



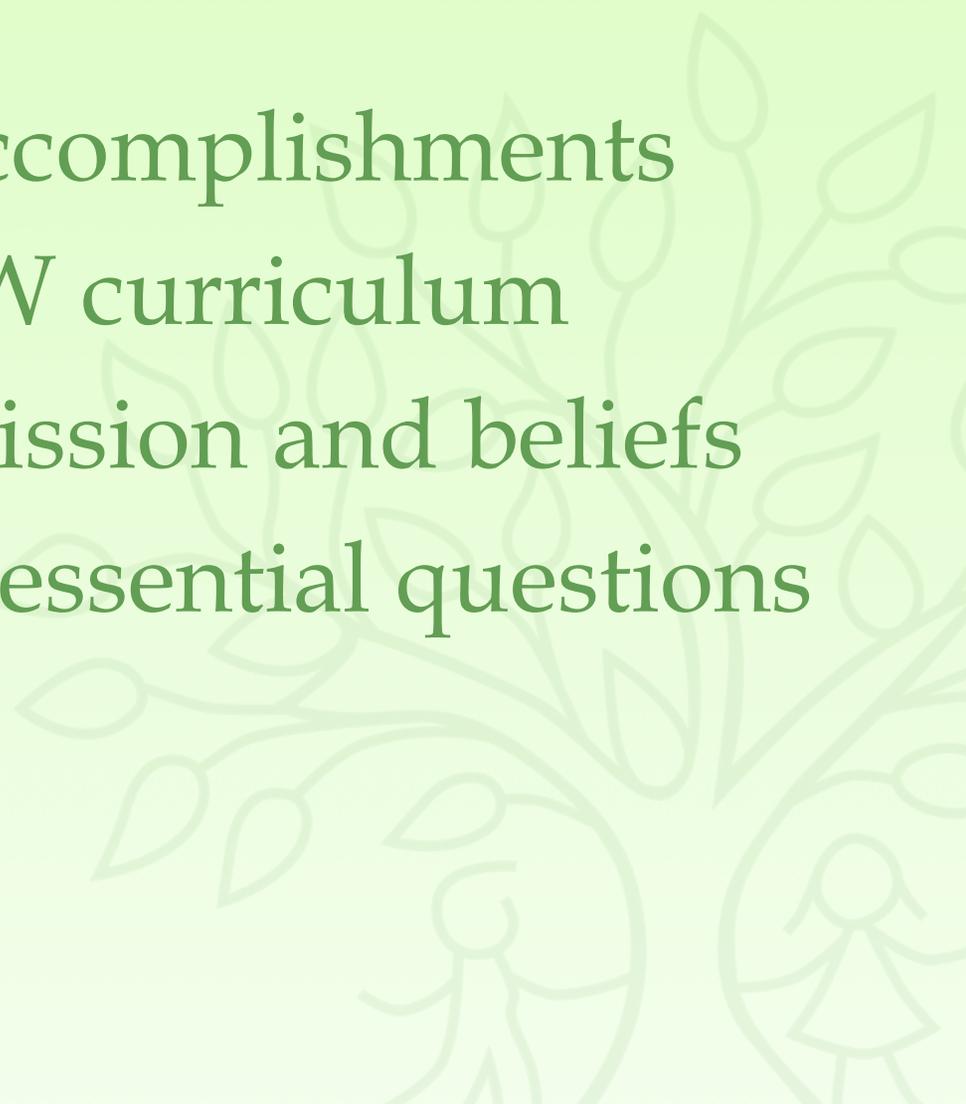
# **Kinetic Wellness Curriculum Update**

March 24, 2015

# Committee Members

Bob Sweene	Crow Island
Julie Holmbeck	Greeley
Scott Klipowicz	Hubbard Woods
Andrea Strening	Hubbard Woods/Skokie
Kate Wilkinson	Crow Island
Ashley Lenardi	Skokie
Mike Hynes	Skokie
Curt Wilson	Skokie
Candice Florance	Washburne
Victor Cooper	Washburne
Eric Chan	Washburne/Greeley
Andy Becker	Washburne
Betty Weir	Curriculum Office

