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The Office of Superintendent of Public Instruction (OSPI)

Washington Alliance for Health, Physical Education, Recreation and Dance (WAHPERD)



# **HEALTH AND FITNESS CONNECTIONS TO THE COMMON CORE STATE STANDARDS**

**DRAFT**

**Grade 9-10**

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## Common Core State Standards

### Introduction

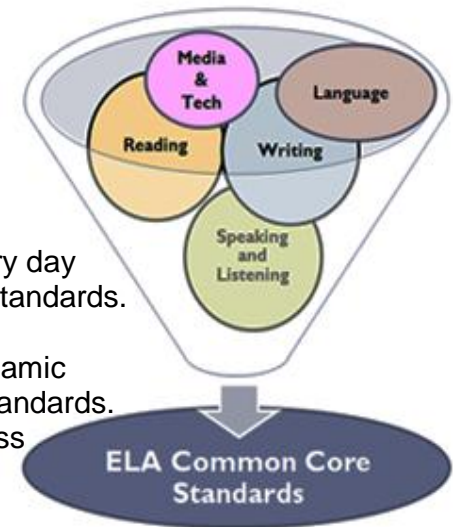
Common Core is a real-world approach to learning and teaching. Developed by education experts from 45 states, these K-12 learning standards go deeper into key concepts in English Language Arts (ELA) and Mathematics. The standards require a practical, real-life application of knowledge that prepares Washington students for success in college, work and life.

**The Common Core State Standards (CCSS)** describe the knowledge and skills in English Language Arts and Mathematics that students will need when they graduate, whatever their choice of college or career. These sets of standards define the knowledge and skills students should have to succeed in entry-level, credit-bearing, academic college courses and in workforce training programs. The standards are based on the best national and international standards, giving our students a competitive advantage in the global economy. This state-led effort is coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO).

### Three Statements about CCSS

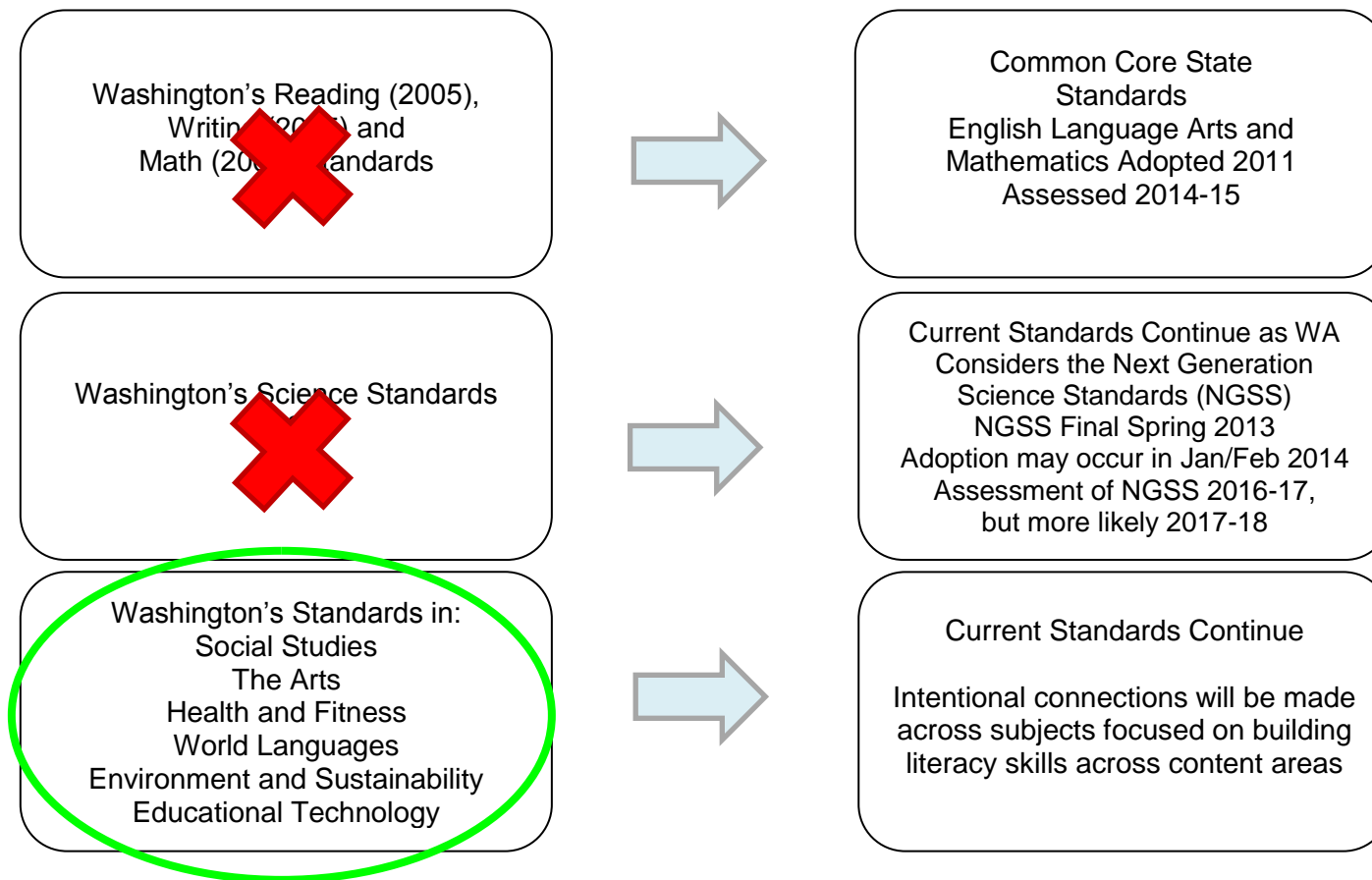
1. The Common Core State Standards for English Language Arts and Mathematics replaced Washington State Learning Standards for reading, writing, and math in 2011. **All other content area learning standards remain in place.**
2. The Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects contains four strands:
  - a. Reading
  - b. Writing
  - c. Speaking and Listening
  - d. Language
3. The Office of Superintendent of Public Instruction (OSPI) Vision is that every student every day will have access to high quality instruction, which is aligned to the Common Core State Standards.

