

Unraveling the Common Core: Integrating Common Core Standards into Health and Physical Education

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What is the Common Core?

College and Career Ready:

- **Council of Chief State School Officers (CCSSO)**
- **National Governors Association (NGA)**
- **National Council of Teachers of Mathematics**
- **National Research Council**
 - **Standards in reading, writing, speaking, listening, language and mathematics.**
 - **Standards for history/social studies, science and other technical subjects.**

What is the Common Core?

English Language Arts & Literacy:

- **Grade levels for K-8 and grade bands for HS (9-10; 10-12)**
- **Guiding principles:**
 - **Results rather than means**
 - **Individuality or teacher methodology**
 - **Integrated model of literacy-not document specific.**
 - **Writing Standard 9-write about what they read**
 - **Speaking and Listening Standard 4-share findings from their research**

What is the Common Core?

Guiding principles:

- **Blended research and media skills:**
 - Gather, comprehend, evaluate, synthesize and report on information and ideas
 - Research to answer questions and solve problems.
 - Utilize technology and various media forms
- **Shared responsibility for literacy development:**
 - School wide responsibility as well as language arts as a subject.
 - Reading, writing, speaking, listening and language
 - Emphasis on informational text
- **Coherence in Instruction and Assessment:**
 - Rich tasks versus single focus tasks

What is the Common Core?

Literacy Standards:

- **Reading-** text complexity and growth of comprehension
- **Writing-** text types, responding to reading and research
- **Speaking and Listening-** flexible communication and collaboration
- **Language-** conventions, effective use and vocabulary

What is the Common Core?

College and Career Readiness Anchor Standards for Reading:

- **Key Ideas and Details**
- **Craft and Structure**
- **Integration of Knowledge and Ideas**
- **Range of Reading Level and Text Complexity**

What Common Core is NOT?

Common Core State Standards are NOT:

- **Aligned to AAHPERD, WA or other standards for physical education**
 - **Physical education was not in the room when they were written just as English or Math was not in the room when the new Grade Level Outcomes were written.**
- **Aligned to psychomotor objectives for physical education or any other technical subject**
 - **They are cognitive in nature**
 - **If movement is used it must have a cognitive student accountability for the content.**
- **Our job is to support the Common Core content in our classrooms.**

Why Common Core Integration?

Math

Science

**Social
Studies**



**Language
Arts**

Reading

**Art, Music,
Technology,
Library,
Counseling**

Why Common Core Integration?



Why Common Core Integration?

Components of Brain Compatible Instruction:

- **Intelligence is a function of experience**
- **Learning is an inseparable partnership between brain and body and movement enhances learning**
- **Emotion is the gatekeeper to learning and performance**
- **There are ways of solving problems and/or producing products**
- **Learning is a two-step process:**
 - **Step one: Making meaning through pattern seeking**
 - **Step two: Developing a mental program for using what we understand and wiring it into long-term memory**
- **Personality impacts learning and performance**

Unraveling the Common Core

College and Career Readiness Anchor Standards for Reading:

- **Key Ideas and Details**
 - **Read closely to determine what the text says explicitly and make logical inferences.**
 - **Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
 - **Summarize the key supporting details and ideas.**

Unraveling the Common Core

College and Career Readiness Anchor Standards for Reading:

- **Craft and Structure:**
 - Interpret words and phrases as they are used in a text, including determining technical meaning.
- **Integration of Knowledge and Ideas:**
 - Integrate and evaluate content presented in diverse media and formats
 - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning and sufficiency of the evidence.

Unraveling the Common Core

Deconstructing Standards Statements:

- **Nouns:**

- Concepts students are to learn related to the standard.