# A Summary of Our Work: Year One

- ▶ 2013-14 School Year Accomplishments
    - ▶ Reviewed current KW curriculum
    - ▶ Wrote department mission and beliefs
    - ▶ Drafted overarching essential questions and understandings
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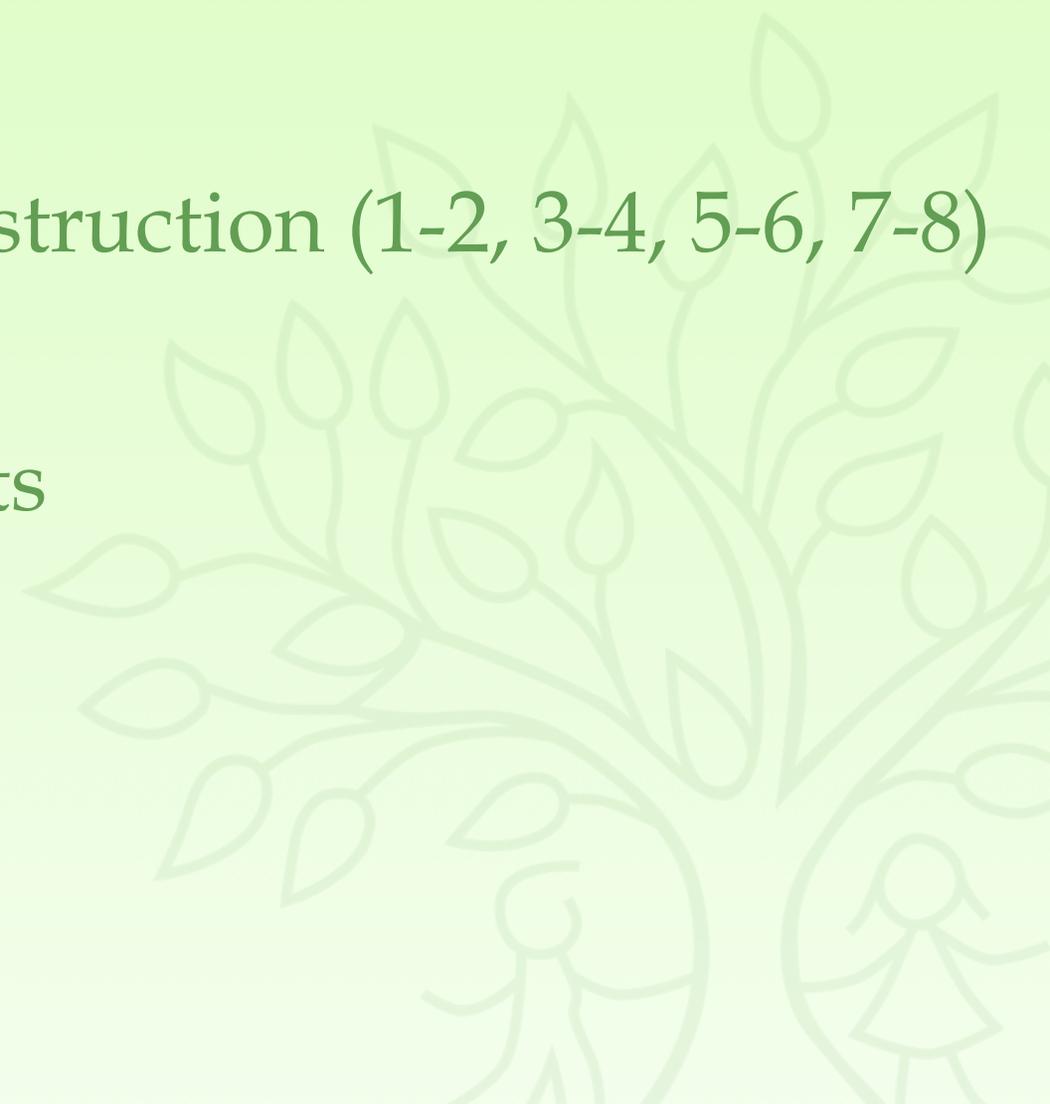
# A Summary of Our Work: Year Two