Using these four strands and the Mathematics Common Core Standards, there is a new and dynamic opportunity to connect the Health and Fitness Learning Standards to the Common Core State Standards. See sample connections on pages 7-9. There may not be connections to every Health and Fitness Essential Academic Learning Requirement (EALR) or Grade Level Expectation (GLE), but the



samples used in the packet are strong examples for classroom use. **Washington State Learning Standards**  
Essential Academic Learning Requirements (EALRs)  
Grade Level Expectations (GLEs)

- The CCSS for English Language Arts and Mathematics adopted in July 2011 replace Washington State Learning Standards for reading, writing, and math.
- All other content area learning standards remain in place.
- It is essential that we maintain quality instruction in all content areas and also provide meaningful connections with other subjects to provide a deeper, more meaningful learning experience for our students.



# Chart for Common Core State Standards (CCSS) English Language Arts (ELA)

## Elementary

This chart is to assist in navigating through the Common Core State Standards.

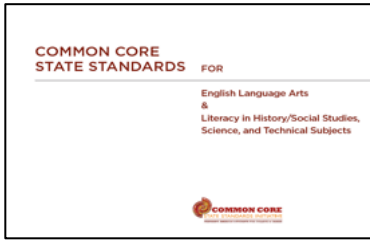
<b>Elementary Page Number</b>	<b>Standard Type</b>
Pg. 11	RL = Reading Standards for Literature
Pg. 13	RI = Reading Standards for Informational Text
Pg. 15	RF = Reading Standards: Foundational Skills
Pg. 19	W = Writing Standards
Pg. 23	SL = Speaking and Listening
Pg. 26	L = Language Standards

# Chart for Common Core State Standards (CCSS) English Language Arts (ELA)

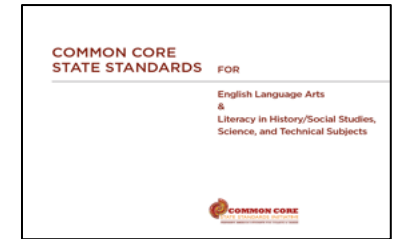
## Middle School/High School

This chart is to assist in navigating through the Common Core State Standards.