- **Verbs:**

- Level of thinking or understanding expected

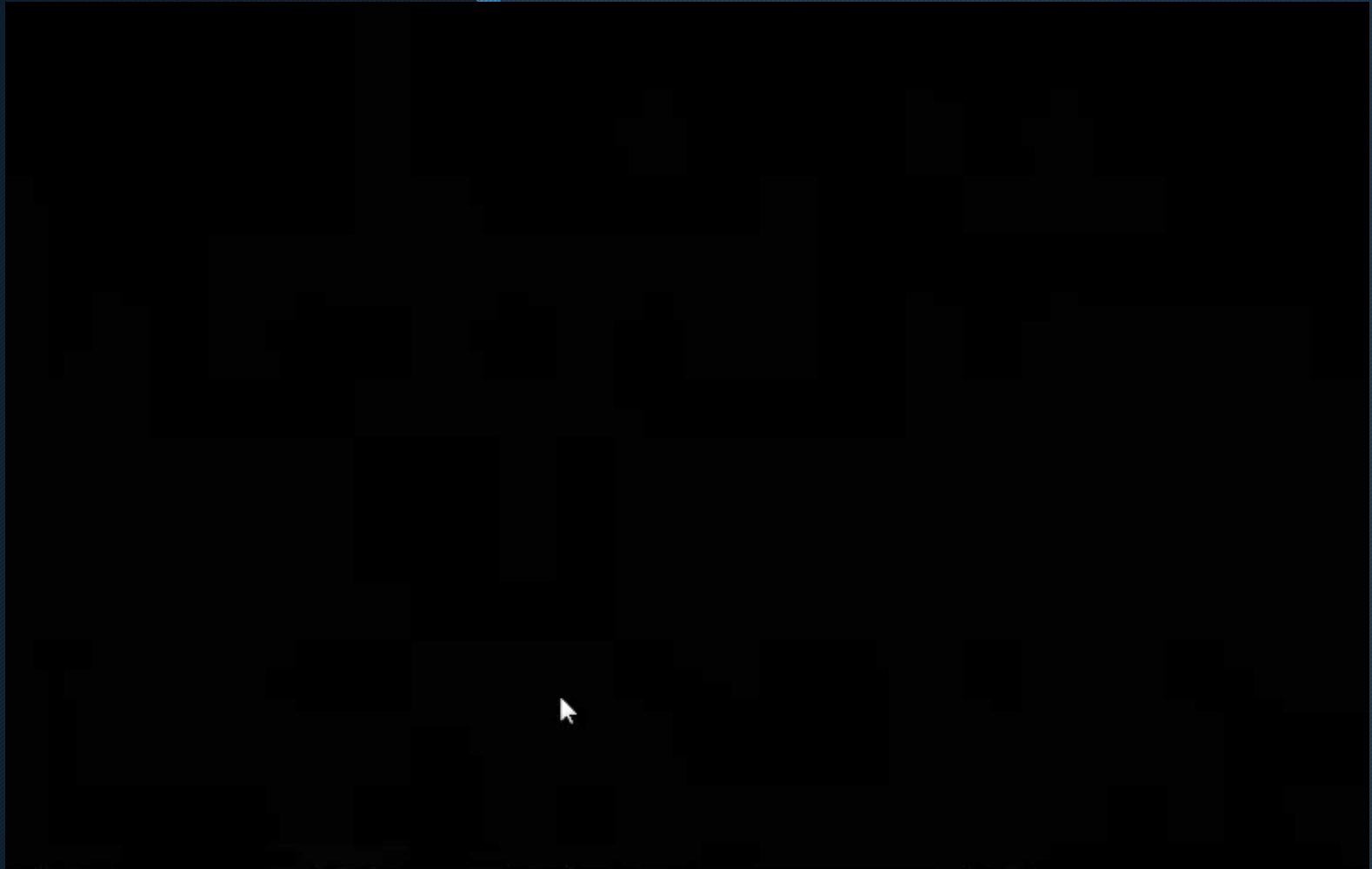
- **Adjectives:**

- Provide the guidance for assessing student learning related to the standard

Unraveling the Common Core



Unraveling the Common Core



Unraveling the Common Core



Unraveling the Common Core

Deconstructing Standards Statements:

- **Nouns:**

- A noun is a person place or thing!
- What is the concept they are asked to learn?

- **Verbs:**

- To run, to walk, to jump to fly-verb that's what's happening
- What are they asked to do related to the concept?

