

## Physical Education and the Common Core Connection

Before we go any further with Physical Education and the Common Core Connection and/or before your eyes glaze over, I hope that you'll please take to heart the following 6 points...

1. Don't STRESS! PE has been doing Common Core long before it became cool. Don't let the fancy new term intimidate you.
2. You don't have to necessarily change what you've been doing, simply look for new ideas or opportunities to embed.
3. Collaborate with your peers! We all have ideas to share- what's working and what's not. Inspire each other.
4. There may not be a connection in every activity and that's OK!
5. You do NOT need to substitute activity for more "talking" time, but instead integrate literacy skills into your activities.
6. Use our PE Curriculum! All the work has been done for you! Remember it was written for us, by us! Find ways to make it your own!

### Physical Education

The Common Core State Standards do not replace the *Physical Education Model Content Standards for California Public Schools*. Instead, the California Common Core State Standards are a supplement to these content standards, specifying the reading and writing skills that students need to develop access and express their content knowledge in physical education.

### Key Points

Physical Education is considered a "Technical Subject" and utilizes the *California Common Core State Standards for Literacy in History/Social Science, Science and Technical Subjects for Grades 6-12*.

To meet the goal of providing students with a physical education experience that is standards-based and Common Core-aligned, teachers are encouraged to implement the following shifts in pedagogy:

- Increase use of performance-based assessments
- Align assessment tools with grade level literacy standards
- Increase student engagement with informational text
- Regularly engage students with/utilize academic language & vocabulary
- Create and implement student centered learning opportunities
- Focus on relevant application of student knowledge and skills
- Routinely engage students in the 4 Cs of 21<sup>st</sup> Century Learning (Communication, Collaboration, Critical Thinking & Creativity/Innovation)

### Why should PE be involved?

- Support the work of the core subject areas.
- Helps students formulate meaningful, appropriate experiences.
- Bridge student learning in Physical Education to what they are doing in the classroom.
- Cross-curricular connections can make learning relevant and meaningful to students.
- PE and ELA (English Language Arts) connections can help students develop both literacy and physical competence.
- Physical educators can integrate and build connections to literacy without compromising the goals of PE.

### PE Teachers are encouraged to:

- Become familiar with California Common Core State Standards for Literacy in History/Social Science, Science and Technical Subjects for Grades 6-12.

- Make intentional connections using Physical Education content
- Select formats consistent with the classroom
- Collaborate with teachers in other curricular areas
- Allow students to interact with informational text in Physical Education
- Incorporate academic language
- Learn from the effort of your peers and collaborate

### **Role PE Plays in Common Core Implementation:**

- Use age appropriate vocabulary words
- Reinforce positive learning skills
- Ask and answer questions
- To speak in class
- Use written material that support fitness concepts
- Write in class
- Encourage literacy at home
- Implement a variety of strategies

### **Sample Integration Strategies:**

#### Language Arts

- Station cards
- Bulletin boards
- Dry erase boards
- Post verbal cues for skills
- Create handouts for students to read while waiting in line
- Write multiple step directions for students to follow
- Post informational text about the sport or skill
- Create a class web or blog

#### Writing

- Written or peer evaluations related to movement activities
- Goal setting activities with the use of pedometers, heart rate monitors or fitness tests as a measure of goal attainment
- Rules and directions for a new game
- Describe a routine for dance or tumbling
- Developing educational brochures on the importance of physical activity
- Writing out a home fitness project

#### Literacy

- Sort sequence skill progression
- Demonstrate creative movement
- View pictures of skill development
- Explain rules of a game
- View videos to analyze skill

#### Math

- Graph results of Mile or Pacer
- Measure distance in non-traditional ways
- Number line for scoring
- Use pedometers
- Sort equipment

### Sample Intermediate Strategies:

#### Literacy

- Explain cause and effect of the science of sport
- Identify parts of a movement sequence
- Design an offensive play and explain steps
- Create a plan for how to improve an area of fitness
- Write directions for skill or task
- Use digital media to develop picture sequence of skill

#### Math

- Graph results of Pacer and Mile
- Estimation (pedometer, distance)
- Set and track personal fitness goals
- Analyze pedometer data
- Create a rhythmic routine
- Record heart rate and calculate averages

### Sample Advanced Strategies:

#### Literacy

- Construct an argument to support an PE issue
- Write directions for a skill progression appropriate for peers
- Compose a response to a prompt
- Reflect on life experience related to PE
- Create a basic warm-up routine
- Locate routes for exercise and reflect difficulty of course
- Keep a journal to reflect on fitness progress

