



North Carolina Department of Public Instruction

INSTRUCTIONAL SUPPORT TOOLS

FOR ACHIEVING NEW STANDARDS

This document is designed to assist North Carolina educators in effective instruction of the new Common Core State and/or North Carolina Essential Standards (Standard Course of Study) in order to increase student achievement. NCDPI staff are continually updating and improving instructional tools to better serve teachers.

Graphic Organizers for the *North Carolina Healthful Living Essential Standards*

What is the purpose of this tool?

These visual representations assist the student in organizing abstract “big picture” information that is new, overwhelming or misunderstood. Research supports the utilization of graphic organizers as a contributing factor in improving student performance. The examples are to model varied organizers and their use in provoking student engagement, organization, and understanding, thus equipping the teacher with the knowledge to develop and use such tools effectively with the new standards. By providing these examples, DPI is creating a foundation for teachers to shift the focus from merely classroom instruction to also include student learning.

What is in the tool?

The instructional tool uses straightforward (clear) models/examples that can be used in the classroom in alignment with the new standards. The tool speaks directly to teachers and holds high expectations for teachers’ ability to understand the use of the tool as a mechanism for differentiating instruction.

How do I send feedback?

We intend the explanations and examples in this document to be helpful and specific. That said, we believe that as this document is used, teachers and educators will find ways in which the tool can be improved and made even more useful. Please send feedback to us at feedback@dpi.nc.gov and we will use your input to refine our instructional tool. Thank You!

Where are the new Common Core State and North Carolina Essential Standards?

All standards are located at <http://www.ncpublicschools.org/acre/standards/>.

Where are the supporting documents and resources that accompany the standards?

The *North Carolina Healthful Living Essential Standards* wiki at <http://hlnces.ncdpi.wikispaces.net/> includes links to standards, tools, resources, and professional development materials specific to Healthful Living.

Physical Education Sample Graphic Organizer

Grade 5 – Health Related Fitness

Purpose: This graphic organizer is intended to provide an example which addresses one of the new Clarifying Objectives from the *North Carolina Essential Standards Healthful Living (Physical Education)*.

Description: The circle on the left side of the graphic is the main idea circle. In this example, our main idea is Health-Related Fitness. The five circles branching out from the main idea are for the five components of health-related fitness. The dots to the right of the smaller circles are for listing physical activities that develop/maintain the corresponding component of health-related fitness.

Connection to Standards: This example addresses the following Clarifying Objective from the 5th grade *North Carolina Essential Standards Healthful Living (Physical Education)*:

PE.5.HF.3.3: Select physical activities that develop/maintain each of the five components of health-related fitness.

Resources: *North Carolina Essential Standards Healthful Living (Physical Education)*, ChooseMyPlate.gov

Mini-Lesson: Prep Work: Set up stations around your work area for each of the five components of health-related fitness. Each station should have: information about one of the components of health-related fitness, a list of physical activities that could be used to address each of the five components of health-related fitness, and writing tools (pencils, pens, or crayons). Make enough copies of the blank graphic organizer to provide one to each group of students. Create a large version of the graphic organizer to be used at the end of the mini-lesson.

Introduce the five components of health-related fitness: Muscular Strength, Muscular Endurance, Cardiovascular Endurance, Flexibility, and Body Composition and discuss the meanings of each. Explain the activity: Students will be divided into 5 teams (one group for each station). At each station the groups will review one of the five components of health-related fitness and choose the physical activity from the displayed list that addresses the component associated with their station. The group will then complete the chosen physical activity together, and then come up with one additional activity for their group to complete which addresses the same component of health-related fitness. The group should complete their worksheet for each station by writing the PA chosen from the provided list next to PA #1 and the group-developed PA next to PA #2.

Have all the students skip to their assigned starting station. Once the groups are all in place, they should select one of the writing tools from their station, fill in their team name and team members, and fill in one of the five smaller circles with the component of health-related fitness they are on. Then the groups should complete the rest of the activity for their station. The groups signal they are ready to rotate to the next station by placing their writing tool down and sitting in a circle facing each other. The groups can discuss their thoughts about the lesson with their group as they wait for all of the groups to be ready to rotate. Once all the groups are ready, you may choose to announce what locomotor action (hop, crab, jog, bear crawl, etc.) you want all the groups to use to get to their next station, or you might want to post a sign at each station with different locomotor actions for transition between the stations.

When the students have completed all five stations, bring them together for a short review of the lesson. During the review, complete the large version of the graphic organizer with the physical activity ideas the groups came up with.

This page contains information you may need to introduce the mini-lesson, a list of possible physical activities that could be used to address each of the five components of health-related fitness, and some additional notes that may be helpful.

The Five Components of Fitness

- **Muscular Strength:** Muscular strength is the ability of a muscle to exert a maximal force through a given range of motion or at a single given point.
- **Muscular Endurance:** Muscular endurance refers to the capacity of a muscle to exert a sub-maximal force through a given range of motion or at a single point over a given time.
- **Cardiovascular Endurance:** Cardiovascular endurance is the ability to continue training the cardiovascular system for a period longer than twenty minutes (on average).
- **Flexibility:** Flexibility is the ability of a joint to move through a full range of motion.
- **Body Composition:** Body composition is the ratio of lean body mass to fat body mass.