- **Adjectives:**

- Words to describe those people places and things
It was a hairy bear, it was a scary bear
- What degree of understanding do you assess?

Unraveling the Common Core

Deconstructing Standards Statements:

- **RL 1.1-Ask and answer questions about key details in the text.**
 - **Nouns-questions and details and text**
 - **Verbs-ask and answer**
 - **Adjectives- key**
 - 3 key details
 - 2 key details
 - 1-key detail

RL1.1 (Reading Literature Grade 1; Standard 1)

What can we do in Physical Education?

- Stretching
- Bending
- Rolling
- Pulling
- Bouncing
- Balancing
- Twist

- Turning
- Face
- Crawl
- Shake

What can we do in Physical Education? K-1 RL1.1

Oliver the Orangutan woke up one morning **stretching** and **bending** to try to wake-up. He was having a hard time **rolling** out of bed and kept **pulling** the covers back over his head.

He was tired from yesterday when he and the other orangutans were **bouncing** from tree to tree, **balancing** on tree branches as they played, **twisting** and **turning** around in circles until they were dizzy.

He didn't want to **face** the day and felt like just **curling** up and going back to bed, but he was going to Orangutan school today so he decided to **crawl** out of bed, **shake** out the cobwebs and **face** the day.



AAHPERD Grade Level Outcome
Demonstrates twisting, curling,
bending and stretching actions.
(S1.E10.1)

Oliver the Orangutan woke up one morning stretching and bending to try to wake-up. He was having a hard time rolling out of bed and kept pulling the covers back over his head.

He was tired from yesterday when he and the other orangutans were bouncing from tree to tree, balancing on tree branches as they played, twisting and turning around in circles until they were dizzy.

He didn't want to face the day and felt like just curling up and going back to bed, but he was going to Orangutan school today so he decided to crawl out of bed, shake out the cobwebs and face the day.

What can we do in Physical Education?

Answer questions about key details from the text:

- **What time of day was it in the story?**
- **Why was Oliver tired?**
- **Why did Oliver need to get out of bed?**
- **Oliver was busy, he performed a lot of Non-loco-motor movements meaning movements where you move your body but not your feet.**
- **What was one non-loco-motor movement Oliver performed?**
- **What was another non-loco motor movement Oliver performed?**
- **What is a non-loco motor movement?**

What can we do in Physical Education?

**Which picture shows Oliver Stretching?
Which shows him bending? Crawling?**



Unraveling the Common Core

Deconstructing Standards Statements:

- RL.6.1-**Cite textual evidence** to support analysis of what the **text** says **explicitly** as well as **inferences drawn** from the **text**.
 - **Nouns-evidence, inferences** from **text**
 - **Verbs-cite, draw**
 - **Adjectives-textual, explicitly**
 - 3 pieces of explicit textual evidence
 - 2 pieces of explicit textual evidence
 - 1-piece of explicit textual evidence

RL6.1 (Reading Literature Grade 6; Standard 1)

What can we do in Physical Education?

RL 6.1

"I'm Bored"

The history of pickleball began with the familiar summer whine that often causes parents to take drastic measures. In the summer of 1965, the "I'm bored" mantra was chanted by the children of two families on Brainbridge Island in the Puget Sound area of Washington. Two desperate dads, Bill Bell and Joel Pritchard, who just happened to be a US Congressman (tuck that in the trivia file), invented a game.

The game started on an asphalt badminton court in Pritchard's backyard. But, alas, no one could find the shuttlecock. The dads quickly improvised with a Wiffle-type ball. The kids found it difficult to hit the 3-inch ball with the lightweight rackets. Once again, necessity was the mother of invention. The dads made wooden rackets that resembled ping-pong paddles. As the game evolved through the afternoon it was determined that players could hit the ball on the bounce as well as out of the air.

One afternoon of fun was had by all. But what about tomorrow? Bell and Pritchard huddled to form a strategy to keep the kids interested in the game. They lowered the net from five feet (badminton height) to three feet (tennis height). Now, they just had to solve the dog problem.