<b>MS/HS Page Number</b>	<b>Standard Type</b>
Pg. 36	RL = Reading Standards for Literature
Pg. 39	RI = Reading Standards for Informational Text
Pg. 42	W = Writing Standards
Pg. 49	SL = Speaking and Listening
Pg. 52	L = Language Standards
Pg. 61	RH = Reading Standards for Literacy in History/SS
Pg. 62	RST = Reading Standards for Literacy in Science and Technical Subjects
Pg. 64	WHST = Writing Standards for Literacy in History/SS, Science and Technical Subjects



# How to Read the English Language Arts Common Core State Standards



Example: RI.6.10 = Reading Standards for Informational Text/Grade 6/Standard 10

**Reading Standards for Informational Text 6-12**

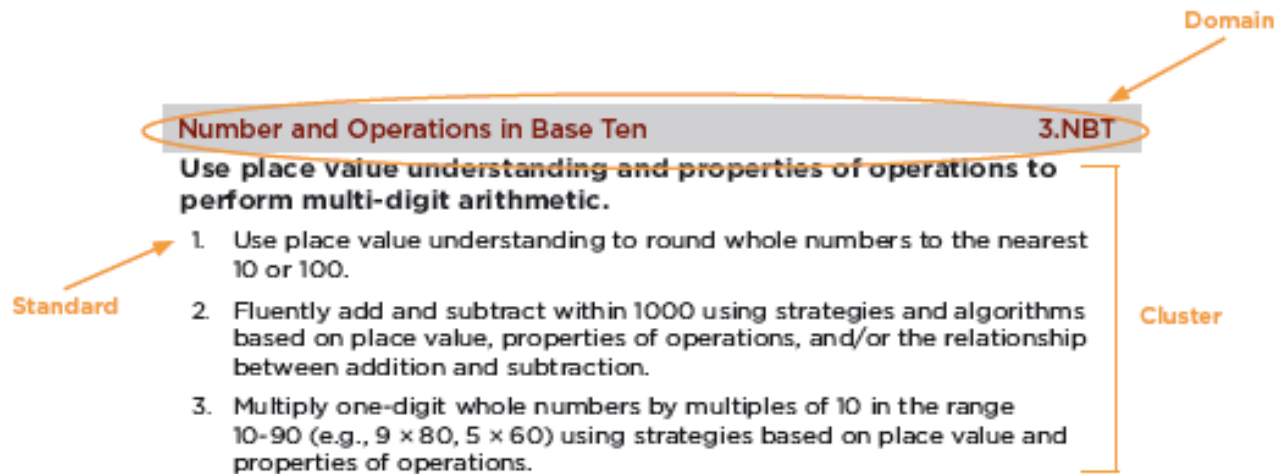
	Grade 6 students:	Grade 7 students:	Grade 8 students:
<b>Key Ideas and Details</b>	<ol style="list-style-type: none"> <li>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text that is distinct from personal opinions or judgments.</li> <li>3. Analyze in detail a key individual, event, or idea introduced, contrasted, and elaborated in a text (e.g., through examples or anecdotes).</li> </ol>	<ol style="list-style-type: none"> <li>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</li> <li>3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</li> </ol>	<ol style="list-style-type: none"> <li>1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</li> <li>3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</li> </ol>
<b>Craft and Structure</b>	<ol style="list-style-type: none"> <li>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</li> <li>5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</li> <li>6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</li> </ol>	<ol style="list-style-type: none"> <li>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</li> <li>5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</li> <li>6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</li> </ol>	<ol style="list-style-type: none"> <li>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</li> <li>5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</li> <li>6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</li> </ol>
<b>Integration of Knowledge and Ideas</b>	<ol style="list-style-type: none"> <li>7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</li> <li>8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</li> <li>9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</li> </ol>	<ol style="list-style-type: none"> <li>7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</li> <li>8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</li> <li>9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</li> </ol>	<ol style="list-style-type: none"> <li>7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</li> <li>8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</li> <li>9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</li> </ol>
<b>Range of Reading and Level of Text Complexity</b>	<ol style="list-style-type: none"> <li>10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> </ol>	<ol style="list-style-type: none"> <li>10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> </ol>	<ol style="list-style-type: none"> <li>10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.</li> </ol>

39 | 6-12 ENGLISH LANGUAGE ARTS | READING: INFORMATIONAL TEXT

# How to Read the Math Common Core State Standards

Example: 3.NBT.A.1 = Grade/Domain/Cluster/Standard

Grade 3/ Number and Operations in Base Ten/Cluster Language/Standard



Domains Include:

