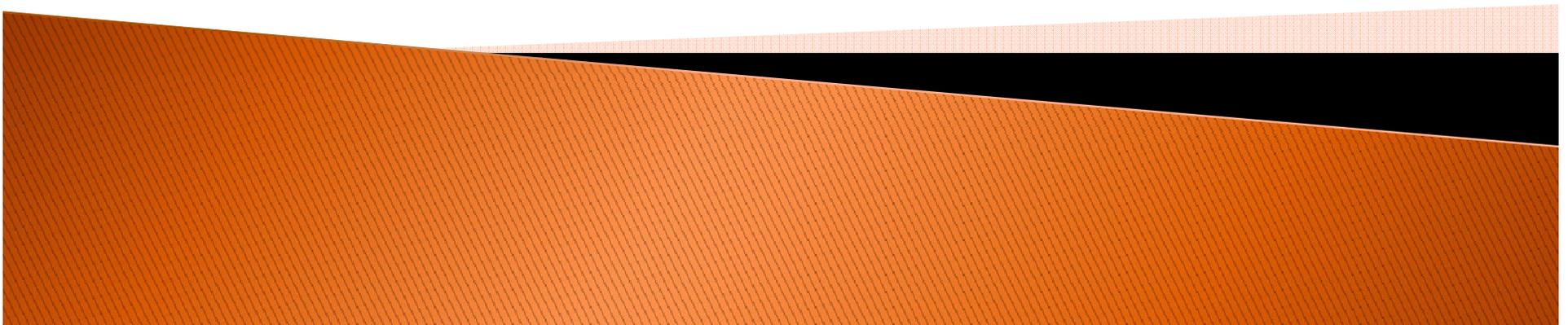


Developing Curriculum in Alignment with 2009 Health and Physical Education Standards

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It's not Business as Usual

Purpose

- ▶ Identify what's new/different in the 2009 NJCCCS.
- ▶ Become Familiar with the new NJCCCS website and curriculum tools.
- ▶ Discuss the process of Aligning and Developing Curriculum: Unpacking Standards, Writing Essential Questions, and Enduring Understandings.
- ▶ Evidence of Student Learning/ Assessment
- ▶ Implementation date of September 2012.



Common Core State Standards For Mathematics & English Language Arts Literacy in history/Social Studies, Science, and Technical Subjects

- ▶ The Common Core State Standards are a state-led effort coordinated by the National Governors Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO).
- ▶ The standards define knowledge and skills students should obtain by the completion of 12th grade to become college and career ready.
- ▶ The standards were developed to be:
 1. Evidence Based.
 2. Aligned with college and work expectations.
 3. Include rigorous content and the application of knowledge through higher order thinking skills.
 4. Internationally benchmarked.



The Common Core Impacts

- ▶ The standards set requirements not only for English Language Arts but for literacy across all content areas.
- ▶ The English Language Arts and Literacy in History/Social Studies, Science, and Technical subjects standards specify the literacy skills and understanding required for college and career readiness in multiple content areas.
- ▶ These standards are not meant to replace existing NJCCCS content area standards but to supplement them and increase literacy skills for college and career readiness.



What's New

The new 2009 CCCS require us to:

- ▶ Think globally and teach differently. Think outside the box.
- ▶ Think more like a student and less like an educator. Combine students ideas and interests, and strengths with your own.
- ▶ Balance Health/ Physical Education content, skills, and attitudes with a renewed awareness.
- ▶ Instruct our students to think, do, and create. Make them part of the process.
- ▶ Assess, Reflect, and Adjust what and how we are teaching.
- ▶ Common Core in Mathematics and English Language Arts/ Literacy across all subject areas.



Quality Health and Physical Education

- ▶ Quality Health and Physical Education: is a standards based planned curriculum of instruction and activity for all students throughout the entire school year.
- ▶ A Quality Health and Physical Education program fosters the following skills and concepts:
 - It fosters a physically active lifestyle.
 - It encourages students to increase their knowledge of health and wellness and how it will effect their lives.
 - It gives students the foundation to maintain their physical, social, and emotional health.
 - It is designed to maximize the amount of time students are participating in vigorous physical activity.
 - It provides an opportunity for every student to learn and achieve.



