



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 6 – Motor Skills

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: At the center of the graphic is the modified game that is being focused on. The four spaces around the central topic are to be filled in with skills that the students will need to be able to successfully participate in the modified game.

Connection to Standards: This example addresses the following Clarifying Objective from the 6th grade *North Carolina Essential Standards Healthful Living (Physical Education)*:

PE.6.MS.1.1: Use some specialized skills that are refined and appropriate for modified game play.

Resources: *North Carolina Essential Standards Healthful Living (Physical Education)*

Mini-Lesson: Prep Work: Set up stations around your work area for each of the four specialized skills for One Bounce Volleyball. Each station should have information about one of the specialized skills needed to play One Bounce Volleyball and a copy of the completed graphic organizer.

This mini-lesson would work best as a practice/review mini-lesson to be done after the specialized skills have been taught during other lessons.

Introduce the modified game of One Bounce Volleyball and complete the graphic organizer together as you discuss four specialized skills needed to successfully participate in the game: serving, forearm passing, setting, and spiking. Explain to the class your rotation process for how they will practice each of the four specialized skills, and tell them that they will all come together for the last part of class to play the modified game. Divide the class into four groups and transition to the stations to begin.

This graphic organizer could also be used at the beginning of a unit as a pretest to determine what knowledge students already have about the specialized skills needed for any modified game being introduced and to get them focused.

Also, you could have students use the graphic organizer to illustrate what specialized skills would be necessary for modified games that they invent.

The next page provides an example of a completed graphic organizer for One Bounce Volleyball skills, and the page after that provides a blank graphic organizer for modified game skills.

Underhand Serve

Forearm Pass

One Bounce
Volleyball

Set

Spike