- Operations & Algebraic Thinking
- Number & Operations in Base Ten
- Number & Operations–Fractions
- Measurement & Data
- Geometry



# Sample Connection

## Elementary Fitness Connection to the CCSS English Language Arts

### Elementary Contact Information

- PJ Jarvis, Central Valley School District, Opportunity Elementary, 509.228.4500, [pjarvis@cvsd.org](mailto:pjarvis@cvsd.org)
- Debbie Lindgren, Bremerton School District, Naval Avenue Early Learning Center, 360.473.4400, [Debbie.lindgren@bremertonschools.org](mailto:Debbie.lindgren@bremertonschools.org)
- Mike Marsh, Franklin Pierce School District, Christensen Elementary School, 253.298.3356, [mmarsh@fpschools.org](mailto:mmarsh@fpschools.org)

### Health and Fitness Connection to English Language Arts

#### EALR 1

**The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition.**

Component	CCSS Connection	GLE and Sample Activity
Component 1.5 Understands the relationship of nutrition and food nutrients to body composition and physical performance.	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	GLE 1.5.1 Understands how the body's function and composition are affected by food consumption.  Students work in pairs, taking turns traveling around the perimeter of the gym collecting food cards. Students are tasked to locate and identify specific information on the Food Facts Label (the back of card) and pair-share the information. For example, the teacher introduces calories to the whole group and identifies the location on the Food Facts Label. Students spend 2–3 minutes collecting, identifying, and answering the question, "How many calories are on each collected card?" Teacher introduces nutritional information (e.g., fat, serving size, etc.). Students repeat above activity with new information.

EALR, Essential Academic Learning Requirement (EALR 1)  
 CCSS, Common Core State Standards (RI.3.1)  
 RI, Reading Standards for Informational Text  
 GLE, Grade Level Expectations (GLE 1.5.1)

## Sample Connection

### Middle School Fitness Connection to the CCSS English Language Arts

#### Middle School Contact Information

- Sally Dieringer, Wenatchee School District, Pioneer Middle School, 509.663.7171, [dieringer.s@mail.wsd.wednet.edu](mailto:dieringer.s@mail.wsd.wednet.edu)
- Shelly Ellis, Seattle Public Schools, Broadview-Thomson Middle School, 206.252.4080, [saellis@seattleschools.org](mailto:saellis@seattleschools.org)
- Sara Saverud, Tahoma School District, Tahoma Junior High School, 425.413.5600, [ssaverud@tahomasd.us](mailto:ssaverud@tahomasd.us)

#### Health and Fitness Connection to English Language Arts

**EALR 4: The student effectively analyzes personal information to develop individualized health and fitness plans.**

Component	CCSS Connection	GLE and Sample Activity
Component 4.1 Analyzes personal health and fitness information.	WHST.6.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	GLE 4.1.1 Analyzes daily health and fitness habits.  Using an activity log where they record daily physical activity (time and type) and the component of health-related fitness (cardio-respiratory endurance, muscular endurance, muscular strength, flexibility and/or body composition). Students analyze activity log and write a SMART fitness goal for the following week.

EALR, Essential Academic Learning Requirement (EALR 4)

CCSS, Common Core State Standards (WHST.6.10)

WHST, Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

GLE, Grade Level Expectations (GLE 4.1.1)

## Sample Connection

### High School Fitness Connection to the CCSS English Language Arts

#### High School Contact Information

- Cece Badda, Easton School District, K-12, 509.656.2317 x 310, [baddacc@easton.wednet.edu](mailto:baddacc@easton.wednet.edu)
- Jeana Haag, Tahoma School District, Tahoma High School, 425.413.6225, [jhaag@tahomasd.us](mailto:jhaag@tahomasd.us)
- Kimberly Jackson, Franklin Pierce School District, Franklin Pierce High School, 253.298.3917, [kjackson@fpschools.org](mailto:kjackson@fpschools.org)
- Jennifer Peterson, Seattle Public Schools, Franklin High School, 206.252.6276, [jlpeterson@seattleschools.org](mailto:jlpeterson@seattleschools.org)

#### Health and Fitness Connection to English Language Arts

**EALR 1: The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition.**

Component	CCSS Connection	GLE and Sample Activity
Component 1.1 Develops motor skills and movement concepts as developmentally appropriate.	SL.9-10.4 Present information, findings and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	GLE 1.1.5 Applies understanding of movement concepts.  Students videotape a peer performing the tennis serve. Using a rubric and the video recording, students analyze movement concepts and evaluate performance in a clear and logical manner.

