|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |

|  |
| --- |
| SCUSD Physical Education Newsletter  |
| Issue Date |

 |
|  |  |  |
| Developing physically literate individuals |  | In This Issue |

Common Core presents an opportunity to begin a deeper understanding of the Physical Education field. It is not the death of physical activity, nor is it the integration of other subject content. If a student in one of your classes wants to major in the subject you teach, is he/she ready to read and understand textbooks and articles that focus on … Motor Learning and Skill Acquisition; Assessment and Movement in Sport, Physiology of Exercise, Kinesiology/ Biomechanics; Psychology/ Sociology of Sport; etc….

The Mission Statement of the Common Core is to “Provide a consistent clear understanding of what students are expected to learn” and to be “Robust and relevant in the real world”. To start I think it is important that we all have a common framework around the Common Core State Standards (CCSS). The first area is English Language Arts and within that we have Writing in Technical Subjects Standards; Reading Standards; Language Standards; and Speaking and Listening Standards. The second area is Mathematics which has very specific grade level standards and mathematical practices which apply to all grades.

So, what is Physical Educations role and how can we work together to learn from the common core. Well, we know Fit kids do better in school! We educate the whole child in physical education: mind, body, and spirit. In which one without the other is not as effective as all three together. Through Common Core we can connect our students to classroom concepts in real and tangible ways to reinforce learning and to provide aggregate data for Mathematics and English Language Arts to use for classrooms to meet their common core standards. In addition, we have been hearing a lot about technology being used in the classroom. Technology should not take away from activity, nor should the Common Core, but let Common Core help shine a light on what you are currently doing to prepare your students for a bright future. Also let Common Core uncover ways we can better prepare students for our professional field.

For concrete examples of Common Core in Physical Education please attend the Physical Education Common Core CPT coming soon! 

# Common Core in PE

by Heather Deckard

Physical Education Heros/Heroins

We are looking for those teachers that are using EPEC, good teaching strategies, following the standards, utilizing and implementing Common Core State Standards, going the extra mile to increase student and/or community learning and fitness for a lifetime.

Page 2



Presidential Youth Fitness Program

The PYFP and Fuel Up to Play 60 are teaming up in this year’s Fuel Up to Play 60 Playbook to “Make a Case for Quality PE”.

Page 4



### Heroes and Heroines

We are looking for those teachers that are using EPEC, good teaching strategies, following the standards, utilizing and implementing Common Core State Standards, going the extra mile to increase student and/or community learning and fitness for a lifetime.

**Congratulations to:**

**The Will C. Wood Middle School Team-** During picture day students took their pictures during PE, so these teachers used this time to record student’s Height and Weight for fitness testing. Students lined up for their pictures and then lined up with their teacher to take height and weight. Great use of a usually wasted day!

**Rob Lobese from Elder Creek and Paul Hein from Camellia Basic** were our first two guest leaders during our October Elementary CPT.

**Chance Peterson from Oakridge** was the next guest leaders during our November Elementary CPT.

**Rick Wanlin and Scott Maddox from Rosemont High School** took on a huge task this year. We have started a new “Sports and Careers” Academy at Rosemont High School. The foundation of the curriculum is Health Corps curriculum with every class in the academy having an emphasis on sports. This is the first academy of its kind in our District.

If you meet any of the criteria above please let Heather Deckard know, so you can be featured in the next newsletter. You all are doing great things, so please share those with others through this newsletter.

|  |
| --- |
| **Secondary PE CPT and Common Core CPT** |
| This year we will be piloting an on-line CPT for the secondary level. If you are interested in participating please contact Heather Deckard. Common Core in Physical Education CPT time will be coming soon! Keep an eye out for dates and times.  |

### Physical Education Apps



**Coach’s Eye ($4.99)** Videos students performing a skill. Then, play it back in slo-mo, backward, or frame by frame. You can draw and record a playback with verbal comments. Overall, a really great app for skill assessment allowing instant feedback for students.

