘ **adaptive reasoning,**

- **strategic competence,**
- **conceptual understanding (comprehension of mathematical concepts, operations and relations),**
- **procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and**
- **productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy).**

In essence, Math comprises a range of skills far beyond solving equations.

- ☐ **Graphs: Students should create graphs and charts that show their results for a given activity. For example, when students run timed laps, you can have them chart out their times and see their progress over the course of a month.**
- ☐ **Skip counting: Normally, when your students warm up or do stretches, they count by ones. Switch things up by having kids skip count progressively. For example, they can do ten jumping jacks counting by ones (1, 2, 3, 4…), then do toe touches for ten seconds but counting by twos (2, 4, 6, 8…). This is a great way to combine physical activity with multiples.**
- ☐ **Pedometers: Pedometers can be used for all kinds of fun math-related activities. Kids can wear pedometers during class to see how many steps they've taken and then challenge themselves to take more steps during the next class. They can add the numbers together to see how many total steps they took.**

http://www.sparkpe.org/blog/how-common-core-can-be-implemented-in-p-e/

Math Common Core and *Fitness for Life – Elementary*

- ☐ **Math Standard-related FFL-ES for K-2 level students:**
  - **Primary Level: Week 2 – K-2 LP 2.1**
    - **Culminating activity = "Cardio Caper" (PELP p. 63-65)**
      - **Taking HR**
      - **Extending activity – counting to 10 in another language**
      - **Reading and reflecting on intensity and type of activity**
    - **Am I working or playing hard enough to build a strong heart?**
    - **Taking HR or breathing requires "counting" and thinking about what it means. [Quantitative representation and considering the units involved; attending to the meaning of quantities, not just how to compute them]**
- ☐ **Math Standard-related FFL-ES Activities for 3-6 level students:**
- ☐ **Pirate Fitness – Week 4 – LPs 4.1-3**

- **4.G.A.1**
  - **Draw points, lines, line segments, rays…Identify these in two-dimensional figures.**
  - **Pirate starts center, moves on line left, right etc.**
- **5.G.A.1 and 5.G.A.2**
  - **Coordinate plane**
  - **Pirate moves to XY coordinates**

CCSS Structure for ELA, K-5

- **English Language Arts**
  - **Reading**
    - **Literature**
    - **Informational Text**
    - **Foundational Skills**
  - **Writing**
  - **Speaking & Listening**
  - **Language**

ELA Standard Examples

- **CCSS.ELA-LITERACY.RL.2.2**
  - **Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.**
  - **RL = reading literature, 2 = 2nd grade**
- **CCSS.ELA-LITERACY.SL.5.1C**
  - **Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.**
  - **SL = speaking and listening, 5 = 5th grade**

Reading

Again, from the SPARK website…

A focus in the Common Core standards is developing verbal and reading skills.

… providing verbal cues and instructions each day is a good starting point… push it further with:

- ☐ **Station cards: During an activity that involves moving between several different stations, create station cards that offer in-depth written instructions for what to do next for critical thinking/comprehension practice.**
- ☐ **Read-alouds: Also known as shared reading, read-alouds give students a chance to hear fluent reading. Provide hand-outs and read out loud while your students follow along. They can then keep the hand-outs to peruse later or to reinforce your verbal instructions.**
- ☐ **Bulletin boards: Provide a bulletin board that gives your students instructions, tasks that must be accomplished, or provides a lesson that they must apply during class. Create a PE word wall that displays important vocabulary—movement words, health terms, names of muscle groups—that will be used throughout the day's lesson.**
- ☐ **Supplemental texts: Post or hand out supplemental materials about the sport or skill you're currently covering. For instance, if you are on your baseball unit, post a short history of baseball, the basic rules, fun facts, and profiles of athletes.**

http://www.sparkpe.org/blog/how-common-core-can-be-implemented-in-p-e/

Fitness for Life Elementary **and Reading:**

- ☐ **Now, let's examine some Fitness for Life primary level reading related activities:**
- ☐ **Elementary Level:**
  - ◘ **Primary –**
    - ■ **Reading food words and comparing with pictures**
  - ◘ **Primary-**
    - ■ **Reading cards and comparing with numbers**
  - ◘ **Primary –**
    - ■ **Shared reading and station cards following directions.**