EALR, Essential Academic Learning Requirement (EALR 1)  
 CCSS, Common Core State Standards (SL.9-10.4)  
 SL, Speaking and Listening  
 GLE, Grade Level Expectations (GLE 1.1.5)



**Health and Fitness (Physical Education)  
Connections to Common Core State Standards (CCSS)  
High School**

**Connections to English Language Arts**

**EALR 1: The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition.**

<b>Component</b>	<b>CCSS Connection</b>	<b>Sample Activity</b>
Component 1.1 Develops motor skills and movement concepts as developmentally appropriate.	SL.9-10.4 Present information, findings and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	GLE 1.1.1 Applies complex motor skills and movement concepts to activities to enhance a physically active life.  Students use peer assessment strategies during motor skill practice or game play and provide specific positive feedback and critique in a clear, concise, and logical manner.
Component 1.1 Develops motor skills and movement concepts as developmentally appropriate.	SL.9-10.4 Present information, findings and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	GLE 1.1.5 Applies understanding of movement concepts.  Student video tapes a peer performing a motor skill. Using a rubric and the video recording, student analyzes movement concepts and evaluates performance in a clear and logical manner.
Component 1.2 Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.	W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	GLE 1.2.1 Applies how to perform activities and tasks safely and appropriately.  In pairs or small groups, students develop circuit cards that include sequential instructions/checklist, "coaching cues" or reminders, and pictures/diagrams for performing a resistance exercise that they

		have learned and used during a class circuit. Groups jigsaw with other members from neighboring groups to teach/learn new exercises and exchange feedback about each other's exercise cards.
Component 1.2 Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.	SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	GLE 1.2.2 Applies skills and strategies necessary for effective participation in physical activities.  Based on tactical strategies, player skill-levels, and team strengths/weaknesses, students collaborate in assigned teams to develop offensive plays that include roles for all team members, and offer options to emphasize each team member as the scorer.
Component 1.3 Understands the components of health-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.	WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.  SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on other's ideas and expressing their own clearly and persuasively.	GLE 1.3.1 Analyze the components of health-related fitness.  Student reads an article that compares various body composition measurement tools. Using a graphic organizer, student compares and contrasts the different measurement tools (e.g., reliability, cost, and effectiveness). Students discuss findings using a Socratic Seminar.
Component 1.3 Understands the components of health-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance	RST.9-10.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	GLE 1.3.2 Analyzes the progress of a personal health and fitness plan.  Student compares personal fitness data with healthy fitness standards and writes findings in a fitness journal. Student uses information from findings to develop health and fitness goals.
Component 1.4 Understands the components of skill-related fitness and interprets information from feedback, evaluation, and self-	SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues,	GLE 1.4.1 Applies the components of skill-related fitness to physical activity.  Using questioning strategies, have students

<p>assessment in order to improve performance.</p>	<p>building on other's ideas and expressing their own clearly and persuasively.</p>	<p>analyze skill-related fitness components as they relate to specific physical activities. For example, with a partner, think/pair/share and answer the following questions.</p> <ul style="list-style-type: none"> <li>• Can you describe three motor skills that require power?</li> <li>• Which skill-related fitness components did you use during today's activity?</li> <li>• What skill-related fitness component do you think is easiest for you?</li> <li>• What do you think has contributed to this?</li> </ul>
<p>Component 1.4 Understands the components of skill-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.</p>	<p>W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>GLE 1.4.2 Analyzes components of skill-related fitness as related to careers/occupations/recreation.</p> <p>Students identify and research two characteristics, facts, and requirements for two careers that they are interested in pursuing. Based on findings, students perform a needs analysis for each career to identify:</p> <ul style="list-style-type: none"> <li>• Educational/training requirements</li> <li>• Starting salary and average salary</li> <li>• Restrictions or special requirements (e.g., physical testing, skills tests, certification)</li> <li>• Physical demands or hazards</li> </ul> <p>Students then develop a plan to prepare for each career path that includes physical needs, requirements, and identification of current needs/goals.</p>
<p>Component 1.5 Understands relationship of nutrition and food nutrients to body composition and physical performance.</p>	<p>SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>RST.9-10.4 Translate quantitative or technical information expressed in words in a text into visual form</p>	<p>GLE 1.5.1 Analyzes the relationship of nutrition planning to physical performance and body composition.</p> <p>Students complete a 15-minute workout collecting and using their personal data to determine how many calories they are burning (e.g., treadmill or estimate activity caloric expenditure using conversion tables/equations or online resources). Students then select a</p>