Quality Health and Physical Education

- It engages students in in 21st Century communication skills such as problem solving, negotiation, and conflict resolution.
- It assesses students progress on mutually agreed upon goals.
- It assists students in being advocates for personal, family, community, and global wellness.
- It increases academic achievement. (CDC, Robert Wood Johnson Foundation)
- It is an enjoyable and enriching experience for all students.



2009 NJCCCS

Let's Explore the Website together

1. NJCCCS
2. Resources that are offered
3. What can be searched
4. Classroom Application Documents
5. Sample Units/ Templates



Unpacking/Unwrapping the Standards

“ Unwrapping the academic content standards is a proven technique to help educators identify from the full text of the standards exactly what they need to teach their students. Unwrapped standards provide clarity as to what students must know and be able to do”.

Larry Ainsworth, “*Unwrapping the Standards*”, 2003.



Unpacking/Unwrapping the Standards

- ▶ Standards must often be unpacked/unwrapped to define the specific knowledge and skills needed to demonstrate proficiency on the standard.
- ▶ “When teachers take the time to analyze each standard and identify its essential concepts and skills, the result is more effective planning, assessment and student learning”
Ainsworth (2003)
- ▶ Unpacking standards is the first step to align quality curriculum with state standards.



The Unpacking/Unwrapping Process

- ▶ Step 1- Code the Standard.
- ▶ Step 2- Unwrap the Standard.
- ▶ Step 3- Determine Big Ideas.
- ▶ Step 4- Develop Essential Questions.
- ▶ Step 5- Identify Facts, Concepts, Skills.



The Unpacking/Unwrapping Process

Step 1: Code the Standard

- ▶ What does this mean?
 - ▶ First circle the skills(verbs) described in the standard.
 - ▶ Next underline the key concepts/facts(nouns).
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- ▶ Now let's code the standard contained on the next slide.



The Unpacking/Unwrapping Process

2.6 Fitness. Strand A. Fitness and Physical Activity

2.6.6.A.3- Develop and implement a fitness plan based on the assessment of one's personal fitness level and monitor health/fitness indicators before, during, and after the program.



The Unpacking/Unwrapping Process

<u>Standard/CPI</u> Develop and implement a fitness plan based on the assessments of one's personal fitness level, and monitor health/fitness indicators before, during and after the program.	<u>Coded Standard</u> Skills/Verbs: Develop, implement, assess and monitor. Concepts/Nouns: Fitness plan, personal fitness level, assessment, health/fitness indicators.	<u>Unwrapped Standard</u>	<u>Big Ideas (UE)</u>	<u>Essential Questions</u>

The Unpacking/Unwrapping Process

Step 2: Unwrap the Standard

- ▶ Identify the concepts(nouns) and skills (verbs) found in the standard to determine what students need to understand and do.
- ▶ Organize or list the concepts and skills in a way that makes them stand alone.
- ▶ The list will unpack/unwrap the various concepts and skills expressed in the standard.



The Unpacking/Unwrapping Process

<u>Standard/CPI</u> Develop and implement a fitness plan based on the assessments of one's personal fitness level, and monitor health/fitness indicators before, during and after the program.	<u>Coded Standard</u> Skills/Verbs: Develop, implement, assess and monitor. Concepts/Nouns: Fitness plan, personal fitness level, assessment, health/fitness indicators.	<u>Unwrapped Standard</u> <ul style="list-style-type: none"> • Students will assess their personal fitness level. • Students will develop a fitness plan. • Students will implement the fitness plan. • Students will monitor their health fitness indicators before, during, and after their program. 	<u>Big Ideas (UE)</u>	<u>Essential Questions</u>

Unpacking/Unwrapping the Standards

Step 3: Determine the Big Ideas (Enduring Understandings)

Questions to be asked when determining the Big Ideas:

- ▶ Will this Big Idea apply to more than one content area of instruction?
- ▶ Will this Big Idea apply to more than one grade level? Can it be scaffolded?
- ▶ Will this Big Idea endure? Will it be as important in the future as it is in the present?
- ▶ Will this Big Idea be a concept or skill that transcends time and the classroom. (Concepts and skills that are carried from one year to the next, have life long value)

Modified from Ainsworth, “*Unwrapping the Standards*”, 2003.