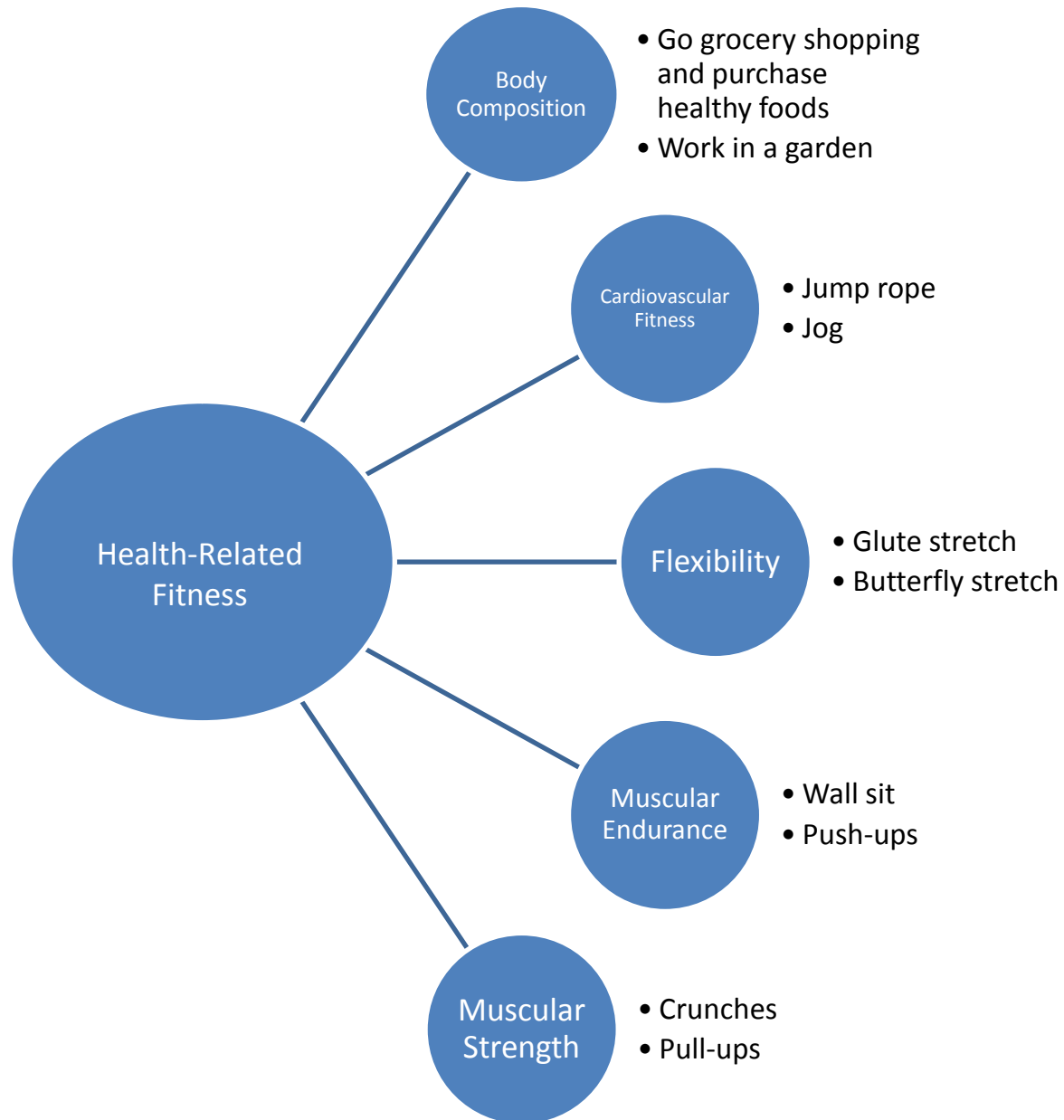
Physical Activities that could be used to address each of the five components of health-related fitness:

1. Crunches (Muscular Strength)
2. Wall sit (Muscular Endurance)
3. Butterfly stretch (Flexibility)
4. Jump rope (Cardiovascular Endurance)
5. Go grocery shopping and purchase healthy foods (Body Composition)

Notes: Some physical activities could be used to address more than one of the five components of health-related fitness.

Also, the Body Composition station provides an opportunity for you to teach students about the importance of combining good nutrition with physical activity to optimize their health. You may want to print some of the items from the 10 Tips Nutrition Education Series, which is available at ChooseMyPlate.gov, and display them at this station for students to use. For the Body Composition station, you may also want to provide the groups with sales papers from local grocery stores and have them go through the sales papers and discuss with their group what items they could purchase to create a healthy meal. Body Composition may also be addressed through physical activities that address cardiovascular endurance, muscular endurance, or muscular strength.

The next page is an example of a completed graphic organizer for this mini-lesson, and the page following it is a blank graphic organizer you may want to use with your students for this mini-lesson.



Team Name: _____ Team Members: _____