**What apps do you use?**

**Please send your favorite apps to Heather Deckard**

**Team Shake (Free)** Team Shake is the technological and environmentally friendly way to choose teams. Instead of a hat and scraps of paper, the user enters students names and gives it a shake. The screen will then display a random set of color-coded teams. These teams can immediately be used for game play or saved via email.

**Bracket maker ($.99)** This is a great portable program to help you create brackets for tournaments. Able to customize team names for up to 32 teams.

**Tabata Pro ($2.99)** Tabata Pro is a full featured, easy to use Tabata timer for weight training, kettle bells, running or any interval fitness training. 3 programmable times, customize all settings, number of cycles, number of tabatas, easy to her alerts, over music and on speaker, pause and resume sessions, screen flashes for visual cue, etc…

### Presidential Youth Fitness Program Partners with Fuel Up to Play 60

As presented in the AAHPERD MOVEMENT NEWSLETTER FALL 2013

In celebration of the first anniversary of the Presidential Youth Fitness Program (PYFP) and an effort to improve the resources and support provided to teachers, the six program partners are excited to announce a new partnership with Fuel Up to Play 60. The PYFP and Fuel Up to Play 60 are teaming up in this year’s Fuel Up to Play 60 Playbook to “Make a Case for Quality PE”. Both programs offer free, basic tools and resources to help schools get started. Participating Fuel Up to Play 60 schools looking to take their involvement to the next level are eligible to access funding to acquire the supplemental resources that support adherence to the PYFP model (for more on this, please see the box). These additional elements include FITNESSGRAM 10 software and data hosting, professional development for PE teachers, and recognition for students. For more information on the application requirements and deadline visit <http://schoolfueluptoplay60.com/funds/introduction.php>.

 This powerful partnership with Fuel UP to Play 60 will put the valuable PYFP resources in the hands of more schools and will build upon the inaugural funding opportunity launched by AAHPERD, the Amateur Athletic Union, National Foundation on Fitness, Sports & Nutrition, and the Cooper Institute last school year with the General Mills Foundation. These partners are pleased to announce the timing for Round 2. Made possible through the generous support of the General Mills Foundation, this three-year funding opportunity is open to all public and private schools employing a certified physical educator on a full or part-time basis. The application worksheet is available now. The online application must be submitted January 1-31, 2014. Recipients will be announced April 1 for schools to begin program implementation in the 2014-2015 school year. Visit pyfp.org to learn more.

Just last year, First Lady Michelle Obama unveiled the PYFP, the results of a partnership focused on promoting health over performance and the provision of valuable tools and resources to support physical educators. The free and voluntary program provides training and resources to schools for assessing, tracking, and recognizing youth fitness. The program emphasizes personal goal setting and achievement instead of competition against peers, in order to empower students to adopt a physically active lifestyle.

### More Opportunities

Building upon a comprehensive school physical acitvity model, physical educaiton teacehrs looking to expand ftheir efforts beyond the gym walls should also consider sigining up for *Let’s Move!* Active Schools. This comprehensive school-based physical activity program porvides schools with a simple roadmap to success that inccludes cutomized action plans, tools and resources. Programs like the Presidential Youth Fienss Program and Fuel Up to Play 60 are core components that support a comprehensive approace to school-based physical activity. *Let’s Move!* Active Schools are eligible to receive national recognition for their work and commitment toward improving the health and well-being of their students. Visit letsmoveschools.org to learn more.

### About the PYFP Model

The mission of the PYFP is to provide a model for fitness education that includes use of a health-related fitness assessment, as well as educational and motivational tools, to support teachers and empower studetns to adopt an activve lifestyle.

