

This week's tip: Focus on Depth of *Physical Education* Knowledge.

You may have heard the term “[Depth of Knowledge](#)” (DOK) in relation to the Common Core. Like most thing we're seeing in the Common Core – DOK is nothing new. It was developed in 1997 by an educational researcher named Norman Web and refers to the level of understanding needed to answer a related assessment question/problem.

Level 1) Recall and Reproduction

Level 2) Skills and Concepts

Level 3) Short-term Strategic Thinking

Level 4) Extended Thinking

These levels apply across subject area and certainly apply to physical education skills and concepts. The goal is to move students through the levels, providing opportunities for them to demonstrate their understanding. Let's try an example.

Focusing on CCSS in Literacy, we want our students to be able to:

- Determine the meaning of domain-specific words and phrases in a text relevant to a grade-appropriate subject area (CCSS.ELA-LITERACY.RI.3.4).

What does this mean? It means that it's important to teach our students the academic language and vocabulary of *physical education*.

Here's a perfect vocabulary word to use as an example: **Fitness**

Let's move “Fitness” across the DOK levels using [National PE Outcomes](#).

- **DOK Level 1:** Discusses benefits of being active and exercising/playing (National PE Standard/Outcome S3.E1 – Grade 1)
- **DOK Level 2:** Describes the concept of fitness and provides examples of physical activity to enhance fitness (National PE Standard/Outcome S3.E3 – Grade 3)
- **DOK Level 3:** Charts and analyzes physical activity outside physical education class for fitness benefits of activities (National PE Standard/Outcome S3.E1 – Grade 5)
- **DOK Level 4:** Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating identified barriers (National PE Standard/Outcome S3.M1 – Grade 7)

This example helps clarify the developmental progression while aligning a fundamental vocabulary word with both the CCSS as well as National PE Standards. The Grade 7 PE outcome is listed in the Level 4 bullet above. For your reference, here's the middle school CCSS:

- Determine the meaning of key terms and other domain-specific words as they are used in a specific technical context relevant to *grades 6-8 texts and topics*. (CCSS.ELA-Literacy.RST.6-8.4)

As we look to develop students into “College and Career Ready” individuals, who are fit and focused for the future, it seems as if “overcoming and eliminating barriers to fitness” is a 21st Century Skill. *(Insert the mountain of data showing the relationship between personal health and productivity in the work place.)*

To wrap up this entry in *SPARK’s Common Core Survival Guide* [here’s a short PDF packet of resources](#) focused on our topic. Here’s what’s included and why:

- **DOK Level 1:** *Individual Rope Jumping Activity Plan*. Go to the *Wrap it Up* section of this lesson – the debrief session at the end of lessons is a perfect time to facilitate DOK discussions. (K-2 SPARK PE)
- **DOK Level 2:** *Partner Fitness Challenge Task Card*. Notice the “N” challenge on this chart. It aligns perfectly to Level 2 DOK outcomes and can help your students meet CCSS in Speaking & Listening. (3-6 SPARK PE)
- **DOK Level 3:** *SPARKfit MVPA Journal*. Provides a tool for charting weekly physical activity time. Now, schedule 5 minutes of class time for students to analyze data and plan for improvement. (SPARKfit for Grades 6-12)
- **DOK Level 4:** *SPARKfit Wellness Challenge*. Students work in groups to research, summarize and present the ways in which families (or other social support groups) can help to eliminate barriers to regular physical activity. (SPARKfit for Grades 6-12)