The Unpacking/Unwrapping Process

<u>Standard/CPI</u> Develop and implement a fitness plan based on the assessments of one's personal fitness level, and monitor health/fitness indicators before, during and after the program.	<u>Coded Standard</u> Skills/Verbs: Develop, implement, assess and monitor. Concepts/Nouns: Fitness plan, personal fitness level, assessment, health/fitness indicators.	<u>Unwrapped Standard</u> <ul style="list-style-type: none"> • Students will assess their personal fitness level. • Students will develop a fitness plan. • Students will implement the fitness plan. • Students will monitor their health fitness indicators before, during, and after their program. 	<u>Big Ideas (UE)</u> <ul style="list-style-type: none"> • Students who regularly participate in physical activity or exercise tend to stay physically active as adults. • Setting fitness goals is a major component in the process of developing a physically active lifestyle. • The long term adherence to a physically active lifestyle will help combat chronic disease and increase the individual quality of life. 	<u>Essential Questions</u>

Unpacking/Unwrapping the Standards

Step 4: Developing Essential Questions

Attributes of Essential Questions:

- ▶ Derived from the “unwrapped” Standards/CPI’s and Big Ideas, which makes them standards-based questions.
- ▶ They may be used to drive both instruction and assessment.
- ▶ When presented to students at the beginning of the unit, they are understood to be learning goals that students are expected to achieve.
- ▶ The ultimate goal should be for students to answer the EQ’s with their own big idea statements.

Ainsworth, “*Unwrapping the Standards*”, 2003.



Unpacking/Unwrapping the Standards

Step 4: Developing Essential Questions

Filtering Essential Questions:

- ▶ Are the EQ's open-ended?
- ▶ Will the EQ's engage all students?
- ▶ Will the EQ's challenge the students to go beyond “who, what, where, and when” to get to the “how” and “why” of the skills and concepts?
- ▶ Are they designed to be thought provoking as well as stimulate inquiry and debate which should lead to further questions?

Ainsworth, *“Unwrapping the Standards”*, 2003.



The Unpacking/Unwrapping Process

<p><u>Standard</u> Develop and implement a fitness plan based on the assessments of one's personal fitness level, and monitor health/fitness indicators before, during and after the program.</p>	<p><u>Coded Standard</u> Skills/Verbs: Develop, implement, assess and monitor. Concepts/Nouns: Fitness plan, personal fitness level, assessment, health/fitness indicators.</p>	<p><u>Unwrapped Standard</u> • Students will assess their personal fitness level. •Students will develop a fitness plan. •Students will implement the fitness plan. •Students will monitor their health fitness indicators before, during, and after their program.</p>	<p><u>Big Ideas</u> •Students who regularly participate in physical activity or exercise tend to stay physically active as adults. •Setting fitness goals is a major component in the process of developing a physically active lifestyle. • The long term adherence to a physically active lifestyle will help combat chronic disease and increase the individual quality of life.</p>	<p><u>Essential Question</u> • Why is it so difficult to become and maintain my health and fitness levels? • How can I set challenging fitness goals that will assist me in my life long quest to be healthy and physically fit?</p>

The Unpacking/Unwrapping Process

Step 5: Identify Facts, Concepts, and Skills

- ▶ What facts, concepts, and skills should students be able to know, understand and demonstrate to show an understanding of the standard?
- ▶ Facts: What students should know.
- ▶ Concepts: What students should understand.
- ▶ Skills: What students should be able to do. (Demonstrate)

- ▶ Create a list of the facts, concepts and skills that students will need to attain understanding of the unwrapped standard.





- Identify the Big Ideas.

- Identify the sub topics relevant to the Big Ideas at specific grade levels.

- Identify assessments that provide evidence that students understand the concepts and principles

- Identify the best tools and resources that you have available to help your students make sense of the concepts and principles

- Pilot and refine it before adoption

Evidence of Student Learning/ Assessment

- ▶ We need to increase Accountability in Health and Physical Education classrooms.
- ▶ Assessment and Accountability need to be applied to the instructional system as part of an effective health and physical education program. (Jacalyn Lund, Assessment and Accountability in Secondary Physical Education)
- ▶ Authentic assessments can be used to gauge student achievement in a manner that reflects true evidence of student learning.
- ▶ Assessment not grading needs to be become part of the culture of the Health and Physical Education program on all grade levels.