#### Math

- Evaluate levels of fitness with heart monitors
- Analyze data on current topics to identify problems in community
- Compare/Contrast level of participation with calorie expenditure
- Analyze fitness log information
- Change intensity of an exercise through problem solving
- Identify non-traditional materials to achieve a workout

### Additional Ideas for Implementing Common Core in PE:

Student Demos/Model	Drill & Practice	Goal Setting	Mile & Pacer Log
Compare & Contrast	Essays	Public/Group Speaking	Fitnessgram Log
Cooperative Learning	Graph/Chart Activity	Peer Partner Learning	Scaffolding
Decision-making Process	Jigsaw	Problem Solving	Self-Monitoring Strategies
Demonstrations	Journal Writing	Read Aloud	Surveys
Group/Team Discussions	Comics/Drawing	Research Projects	Think, Pair, Share
	Listen & Visualize	Response Journal	



## Additional Ways Common Core Can Be Implemented in P.E.

The Common Core standards were introduced to schools throughout the nation in 2010 and have quickly been adopted by 45 states. 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, career and life by providing them with various skills that enforce writing, thinking critically, and solving real-world problems.

The program focuses primarily on math and English language arts, which extend to all school subjects, including physical education. And, it's understood that within every content area, there are skill sets and text specific to that discipline. Under the new Common Core State Standards, PE is not designed to be a class where students are taught to read and write; instead, reading and writing should be used to support student learning about the discipline of Physical Education.

Basically the Common Core Standards are an ending point for what students need to know and be able to do by the time they graduate. There is no set or prescribed way to implement these standards, however there is a need for consistency and equity across the district. Collaboration on best practices with fellow teachers is critical in providing students with the greatest opportunities for success in achieving a lifetime of physical literacy.

Below are some additional ways that Common Core standards can be integrated into P.E. classes:

### Reading

A prominent focus in the Common Core standards is developing verbal and reading skills. Fortunately, you've been doing this the entire time without even knowing it. Simply providing verbal cues and instructions each day is a good starting point, but you can push it further with these simple ideas:

**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.

### Writing

Proficient writing has become one of the most important skills in the modern day. Some ways you can integrate writing into your P.E. curriculum:

**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.

## Math

Math comprises a whole range of skills that go far beyond solving equations on a chalkboard.

**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.



# PHYSICAL EDUCATION and COMMON CORE CHART

<p>Across the disciplines... Students will be expected to:</p>	<p>Across disciplines... Teachers will need to:</p>	<p>What this could look like in Physical Education:</p>
<p>Use informational text to learn. <i>Example: Video, comics, photos, posters, music, demonstrations, white boards, magazine or newspaper articles, worksheets, websites, visual aids, etc.</i></p>	<p>Expose students to complex informational text; have them read it; then, facilitate their understanding of it.</p>	<ul style="list-style-type: none"> <li>Students are given a set of offensive plays. In their group, they decide which play they will practice and execute for assessment.</li> <li>Students read posters, study guides, instruction cards, play books, game rules</li> <li>Students will review fitnessgram standards &amp; discuss ways to improve on the various components.</li> </ul>
<p>Interact with multiple texts and diverse media, and analyze authors' purpose/perspective. <i>Example: Video, comics, photos, posters, music, demonstrations, white boards, magazine or newspaper articles, worksheets, websites, visual aids, etc.</i></p>	<p>Expose students to multiple texts and media and assist them to compare and analyze them. Provide opportunities to analyze the various perspectives provided by authors of multiple texts/media.</p>	<ul style="list-style-type: none"> <li>Students are shown the Fitnessgram video on proper push-up form. Each has a card for recording 2 critical elements necessary for a proper push up</li> <li>Students use information in print, audio and live demonstrations to determine what it is that the author (teacher) wants them to do in order to perform a task/skill or a fitness strategy for fitness improvement.</li> </ul>
<p>Collaborate, interact <i>Example: Team play, buddy mile, circuit training groups, relays, group discussions, student demonstrations/model, game strategies, etc.</i></p>	<p>Provide opportunities for:</p> <ul style="list-style-type: none"> <li>Cooperative learning</li> <li>Project-based collaboration</li> <li>"Turn and Talk"</li> <li>Team investigations</li> </ul>	<ul style="list-style-type: none"> <li>As a closure activity for a cooperative games lesson, students will work in their groups to analyze their group's performance on a challenge.</li> <li>The group will list both positive performance examples and areas in need of improvement.</li> <li>PE - work together, teamwork, sportsmanship</li> <li>PE/PA: can help address this societal issue.</li> </ul>
<p>Use academic vocabulary. <i>Example: PE Curriculum based vocabulary- Five Components of Fitness, FIIT Principle, SMART Goals, etc.</i></p>	<p>Teachers utilize grade level vocabulary and insist on its use in oral and written communication.</p>	<ul style="list-style-type: none"> <li>Students apply target vocabulary within their answers to key questions.</li> <li>Use a word wall of PE words for PE content but are regularly used in other domains. Engage students to use the words during various phases of the lesson such as in the closure.</li> </ul>

## Supporting the Common Core in Health and Physical Education

With support and appropriate adaptations, health and physical education teachers can contribute to the collaborative effort to prepare all students for college and careers.