- ▶ 2014-15 School Year Accomplishments
  - ▶ Reviewed newly released ISBE and National Physical Education Standards
  - ▶ Discussed best practices research as the foundation of the new standards
  - ▶ Organized standards into units
  - ▶ Drafted unit KUDs

# Overarching EQs and EUs

Illinois State Standard	Overarching Understanding	Overarching Essential Questions
<p>Acquire movement skills and understand concepts needed to engage in moderate to vigorous physical activity. (State Goal 19)</p>	<ul style="list-style-type: none"><li>▶ Knowing and understanding concepts of movement will improve performance in a specific skill and will increase the likelihood of lifelong participation in a variety of sports and activities.</li><li>▶ In order for all participants and spectators to experience the maximum benefits from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules, and safety guidelines.</li><li>▶ Implementing effective offensive, defensive, and cooperative strategies is necessary for all players to be successful in game situations.</li></ul>	<ul style="list-style-type: none"><li>▶ Why is it important to understand concepts of movement?</li><li>▶ Why is it important to have and understand rules of games and sports?</li><li>▶ To what extent does strategy influence performance in games and activities?</li></ul>

# KUD Organization

- ▶ Developmental unit construction (1-2, 3-4, 5-6, 7-8)
    - ▶ Team Sports
    - ▶ Individual/Dual Sports
    - ▶ Physical Fitness
    - ▶ Health and Wellness
    - ▶ Dance and Movement
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# Grade 1-2 Fitness Unit

