

Physical Education Curriculum Revision Meeting

November 22, 2013

Kenai Pubic Library Conference Room

9:00 – 3:30

Present: Eric Pomerleau, Skyview HS; Gretchen Bagley, K-Beach El.; Keri Syth, West Homer El., Lisa Juliussen, Soldotna EL.; Mark Fraad, Seward El.; Mary Fischer, Mountain View El.; Melissa Linton, KPBSD; Carolyn Hitzler, KPBSD; Richard Kelso, Nikiski North Star; William Withrow, Redoubt El.; Matt Fisher, SMS; Ted Ridall, Nikiski MS/HS

Agenda:

Introductions/Welcome

Review the Curriculum revision process

New Alaska Standards for literacy in technical subjects, 6-12

Needs Assessment

Material Review Process

Date/Time for next meeting

Minutes:

Melissa introduced the committee to the new Alaska Standards for Literacy in technical subjects. Teams worked in small groups to read and then discuss which AK Literacy Standards would be most likely to connect with Physical Education Curriculum and Standards.

From this work, the following Literacy Standards were identified for grades 6-12.

- **R.2.11-12** 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.
- **R.3.6-8** Follow precisely a multistep procedure when carrying out experiments, taking measurements, and performing technical tasks.
- **R.4.6-12** 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 grades 6-8, 9-10 or 11-12 texts and topics.
- **W.2B.6-8** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. 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.
- **W.6** Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- **W.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.

The committee also read an article about how these standards could be taught within the content area of physical education. We shared examples of how we might consider support the technical literacy standards in our PE curriculum. Realizing PE teachers don't have extensive expertise in English Language Arts instruction, it was mentioned that teachers are already supporting many of the ELA standards in their lessons.

At our next meeting, we will review **the speaking and listening standards** for all the grade levels.

Next we discussed the challenges it would be to integrate Literacy standards into the PE Curriculum.

- Time to teach PE standards v.s. time to teach literacy. Although, some PE teachers did make comments that they were already teaching aspects of the literacy standards. Examples include: Vocabulary Word Walls, Reading directions to a game, explaining how to throw a ball in their own words (explanatory), spelling words within a movement game or with their body.
- PE teachers expressed concerns about assessing standards that did not reflect their highly qualified certification
- There was question as to how the collaboration time on the early release day could be used or what the expectation for the use of that time was

The Gretchen Bagley and Carolyn Hitzler, both of whom served on the PE committees for the last several years, shared historical perspectives and process. It is noted that in 2010, the PE Curriculum Committee revised the KPBSD PE Curriculum to meet the expectations of new PE Alaska Standards and the National Standards for Physical Education. The 2013 revision will embed the new Alaska Technical Literacy Standards.

The committee then moved to a philosophical debate about what we want students to know and be able to do when they move on from grade to grade.

- PE is essential to help ensure students are knowledgeable about obesity.
- 1 credit of PE is not adequate – students need at least 60 minutes of rigorous/vigorous activity everyday
- Being physical fit and healthy is essential for students to be successful in school academically
- Being physically fit is essential for students to live a long productive life overall

Philosophies from elementary, middle school and high school varied. However, at the end of our day, the committee was able to identify skills all programs K-12 must incorporate into the curriculum.

They include:

- 1) Cardio and endurance
- 2) Flexibility
- 3) Stamina and agility
- 4) Muscle strength
- 5) Balance
- 6) Kinesthetic awareness
- 7) Accuracy and speed
- 8) Power
- 9) Coordination

The Committee Adjourned at 3:15 on Friday due to the weather conditions and power outage.

Next steps:

Retrieve 2005 curriculum document and review the format, resources and assessments included.

Identify **MUST** have standards for each grade cluster that will determine the foundation for the benchmark assessments that will be created.

Embed literacy standards within the PE standards. Review Speaking and Listening Standards and add those as well.

Review resource list, grade level focus statements

Discuss material order process.

Share program resources – SPARK, Weight Training and professional development opportunities.

Melissa will bring copies of the 2005 curriculum to review.

Next meeting dates: Dec. 2, Kenai Public Library, 9:00; Dec. 16, Kenai Public Library, 9:00 – 3:30