"Pickles, you bring that back here right now!" The whines of "I'm bored" had been replaced by kids yelling at the dog. Pickles, the Pritchard's cocker spaniel took an interest in the new game, particularly the ball. When he could get away with it, Pickles would fetch the ball and hide in the bushes. He wasn't the most popular dog at the party, but he did get the game named after him.

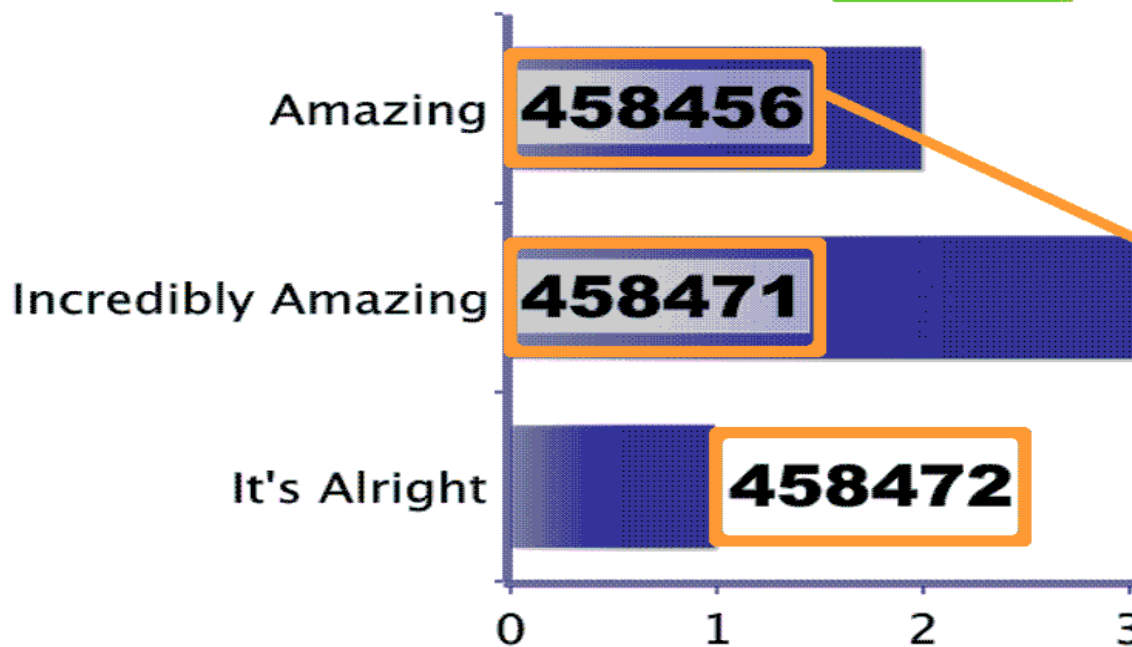


How To Vote via Texting

How do you like my presentation so far?