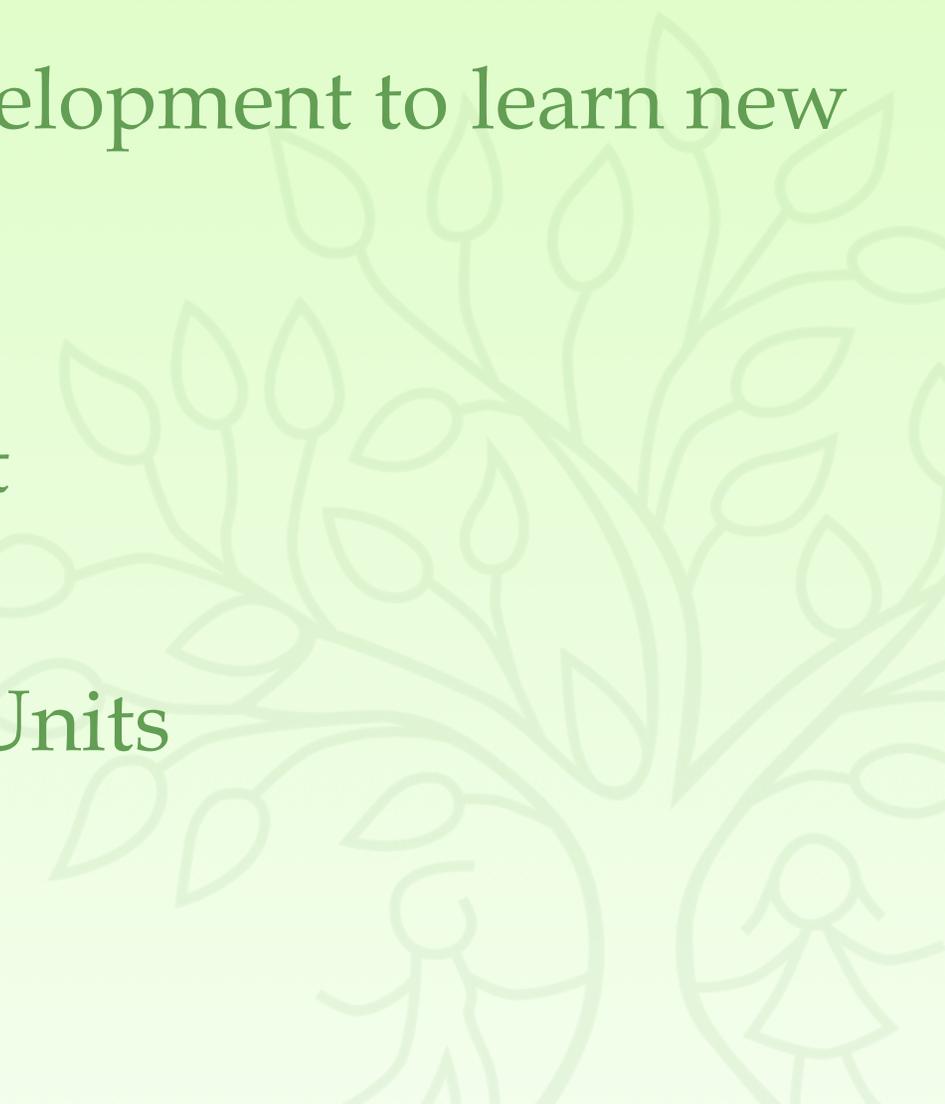
Stage 1—Desired Results		
Established Goals	Transfer	
<p><b>20A</b> Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities.</p> <p><b>20B</b> Assess individual fitness levels.</p> <p><b>20C</b> Sets goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan.</p> <p><b>24A</b> Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.</p>	Students will be able to independently use their learning to...	
	Meaning	
	<p><b>UNDERSTANDINGS</b> Students will understand that...</p> <ul style="list-style-type: none"> <li>• Being active allows your body to be fit.</li> <li>• Fitness is an on-going, life-long endeavor.</li> <li>• Effective communication skills enhance a person's ability to express their thoughts/opinions.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> Students will keep considering...</p> <ul style="list-style-type: none"> <li>• What do you do to stay fit?</li> <li>• How can I tell if I am working hard enough?</li> <li>• How do I effectively communicate with others?</li> </ul>
	Acquisition	
	<p>Students will know...</p> <ul style="list-style-type: none"> <li>• There are a variety of fitness components (cardiovascular, flexibility, muscular strength and muscular endurance).</li> <li>• Fitness is individualized and based on personal goals/achievements.</li> <li>• Their heart rate goes up and <u>their</u> breathing gets quicker when they are working hard.</li> <li>• In order to get stronger and more flexible, you have to keep working at it.</li> <li>• That term "pace."</li> </ul>	<p>Students will be more skilled at...</p> <ul style="list-style-type: none"> <li>• Demonstrating developmentally appropriate locomotive movements (running, skipping, hopping, sliding, galloping, jumping, walking, leaping).</li> <li>• Recognizing body changes during fitness activities (i.e. when I run, my heart beats faster).</li> <li>• Describing the benefits of physical activity.</li> <li>• Supporting others in their individualized fitness skills (encouragement).</li> </ul>