	(e.g. table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	beverage, snack or single item from their lunch (e.g., 20 oz. cola or Snickers) and identify the total calories and servings from the item's nutrition label to calculate how long they will need to perform their selected activity in order to expend (burn) the calories from their item. Students present findings, reactions, and explain how their results impact or do not impact future choices to small groups or class.
Component 1.5 Understands relationship of nutrition and food nutrients to body composition and physical performance.	RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	GLE 1.5.2 Evaluates how nutritional requirements change.  When given a scenario depicting physical lifestyle changes, students identify possible effects on caloric intake vs. expenditure. Example: Julie is 40 years old and has been unable to exercise regularly due to a recent knee injury. What are two things that have an effect on Julie's caloric intake vs. expenditure and what are some strategies she can use in order to maintain a healthy weight?
Component 1.5 Understands relationship of nutrition and food nutrients to body composition and physical performance.	RST.9-10.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	GLE 1.5.3 Analyzes the effectiveness of various nutritional products.  Students collect weight loss and weight gain advertisements from magazines or on the internet. Students compare and contrast findings that support or contradict advertisements. Students create a poster to share findings.
Component 1.5 Understands relationship of nutrition and food nutrients to body composition and physical performance.	SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	GLE 1.5.4 Evaluates how healthy and unhealthy eating patterns impact the function of the body.  In small groups, each member collects individual personal data (or teacher created data) for identified fitness assessments and five-day nutrition logs. Groups tally "junk food"



	<p>RST.9-10.9  Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p>	<p>consumption for entire group and chart on a graph, each member's fitness and junk food consumption results in relationship to group's average total.</p> <ol style="list-style-type: none"> <li>1. Using graphs, groups analyze data to identify and explain relationships/trends (correlations) between junk food consumption and fitness performances.</li> <li>2. Groups present data, findings, and evidence to class.</li> </ol>
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## Connections to English Language Arts, Grade 9-10

**EALR 2: The student acquires the knowledge and skills necessary to maintain a healthy life: Recognizes dimensions of health, recognizes stages of growth and development, reduces health risks, and lives safely.**

Component	CCSS Connection	Sample Activity
<p>Component 2.1 Understands dimensions and indicators of health.</p>	<p>RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>GLE 2.1.1 Evaluates dimensions of health and relates to personal health behaviors.</p> <p>Student reads an article about the risk factors and causes of unhealthy behaviors (e.g., sedentary lifestyle, supersized portions and obesity).</p> <ol style="list-style-type: none"> <li>1. Student writes a summary detailing sedentary behaviors cited from the text.</li> <li>2. Student writes a personal reflection on own behaviors that are barriers to an active life style.</li> <li>3. Student creates a power point illustrating their findings.</li> </ol>
<p>Component 2.2 Understands stages of growth and development.</p>	<p>RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p>	<p>GLE 2.2.1 Analyzes the physiological and psychological changes throughout their lifetime.</p> <p>Students partner read and identify the central ideas related to metabolism and aging. Students provide an accurate summary of the text.</p>
<p>Component 2.2 Understands stages of growth and development.</p>	<p>W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>GLE 2.2.2 Understands how to maintain sexual health throughout life.</p> <p>Student researches a sexually transmitted disease and includes the following information:</p> <ul style="list-style-type: none"> <li>• Description</li> <li>• Signs and symptoms</li> <li>• Treatment options</li> <li>• Health risks</li> </ul>