Evidence of Student Learning/ Assessment

- ▶ Measures of performance/assessments should be linked to curricular goals aligned with state standards.
- ▶ Formative assessments can be used to enhance student learning. Results should be used to improve instruction and student achievement.
- ▶ How or what kind of performance measures/assessments could be used to assess student learning.
- ▶ Fitness Assessments, Project Based Learning Assignments, Portfolios.



Evidence of Student Learning/ Assessment

- ▶ Fitness Assessments- President's Challenge, FitnessGram etc.
- ▶ Pre and Post test.
- ▶ These assessments can be used as an individualized student learning opportunity where true evidence of student learning may be measured. Benchmarked fitness plans, developed by the student and expanded upon by the teacher to increase wellness knowledge.
- ▶ Students could use an online fitness blog or journal to document, monitor and readjust their plans.
- ▶ Not assessing on the pre and post test but on the body of work and knowledge that was taken away by the students.
- ▶ Students could also use a multimedia presentation to present their plans to the school community. (21st Century Skills)



Evidence of Student Learning/ Assessment

- ▶ Project Based Learning Assignments- Are a student centered approach built upon learning activities that engage student interest and motivation.
 - ▶ PBL's should allow students to learn to depth, exercise their own choice and voice, and make the decisions that will effect the learning outcomes.
 - ▶ PBL's are usually done in groups but performance is assessed on an individual basis.
 - ▶ The PBL should be assessed on the product that is produced, the depth of content understanding demonstrated, as well as the contributions that were made to the ongoing process of project realization. (PBL-Online.org)
 - ▶ PBL's could be developed from any authentic learning objective or student centered goal related to the programs curriculum.
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Evidence of Student Learning/ Assessment

- ▶ Portfolios- Through documentation, portfolios should show the stages of learning and provide a record of student growth. (Venn,2000,pp.53-531)
- ▶ Portfolios should demonstrate a mastery of student learning objectives that are connected to the curriculum and aligned to state standards.
- ▶ Teachers need a plan to decide on portfolio contents (evidence of student learning and progress), assessment procedures, as well as procedures for the review of the portfolios with the students.



Evidence of Student Learning/ Assessment

- ▶ Advantages of Portfolios
 1. Promotes student self evaluation.
 2. Measures performance based on a authentic samples of student work.
 3. Provides individualized instruction in measuring/assessing student learning objectives.
 4. Student input into the learning process.
 5. Enables measurement of multiple dimensions of student learning through various methods.
- ▶ Can be used through various units in the curriculum



Something to Think About

▶ Elementary

1. Focus on skill development. Use tools and strategies to improve basic skills.
2. Learning basic skills helps kids choose later.
3. Use time effectively and efficiently.
4. Measure progress incrementally.(Formative Assessment)



Something to Think About

▶ Middle Grades

1. Make Connections across disciplines.
2. Use a developmental approach/ differentiate.
3. Allow students to practice skills and then apply. “Perfect Practice”.
4. Mix it up/ Try something new.
5. Link Health Education and Physical Education= Wellness 2.1.
6. Use fitness assessment results for improvement.



Something to Think About

▶ High School

1. Use time wisely.
2. Assess don't grade.
3. Think project based. Project Based Learning Assignments.
4. Move to more lifetime activities and less team sports.
5. Differentiate- e.g. Offer some courses at a basic level and some more advanced.
6. Use fitness assessments to drive personal goal setting.
e.g. President's challenge, Fitness Gram.



Technology

- ▶ What forms of Technology are being used in the classroom?
- ▶ <http://fittv.discovery.com>
- ▶ <http://school.discoveryeducation.com/lessonplans>
- ▶ <http://pbskids.org/itsmylife/index.html>
- ▶ <http://www.hhs.gov/kids>



Data

- ▶ Use different forms of data to drive your work.
- ▶ Consider health data, public health information, surveys and fitness assessments to design a program for you students.



References

Larry Ainsworth, “*Unwrapping the Standards*”, 2003.

Steve Molinari and Dale Edwards, *Unpacking the Standard Course of Study*, 2009.



Discussion/Questions

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