# Grade 5-6 Soccer Unit

## Grade 5 and 6 Soccer Unit

Stage 1—Desired Results		
Established Goals	Transfer	
<p><b>19A</b> demonstrate physical competency in a variety of motor skills and movement patterns</p> <p><b>19B</b> Analyze various movement standards and concepts</p> <p><b>19C</b> Demonstrate knowledge of rules, safety and strategies</p> <p><b>21A</b> Demonstrate personal responsibility during group physical activity</p> <p><b>21B</b> Demonstrate cooperative skills during structured group physical activity</p> <p><b>24A</b> Students who meet this standard can demonstrate procedures for communicating in positive ways, resolving differences, and preventing conflict.</p>	Students will be able to independently use their learning to...	
	<p style="text-align: center;"><b>Meaning</b></p>	
	<p><b>UNDERSTANDINGS</b></p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>Knowing and understanding concepts of movement will improve performance in a specific skill and will increase the likelihood of lifelong participation in a variety of games and activities.</li> <li>All participants must demonstrate commitment to knowledge rules and safety guidelines.</li> <li>Teamwork and communication are essential to be successful in everyday life.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>Students will keep considering...</p> <ul style="list-style-type: none"> <li>How does having an understanding of rules enhance individual and team play?</li> <li>Why is it important to work cooperatively and respect others when in a group?</li> <li>Why is it important to effectively communicate with others?</li> <li>How will use of proper form and technique enhance your ability during activity?</li> </ul>
	<p style="text-align: center;"><b>Acquisition</b></p>	
	<p>Students will know...</p> <ul style="list-style-type: none"> <li>Intermediate knowledge of positions, terminology and rules of the game.</li> <li>Basic boundaries of the soccer field.</li> <li>Basic striking skills used.</li> <li>Proper technique for a throw-in, corner kick, and goal kick.</li> </ul>	<p>Students will be more skilled at...</p> <ul style="list-style-type: none"> <li>Dribbling with control, while changing direction and speed.</li> <li>Passing using the inside and outside of the feet to a stationary and moving teammate during drills and gameplay.</li> <li>Striking - kicking, punting, heading, corner kick, and goal kick with varying force and accuracy.</li> </ul>

# Next Steps

- ▶ Engage in professional development to learn new content
  - ▶ Complete KUDs
    - ▶ Health and Wellness Unit
    - ▶ Dance/Movement Unit
    - ▶ Additional Team Sports Units
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Q & A



## **Health and Kinetic Wellness Curriculum Review Update**

TO: School Board  
Trisha Kocanda, *Superintendent*

FROM: Alison Hawley, *Director of Curriculum, Instruction & Assessment*  
Betty Weir, *Teacher on Special Assignment*

March 24, 2015

### **Essential Questions**

- How have the new Physical Education Standards impacted expectations for Kinetic Wellness instruction?
- What new learning is required to address the new content standards?
- How do we ensure that our students have a coherent K-8 journey in their Kinetic Wellness experience?

### **Background**

In the Fall of 2013, the District Health and Kinetic Wellness Curriculum Committee initiated year one of the curriculum review process. The following goals were accomplished during year one of the curriculum review cycle:

- Conducted a review of current practices (grades 1-8).
- Developed a [Mission and Belief statements](#).
- Created overarching essential questions and essential understandings for grades 1-8.
- Reviewed the State standards for Health and Kinetic Wellness.

During the 2014-15 school year, the Kinetic Wellness Curriculum Committee has met for a total of 19 hours. Our goal has been to understand and write curriculum that is based on the new state and national physical education standards. Additionally, we have worked to ensure that the curriculum provides a coherent progression for students throughout their 1-8 Winnetka experience.

### **Update**

Health and Kinetic Wellness Committee co-chair, Betty Weir, and department members, Victor Cooper and Kate Wilkinson, will update the Board regarding the committee's progress during year two of the curriculum review cycle at the March 24<sup>th</sup> School Board meeting. The presentation will include the following:

- Summary of progress toward curriculum review goals and the committee's process.
- Sample of curricular overarching essential questions and understandings. ([Click here to view all overarching EQs and EUs.](#))
- Sample of draft Kinetic Wellness units.

### **Next Steps**

The Kinetic Wellness Committee will meet one more time in May to write a dance and movement unit and make a plan for summer work. Our overarching next steps include:

- Engage in professional development to learn new content.
- Complete KUDs, including:
  - Health and Wellness Unit
  - Dance and Movement Unit
  - Additional Team Sports Units
- Evaluate Health and Wellness curricular materials (Fall 2015)

The Board will be asked to approve the revised Kinetic Wellness curriculum in December 2015.

[Click here](#) to view the Board presentation