*Martha James-Hassan*

Implementing the Common Core State Standards presents a unique set of concerns and opportunities for all teachers, including those in health and physical education. Teachers are concerned about having sufficient time, resources, information, and support for successful implementation of the Common Core. Those concerns are balanced by new opportunities to engage and collaborate with colleagues, improve effective delivery of instruction within individual content areas, and share responsibility for students' achievement. Principals are instrumental in minimizing concerns and fostering collaboration among teachers of all disciplines so that they can succeed in developing the knowledge and skills students need to be successful in college and careers.

Specifically, principals can support health and physical educators by facilitating collaboration among teachers of all subject areas and recognizing everyone's unique contribution toward successful implementation of the Common Core. Fundamentally, the standards are about delivering quality instruction, clearly identifying what students should know and be able to

do, providing robust learning experiences, and measuring progress toward those goals. Health and physical educators can and should participate in this collective opportunity to improve student success by providing learning experiences complementary to those in the other disciplines. Although state and national content standards specify the primary guidance for health and physical educators, the learning experiences outlined in the Common Core can provide methods and evaluation tools for identifying whether or not students are progressing toward those discipline-specific standards.

Administrators also can support health and physical educators by giving them the flexibility to interpret the Common Core in a manner that is meaningful within their instructional content. The standards state that the math and literacy benchmarks should be addressed across content areas, where appropriate. For example, health and physical educators should be able to use content-specific text to guide students in developing academic habits of mind through reading and interpreting domain-specific texts, including play books,

court boundaries, procedural manuals, heart rate graphs, trail maps, and safety rules—in the process of meeting the academic standards for physical education classes. Likewise, other teachers can use health and physical education text or data within their subject areas. For example, a math teacher could analyze and interpret the heart rate data collected in physical education classes.

Finally, school administrators can support how health and physical educators implement the Common Core by providing appropriate professional development. Not all teachers are equally prepared to successfully implement the standards. Some may need to begin with gaining an understanding of what standards are and how they support learning. Others may be ready to engage in purposeful reading and writing, and still others may be prepared to lead vertical and horizontal collaboration efforts to address the Common Core across grade bands and content areas through aligned learning products.

For example, the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)





offers an eight-part webinar series, *Connecting Health and Physical Education to the Common Core State Standards*, that provides an overview of the standards and guides teachers in achieving health and physical education outcomes by using teaching methodologies identified in the Common Core. More information is available at [www.aahperd.org/whatwedo/prodev/common-core-state-standards-webinars.cfm](http://www.aahperd.org/whatwedo/prodev/common-core-state-standards-webinars.cfm).

Offering health and physical education teachers professional development and encouraging and supporting collaboration among teachers of all subject areas will lead to successful implementation of the Common Core, thereby creating tremendous opportunities for students to gain the necessary knowledge and skills they need to be prepared for college and careers. PL

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### Adapting the Standards

The language in the Common Core State Standards can easily be converted into student- and teacher-friendly language and can incorporate content-specific texts for physical education, such as:

- Food labels
- Songs
- Videos
- Photos
- Articles
- Fitness logs
- Dances
- Playbooks
- Rule books.

Consider the literacy standards that require students to identify aspects of a text that reveal an author's point of view or purpose ([www.corestandards.org/ela-literacy/rh/6-8/6](http://www.corestandards.org/ela-literacy/rh/6-8/6)). Converting elements from the standard into physical education-specific language could look like this:

- Aspects of a text: A specific soccer play performed by a group of players in a video
- Reveal: Identify and understand
- Author's point of view/purpose: The strategy used by the players and the purpose behind it
- New, specific objective for physical education: The learner will identify a play in soccer and understand the strategy used by the players and the purpose behind it.

Consider another example from the English language arts writing standards: Use precise language and domain-specific vocabulary to inform about or explain the topic ([www.corestandards.org/ELA-Literacy/WHST/6-8/2/d](http://www.corestandards.org/ELA-Literacy/WHST/6-8/2/d)).