Text a **CODE** to **37607**

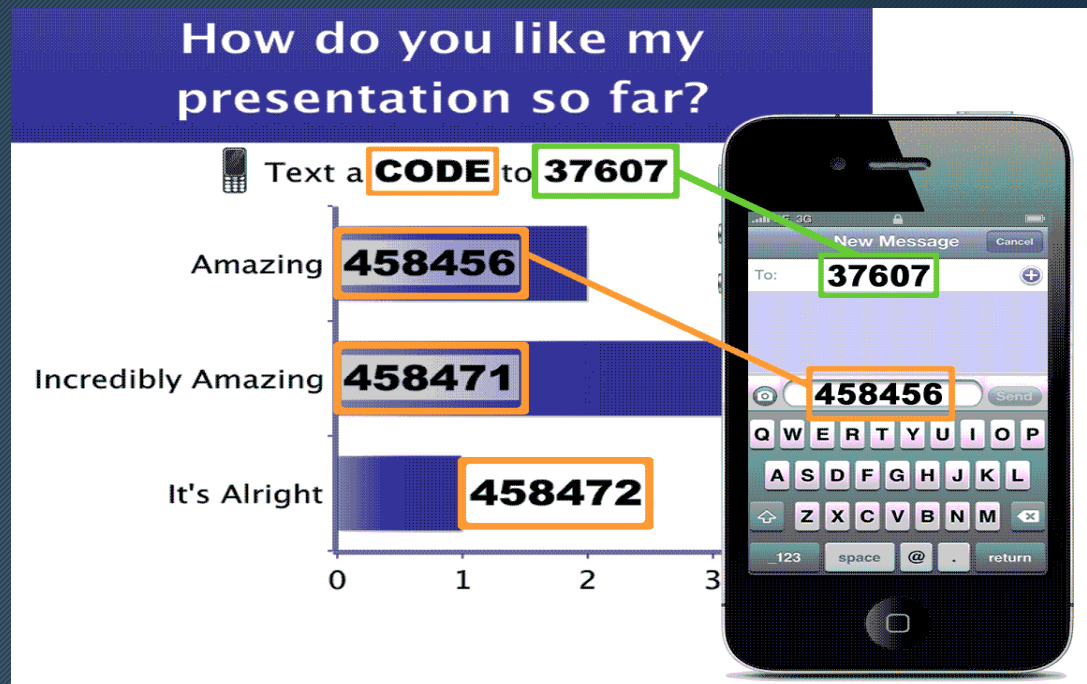


How To Vote via Texting

Pickle Ball # 1

Pickle Ball # 2

Pickle Ball # 3



What can we do in Physical Education?

Ticket Out the Door:

- **Based on the reading describe how the game of pickle ball was invented.**
 - **In your response be sure to describe:**
 - **Modifications made from existing games.**
 - **How the sport got its name.**
 - **Where it originated.**

Adjectives-textual, explicit

- **3 pieces of explicit textual evidence**
- **2 pieces of explicit textual evidence**
- **1-piece of explicit textual evidence**

RL6.1 (Reading Literature Grade 6; Standard 1)

Unraveling the Common Core

Deconstructing Standards Statements:

- **RL.9-10.1-Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**
 - **Nouns-evidence, analysis, inferences from text**
 - **Verbs-cite, draw**
 - **Adjectives-strong, thorough, textual, support, explicit**
 - 3 pieces of strong, thorough, explicit textual evidence with support for inferences.
 - 2 pieces of strong, thorough, explicit textual evidence with support for inferences.
 - 1 piece of strong, thorough, explicit textual evidence with support for inferences.

What can we do in Physical Education?

Playing the Game

Team handball is played between two teams, each with six court players and a goalie, on a court larger than a basketball court. The object of the game is to throw a cantaloupe-sized ball into your opponent's 2-meter by 3-meter goal while defending your goal from attack (see Figure 1). A regulation game is played in 30-minute halves with one 60-second team time-out per half. A coin toss determines which team starts the game with a throw-off. From that point, the action is continuous. The clock stops only for injury, team time-outs, and at the referee's discretion. A successful scoring attempt results in the award of 1 point. Goals scored per game typically range from the upper teens to mid-twenties.

Basic defense protects the goal area by placing all six players around it, forming a wall. A semicircular line 6 meters from the goal marks the goal area. Only the goalie occupies this area, and attackers and defenders must remain outside. Defense technique is similar to basketball with the exception that it allows more contact. Rules permit body contact with the torso, but players may not push, hold, or endanger an opponent in any way. Excessive roughness results in a warning or a 2-minute suspension.

When in attack, players are called backcourts, wings, and circle runners. Passing is the primary way to move the ball in attack. A player may take three steps with the ball before and after dribbling, but while stationary may hold the ball only 3 seconds. The attacking players' task is to find a way over, around, or through the defensive "wall." Players do this using strategies similar to basketball, incorporating the concepts of the screen, pick and

What can we do in Physical Education?