So, what does it look like to be following the PYFP model? The following is the participation checklist. Where does your prgroam stand?

|  |
| --- |
| **Professional Development (Must Check All): 1)** Physical education teacher (PET) receives certificate of completion for free online Fitnessgram course or participates in district administered Fitnessgram training. **2)** PET promotes student goal setting for fitness assessment process and outcomes in grades 4-12**, 3)** PET emphasizes enjoyment and instructions on proper technique when conducting fitness assessment on children in grades K-3, **4)** PET does not use Fitnessgram scores to assign a physical education grade nor are teachers evaluated on student Fitnessgram scores.  |
| **Assessment (Must Check All): 1)** School uses Fitnessgram health-related assessment protocols and Healthy Fitness Zone standards, **2)** PET utilizes the Brockport assessment for students with disabilities who are not presently able to perform a Fitnessgram test., **3)** PET instructs students on what each test item measures and the application of this knowledge when interpreting individual results. **4)** PET provides instruction on how to properly do the Fitnessgram tests. Students are given multiple opportunities to practice before formal assessment data are collected. **5)** Student scores are not posted publicly.  |
| **Recognition: 1) (Required)** School representative downloads free school recognition certificate. **2) (Optional)** Students are encouraged to achieve their personal goal or age/gender-appropriate standard and are recognized for that achievement.  |

This year Jump Rope for Heart celebrates its 35th anniversary. The program’s enduring success has as much to do with its model of supporting the field of physical education as it does with raising funds for cardiovascular disease research, stroke research and health education. The teachers and students who participate in these events will tell you that this program is much more than a fundraiser.

### Why Jump?

The Jump Rope for Heart (JRFH) or Hoops for Heart (HFH) events educate students. When a teacher signs up to participate and hold a JRFH and/or HFH event, he/she receives an education kit with innovative tools for teaching physical activity, heart healthy living, and community service to their students. This kit, developed by a team of practitioners and volunteers form AAHPERD and the American Heart Association (AHA), includes activities, lessons, posters, equipment, checklists and event-related templates. JRFH and HFH events offer students opportunities to achieve goals set forth in the National Standards for K-12 Physical Education, including those related to motor skills and movement patterns, which become the building blocks for more advanced physical activities.

The JRFH and HFH fundraisers benefit schools. Schools receive gift certificates for a percentage of the funds they raise to purchase equipment and other resources for physical education, health and fitness. With these vouchers schools can increase students’ access to physical education programs.

The JRFH and HFH programs directly benefit teachers by providing them with lesson plans and activities, professional development and continuing education opportunities.

“Participating in Jump Rope and Hoops for Heart has provided me with tremendous opportunity to bridge quality physical education lessons regarding heart health and the importance of living healthy lifestyles to meaningful, real-life connections”, says Patty Kestell, who teaches at Thorson Elementary School in Cedarburg, WI. Kestell is a 2013 National Elementary Physical Education Teacher of the year and also received the 2013 AAHPERD National JRFH Recognition Award.

Teachers who coordinate events are also eligible to receive a free e-membership to AAHPERD if their school raises $1,000 or more. At the AAHPERD National Convention & expo there are JRFH/HFH experiential session as well as session on event coordinators. Every year AAHPERD presents two recognition awards and 10 grants to physical educators who demonstrate passion, creativity and dedication to the JRFH and HFH programs. Recipients enjoy complimentary registration and a travel stipend to attend the annual AAHPERD National Convention & Expo, special recognition at the AAHPERD National Convention, and complimentary professional AAHPERD membership. In addition, each grant winner receives a gift voucher for physical education equipment worth $1,200 from US Games.

SCUSD coordinator, Brian Zambor, offers programs for JRFH/HFH event coordinators, including free or discounted membership in the state AHPERD professional development credit, mentor programs and workshops.

To learn more about getting involved in JRFH or HFH programs, connect with Brian Zambor at brian.zambor@heart.org. For more information on redeeming the free AAHPERD e-membership, visit [www.aahperd.org/membership.jump4free.cfm](http://www.aahperd.org/membership.jump4free.cfm)

*For more information on anything featured in this newsletter please contact:*

*Heather Deckard*

*Physical Education Coordinator*

*Heather-Deckard@scusd.edu*

*916-730-4026 cell*

*916-643-9226 work*