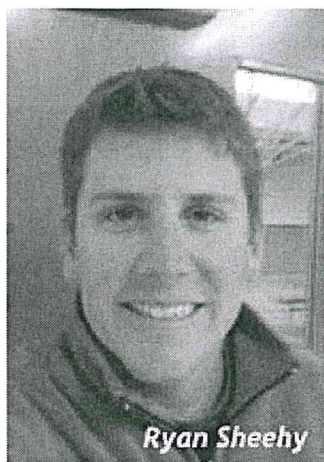
- Precise language: Clear and accurate
- Domain-specific vocabulary: Physical education vocabulary (e.g., frequency, intensity, time, and type)
- Topic: Health-related fitness
- New, specific objective for physical education: The learner will use clear and accurate physical education vocabulary to explain health-related fitness.

Source: *National Governors Association Center for Best Practices, & Council of Chief State School Officers. (2010). Common Core State Standards. Retrieved from [www.corestandards.org](http://www.corestandards.org)*



# Integrating Common Core Standards into Physical Education

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The Common Core is a national movement to adopt common standards and assessments for English language arts and mathematics. These standards aim to create assessments that will not vary among states and will determine whether students are meeting those standards. Common learning goals provide a clear direction for what educators and parents should aim for. It creates a level playing field for all students independent of the state they reside in. Common Core Standards are designed to make the student college and career ready. The goal is to have the students succeed in a global economy and society. Students are provided with rigorous content that creates an environment in which they have a deeper level of understanding.

A common response when physical education teachers are told that they need to incorporate English Language Arts and Mathematics into our curriculum is frustration. We've become accustomed to doing things that work well for our students, and we've heard the call to keep our students moving as much as possible. Then about the time we get comfortable with what we're doing, it seems that learning standards change or a new curriculum is adopted and we're expected to do something different. The adoption of the common core standards has brought a huge paradigm shift in education. Teachers are being asked to get their students to think in different ways and to demonstrate a deeper level of understanding. With the common core's primary focus on English Language Arts and Mathematics, physical educators, not

unexpectedly, are concerned about how this is going to affect their teaching.

As states and school districts deliberate ways in which they can effectively integrate common core standards into instruction, it's vital for physical educators to be part of the discussion. Something we should have learned from the introduction of No Child Left Behind (NCLB) more than a decade ago is that we put the future of our profession in a precarious state if we allow ourselves to be excluded from educational reform efforts.

Below, I've made a list of ten easy ways physical educators can incorporate common core teaching into their programs. The change in the classroom has begun. Use these tips and ensure that you aren't left out of the conversation.

10 easy ways to incorporate common core:

1. Introduce vocabulary words to your class on a daily/ weekly basis. Use a bone or muscle each day instead of saying the word "go". This allows students to learn parts of their body, increase their vocabulary, and work on their spelling. Incorporating vocabulary into the class gives the teacher another avenue for assessment. Teachers then can administer quick writes, allowing students to demonstrate knowledge in those areas.
2. When using any kind of counting in your class, have the class count using multiples. Students can also use a call and response method of counting by spelling out different words that you have chosen which relate to physical education.
3. Create a word wall. This wall can be the ball wall or PE shed. This a great tool to utilize and introduce students to different words for their vocabulary. Allow the students to join the process of determining which words make it onto the ball wall. In the primary grades, classroom spelling words can make an appearance on the wall.
4. Provide students with informational texts on different physical education disciplines. A perfect way to introduce this to the class is to give the students informational texts on a game that will be played during the class that day. Have students read the information and then, using their reading comprehension skills, play that game without further instruction from the teacher.
5. Have students apply physical education vocabulary through writing exercises unique to each discipline. This could be as easy as writing a reflection on how moderate-vigorous physical activity can affect the body. It also can be utilized by having students do a longer project with research and data involved.
6. Have students read information on certain skills or activities and then discuss as a class the meaning of the information. For example: Have students read the definitions of offense and defense and discuss the meaning and how it can be implemented in a game like situation.
7. When students are playing games where scores are kept, have each point be worth a different value than one. For example in elementary school, in a game of soccer, each goal can be worth six points. This will make students count using multiples of 6, creating a deeper level of thinking.
8. Have students create a personal workout program to achieve optimal level of health related physical fitness. Students are trying to create a written, organized, and well-developed program.
9. Create a math station using a dry erase board. This station can be part of many different PE activities. For example set up an adventure race where students are running distances to each obstacle and they cannot move forward until figuring different problems. Using word problems related to physical education will create a deeper level of thinking in physical education.
10. Give students Fitnessgram results and have students in groups create different ways to increase the scores at your school. Think/Pair/ Share your ideas with the class as a whole and brainstorm solutions and possibilities.