Example of FFL-ES Reading

- ☐ **K-2 – Week 1 – LP 1.3**
  - ◘ **Animal Antics**
    - ■ **Hold up card – Read in another language**
  - ◘ **Tossing and Catching Skills**
    - ■ **Read and interpret station cards**
  - ◘ **Motivation Signs**
    - ■ **Read and chant information (reading and speaking)**
- ☐ **3-6 – Week 1 – LP 1.3**

- **What's the Catch**
  - **Read and interpret more complex writing on station cards**

- **See sample lesson plans at: http://www.fitnessforlife.org/AcuCustom/Sitename/DAM/119/For_PE_Teachers--wellness_week_lesson_plans.pdf**

Writing

Proficient writing has become one of the most important skills in the modern day.

SPARK suggests integrating writing the P.E. curriculum as follows:

- **Setting goals: Have students write down their goals before an activity or at the start of the week. At the end of the activity or the week, have kids provide a post-assessment of what they accomplished and what they could have done better.**
- **Health and fitness journals: An extension of the above, you can have each student compile an in-depth journal that records their fitness goals for the entire year and includes a daily breakdown of the foods they ate and the physical activities they performed.**
- **Create a new game: Split kids into groups and have them write out the rules and directions for a new game. They can then provide a quick demonstration of the new game, and you can choose from the best to play during the next class period.**
- **Educational brochures: Kids can create informational brochures on various subjects, like the importance of physical activity, nutrition, or how to maintain a healthy heart. You can then make copies and distribute them or post them on your bulletin board.**
- **Home fitness projects: These projects extend the lessons kids learn in class to their lives at home. Have them write out ideas for living healthy outside of school.**
- **Create a class website or blog: Put kids in charge of certain elements of the blog or website and encourage students to contribute to the blog by writing short posts and comments. This is also a great way to build students' technological proficiency.**

  http://www.sparkpe.org/blog/how-common-core-can-be-implemented-in-p-e/

Examples of Writing from Fitness for Life - Elementary

- **Goal Setting**
  - **Elementary -**
    - **Combining different activities to meet 60 minutes per day of MVPA.**
    - **Homework – writing different types of activities**
- **Journaling**
  - **Principles of Progression & Overload [logging FITT; problem solving, reasoning & truth; representations and connections]**

- ☐ **Home fitness projects**
    - ■ **Shared reading and station cards following directions.**
    - ■ **FITT homework sheets**

Checking for Understanding…

- ☐ **Why should quality Physical Education programs support the Common Core State Standards?**
- ☐ **Can you give examples of the types of *Fitness for Life - Elementary* activities useful for supporting the CCSS?**
- ☐ **As you leave here, do you feel you can select and teach *Fitness for Life* activities that support the CCSS?**
    - ◘ **If not, please ask a question :}**

References

- ☐ **Implementing the Common Core State Standards. http://www.corestandards.org/**
- ☐ **James-Hassan, M. (2014). Supporting the Common Core in Health and Physical Education. *Principal Leadership.* February, 2014.**
- ☐ **Leith, L. (2012). "Common Core Standards: Equity and Opportunity" *School Improvement Network. http://www.schoolimprovement.com/docs/Jan-Webinar-Common-Core-Standards-Equity-and-Opportunity.pdf [Retrieved 2_19_2014]***
- ☐ **SPARK (2014). "How Common Core Can Be Implemented in P.E." *http://www.sparkpe.org/blog/how-common-core-can-be-implemented-in-p-e/* [retrieved 2-19_2014]**

Link to Standards

- ☐ **http://www.corestandards.org/**
- ☐ **http://www.corestandards.org/Math/Practice**
- ☐ **http://www.corestandards.org/ELA-Literacy/CCRA/R**
- ☐ **http://www.corestandards.org/ELA-Literacy/CCRA/W**
- ☐ **http://www.corestandards.org/ELA-Literacy/CCRA/SL**
- ☐ **http://www.corestandards.org/ELA-Literacy/CCRA/L**

****Ballinger, D. & Bishop, J. (2015). *Fitness for Life Elementary* and Common Core-Easy Match.**

Presentation at SHAPE America National Conference, Seattle, WA. March 17, 1:00 pm.