

EPEC™ Classic K-5 and Common Core State Standards

Common Core State Standards (CCSS) are organized around *anchor standards*. Two anchor standards, *Speaking and Listening* and *Language* are regularly reinforced in EPEC™ Classic K-5 when it is delivered as it was designed. When EPEC™ Classic is implemented with fidelity it reinforces these two anchor standards because it includes:

- Teacher-to-student feedback (individual and class).
- Encouragement of peer-to-peer feedback.
- Use of visual and auditory cues to achieve learner outcomes.
- Planned redundancy (i.e., repetition of cue words and phrases).
- Prompting learners to notice, reflect, and self-correct.

For more detail on EPEC™ Classic best practices visit <http://www.michiganfitness.org/epec-classic-overview>.

The Tables in this document provide examples of how implementing EPEC™ Classic K-5 with fidelity reinforces CCSS anchor standards *Speaking and Listening* and *Language*. These reinforcements are found regularly in EPEC™ Classic K-5 Instruction and Reinforcing Activities. Examples for grades K-2 are grouped together in the first table, and examples for grades 3-5 are grouped together in the second table.

In the Tables, EPEC™ Classic K-5 Posters and other learning aids are mentioned. EPEC™ Classic can be delivered without supplemental materials however including them can increase the CCSS reinforcement opportunities.

Don't forget to let other teachers and your school administration know that you are reinforcing Common Core State Standards because you implement EPEC™ Classic K-5 with fidelity in physical education. Bravo for choosing EPEC™ Classic!

K-2 CCSS EPEC Reinforced	Instructional Segments		Reinforcing Activities	
	With Poster and/or Animation	W/O Poster and/or Animation	With Learning Aids	W/O Learning Aids
<i>Speaking and Listening Anchor Standard</i>				
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Ex: Student converses with teacher about feedback in <i>Overhand Throw; Instructional Segment; Step 1.</i>	Ex: Student converses with teacher about feedback in <i>Compassion; Instructional Segment; Step 2.</i>	Ex: Student verbally identifies each fruit as they add it to the center of the parachute in <i>Skip; Reinforcing Activity; Parachute, What's Cooking?</i>	Ex: Student converses with teacher about fruits they like in <i>Skip; Reinforcing Activity; Marching in the Band.</i>
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	Ex: Student integrates cue words demonstrated by the teacher and posters in <i>Run; Instructional Segment; Step 1.</i>	Ex: Student integrates cue words demonstrated by the teacher in <i>Instep Kick Step; Instructional Segment; Step 1.</i>	Ex: Student uses fruit and veggie toys to learn healthy foods for their shopping basket in <i>Overhand Throw; Reinforcing Activity; Shopping Basket!</i>	Ex: Student integrates activity instruction from their teacher in <i>Overhand Throw; Reinforcing Activity; Chain Reaction.</i>
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding or presentations.	Ex: Student uses animation to help correct their form in <i>Hand Dribble; Instructional Segment; Step 2.</i>		Ex: Student uses fruit and veggie toys to reinforce knowledge of fruits while 'smashing fruit' in <i>Overhand Throw; Reinforcing Activity; Fruit Smash!</i>	
<i>Language Anchor Standard</i>				
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Ex: Student skips at various speeds in <i>Skip; Instructional Segment; Step 3.</i>	Ex: Student alternates running speeds in <i>Run; Instructional Segment; Step 1.</i>	Ex: Student identifies fruits and vegetables using fruit and veggie toys in <i>Overhand Throw; Reinforcing Activity; Fruit and Veggie "T" Toss.</i>	Ex: Student skips to varied tempos (e.g. fast and slow) in <i>Skip; Reinforcing Activity; Skip to My Lou.</i>
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	Ex: Student comprehends and expresses the cue words in <i>Skip; Instructional Segment; Step 1.</i>	Ex: Student comprehends and expresses cue words in <i>Following Directions; Instructional Segment; Step 1.</i>	Ex: Student learns and practices identifying vegetables (using pictures of vegetables), and body parts in <i>Body Parts, Actions, and Planes; Reinforcing Activity; Aiken Drum.</i>	Ex: Student learns and practices the 'ready position' for receiving a rolling ball in <i>Catch Rolling Balls; Reinforcing Activity; Feed Fido.</i>

3-5 CCSS Reinforced	Instructional Segments		Reinforcing Activities	
	With Poster and/or Animation	W/O Poster and/or Animation	With Learning Aids	W/O Learning Aids
<i>Speaking and Listening Anchor Standard</i>				
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Ex: Student converses with teacher about feedback in <i>Overhand Throw; Instructional Segment; Step 8.</i>	Ex: Student converses with teacher about feedback in <i>Respect for Others; Instructional Segment; Step 2 .</i>	Ex: Student verbally identifies vegetable toys when given to them from their classmate in <i>Abdominal/Low Back Strength; Reinforcing Activity; Movin' Down the Line.</i>	Ex: Student leads their partner through a fitness routine in <i>Aerobic Activity/Fitness; Reinforcing Activity; Gossip.</i>
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	Ex: Student integrates cue words demonstrated by the teacher and posters in <i>Run; Instructional Segment; Step 7.</i>	Ex: Student integrates cue words demonstrated by the teacher in <i>Instep Kick Step; Instructional Segment; Step 7.</i>	Ex: Student uses food cards to categorize fruits and vegetables into food groups in <i>Hand Dribble; Reinforcing Activity; Snack Choice.</i>	Ex: Student integrates multiple instructions in <i>Overhand Throw; Reinforcing Activity; Day at the Fair.</i>
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding or presentations.	Ex: Student uses animation to help correct their form in <i>Hand Dribble; Instructional Segment; Step 6.</i>		Ex: Student uses food cards to determine the speed they will use in performing activities in <i>Responsibility; Reinforcing Activity; High Energy, Low Energy.</i>	
<i>Language Anchor Standard</i>				
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	Ex: Student comprehends and expresses the cue words in <i>Skip; Instructional Segment; Step 8.</i>	Ex: Student comprehends and expresses cue words in <i>Aerobic Activity/Fitness; Instructional Segment; Step 12.</i>	Ex: Student identifies different physical activities and healthy foods (using food cards) that make them a healthier person in <i>Beneficial Effects of Physical Activity; Reinforcing Activity; Be Active; Eat Healthy!</i>	Ex: Student learns about different kinds of milk and serving sizes in <i>Batting; Reinforcing Activity; Batting for Milk.</i>