A soccer match is played between two teams of 11 players each. Each team defends a goal and tries to score in the opponent's goal. Each team designates one goalkeeper whose job is to protect the team's goal. The goalkeeper is allowed to control the ball with his or her hands within the penalty area, an area 44 yards wide and 18 yards from the endline. Field players may not use their hands or arms to control the ball, but instead they must use their feet, legs, body, or head. Goals are tallied by kicking or heading the ball into the opponent's goal. Each goal counts as one point, and the team that scores the most goals wins the match.

The alignment of the 10 field players can vary. Most systems of play deploy three or four defenders, four or five midfielders, and two or three forwards. Players are permitted to move anywhere on the playing field although each has specific responsibilities within the system of play used by the team. (See chapter 10 for more on team organization.)

A coin toss generally determines which team kicks off to start the game. Once play begins, the action is virtually continuous. The clock stops only after a goal is scored, on a penalty kick, or at the discretion of the referee. After a goal, the team scored against restarts play with a kickoff at the center of the field.

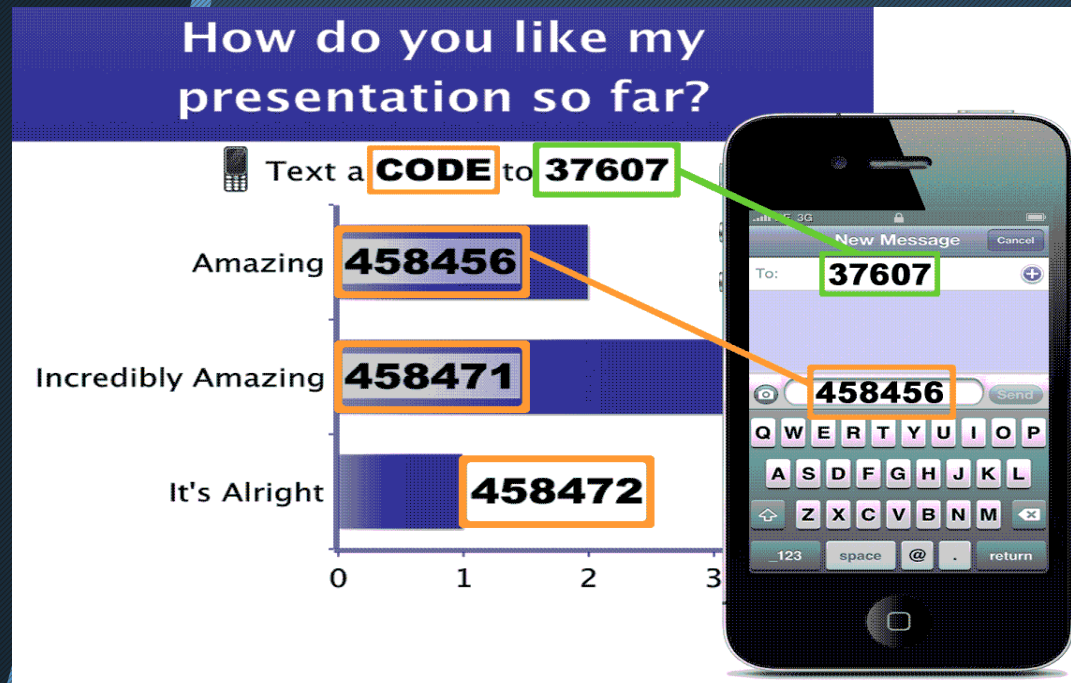
How To Vote via Texting

Soccer/Team Handball # 1

Soccer/Team Handball # 2

Soccer/Pickle Ball # 3

Soccer/Pickle Ball # 4



What can we do in Physical Education?

Mini-Paper:

- **Based on the reading describe the similarities and differences between the game of soccer and team handball.**
- **In your response be sure to provide:**
 - **Details from the text as to how each game is played.**
 - **Details of how the games are similar based on the text.**
 - **Details of how the games differ based on the text.**

Adjectives-strong, thorough, textual, support, explicit

- **3 pieces of strong, thorough, explicit textual evidence with support for inferences.**
- **2 pieces of strong, thorough, explicit textual evidence with support for inferences.**
- **1 piece of strong, thorough, explicit textual evidence with support for inferences.**

Thanks for Attending!

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