



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 9 – Movement Concepts

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: Above the graphic organizer is a description of what it is being used to evaluate. The blank spaces on the left side are to be filled in with the correct term which describes the result of the swing changes indicated in the boxes on the right side of the graphic organizer. The plus signs indicate more than one swing change occurring at the same time, which results in a greater deviation from a straight ball flight.

Connection to Standards: This example addresses the following Clarifying Objective from the 9th grade *North Carolina Essential Standards Healthful Living (Physical Education)*:

PE.9.MC.2.3: Generate complex movement concepts that can be used to refine learned skills and to acquire new advanced skills.

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

Mini-Lesson: Prep Work: Make 2-sided copies of the blank graphic organizers with “Changes that a right-handed golfer can make to cause a golf shot to travel in a right to left path” on one side and “Changes that a right-handed golfer can make to cause a golf shot to travel in a left to right path” on the other.

During a mini-lesson designed to help students understand the changes one would need to make to their golf swing to produce a right-to-left or left-to-right ball flight, students will utilize this graphic organizer to organize their thought process. (This mini-lesson is set up based on a right-handed golf swing, but it can easily be altered to be used with a left-handed golf swing.)

The Clarifying Objective this mini-lesson addresses requires students to be able to “generate complex movement concepts that can be used to refine learned skills and to acquire new advanced skills”; therefore, it would be used best after students have a good understanding of the mechanics of the full golf swing. Specifically, they should understand the idea that a squared club face and a down-the-line swing path produce a relatively straight ball flight. However, the concepts which are taught through this lesson might prove useful to beginning golfers as well, because it can help them understand why their golf ball is not flying straight.

Introduce the terms that will be used to describe the different ball flights that result from the swing changes being discussed. Explain to the students the effects each swing change has on ball flight, and how combining two or more swing changes results in greater changes.

Provide the students with a copy of the blank graphic organizers with answer choices on the bottom of the page and have them complete the graphic organizers either individually or in small groups.

Next, it would be great for the students to actually go out and experiment with the swing changes as they hit golf balls.

The next two pages provide completed versions of the graphic organizer for both the “right to left path” and “left to right path”. The last two pages provide you with the blank graphic organizers with answer choices needed for the mini-lesson.

Changes that a right-handed golfer can make to cause a golf shot to travel in a left to right path

Fade

Open Stance

Slice

Open Stance

+

Open Club
Face

Big Slice

Open Stance

+

Open Club
Face

+

Outside to
Inside
Swing Path

Changes that a right-handed golfer can make to cause a golf shot to travel in a right to left path

Draw

Closed
Stance

Hook

Closed
Stance

+

Closed Club
Face

Big Hook

Closed
Stance

+

Closed Club
Face

+

Inside to
Outside
Swing Path

Name: _____

Date: _____

Changes that a right-handed golfer can make to cause a golf shot to travel in a right to left path

<input type="text"/>	<input type="text"/>
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<input type="text"/>	<input type="text"/>	+	<input type="text"/>
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<input type="text"/>	<input type="text"/>	+	<input type="text"/>	+	<input type="text"/>
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Fade	Draw	Outside to Inside Swing Path	Open Stance	Open Club Face	Closed Stance
Slice	Hook	Closed Club Face	Open Stance	Open Club Face	Closed Stance
Big Slice	Big Hook	Closed Club Face	Open Stance	Inside to Outside Swing Path	Closed Stance

Name: _____

Date: _____

Changes that a right-handed golfer can make to cause a golf shot to travel in a left to right path

<input type="text"/>	<input type="text"/>
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<input type="text"/>	<input type="text"/>	+	<input type="text"/>
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<input type="text"/>	<input type="text"/>	+	<input type="text"/>	+	<input type="text"/>
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Fade	Draw	Outside to Inside Swing Path	Open Stance	Open Club Face	Closed Stance
Slice	Hook	Closed Club Face	Open Stance	Open Club Face	Closed Stance
Big Slice	Big Hook	Closed Club Face	Open Stance	Inside to Outside Swing Path	Closed Stance