		Student identifies preventative methods and clearly and accurately shares findings in a research paper.
Component 2.2 Understands stages of growth and development.	W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	GLE 2.2.3 Evaluates hereditary factors affecting growth, development, and health.  Student creates a family tree and includes lifestyle as well as hereditary information (health risk factors: high cholesterol, diabetes, cancer etc. and health habits: diet, physical activity, drugs, alcohol, tobacco, etc.). Student analyzes the information and evaluates how these factors could affect their development and health in the future then writes a reflection about their findings.
Component 2.3 Understands the concepts of prevention and control of disease.	W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	GLE 2.3.1 Analyzes personal health practices, and how they affect communicable diseases. GLE 2.3.2 Analyzes personal health practices, and how they affect non-communicable diseases.  Student researches a communicable or non-communicable disease (e.g., MRSA, Type 2 diabetes, etc.). Student uses the information from their research to develop a plan to reduce the incidence of the disease.
Component 2.3 Understands the concepts of prevention and control of disease.	W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	GLE.2.3.2 Analyzes personal health practices and how they affect non-communicable diseases.  Students research a non-communicable disease using at least three sources then

		create a brochure outlining causes, effects and prevention.
Component 2.4 Acquires skills to live safely and reduce health risks.	L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	GLE 2.4.1 Understands types of abuse and risky situations and how to respond appropriately and safely.  Students discuss safe and appropriate use of technology across various electronic mediums, e.g., email, text, social networks, etc.
Component 2.4 Acquires skills to live safely and reduce health risks.	RST.9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	GLE 2.4.2 Evaluates emergency situations, ways to prevent injuries, and demonstrates skills to respond appropriately and safely.  Students watch a multimedia presentation of a CPR or first aid scenario. Students then need to administer the appropriate CPR/first aid steps in the scenario.
Component 2.4 Acquires skills to live safely and reduce health risks.	W.9-10.6 Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	GLE 2.4.2 Evaluates emergency situations, ways to prevent injuries, and demonstrates skills to respond appropriately and safely.  Students create a first aid booklet for their home or car for emergency situations.
Component 2.4 Acquires skills to live safely and reduce health risks.	W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	GLE 2.4.3 Analyzes stress and how it relates to personal stress-management strategies.  Student creates and performs a skit on effective stress management techniques identifying the signs and symptoms of stress, coping strategies and community resources to access help.
Component 2.4 Acquires skills to live safely and reduce health risks.	W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	GLE.2.4.4 Creates personal stress-management strategies.  Student identifies stressors in their life and

		brainstorms ten personal stress management strategies. Student chooses five strategies and explains why this will personally help them.
Component 2.4 Acquires skills to live safely and reduce health risks.	SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	GLE 2.4.5 Analyzes the stages of addiction and dependency and the impact on the individual, family, and society.  Students discuss in groups the impact of addiction and/or dependency on individual, family, and community.
Component 2.4 Acquires skills to live safely and reduce health risks.	RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	GLE 2.4.6 Understands legal implications of drug, alcohol, and tobacco use  Given various drug/alcohol/tobacco use scenarios, students identify the related law and consequences for the situation.
Component 2.4 Acquires skills to live safely and reduce health risks.	SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	GLE 2.4.7 Analyzes various treatment options and recovery processes.  In small groups, students research three treatment options then discuss the pros and cons of each.

## Connections to English Language Arts, Grade 9-10

### EALR 3: The student analyzes and evaluates the impact of real-life influences on health.

Component	CCSS Connection	Sample Activity
<p>Component 3.1 Understands how family, culture, and environmental factors affect personal health.</p>	<p>RST.9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p>	<p>GLE 3.1.1 Analyzes how family and cultural diversity enriches and affects personal health behaviors.</p> <p>Student uses a family recipe and changes the ingredients to make it healthier. Student cooks the original recipe and the changed recipe and identifies the difference between the two then explains the healthy benefit.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Cut back on the amount of salt used</li> <li>• Substitute whipped butter for butter</li> <li>• Substitute sugar with honey</li> </ul>
<p>Component 3.1 Understands how family, culture, and environmental factors affect personal health.</p>	<p>SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p>GLE 3.1.2 Analyzes how environmental factors impact health.</p> <p>Organize a Socratic Seminar regarding specific environmental health issues.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Outsourcing/not drilling oil in North America</li> <li>• Oil spills</li> <li>• Hanford</li> <li>• Nuclear power</li> <li>• Building on fault lines</li> <li>• Mass transit</li> <li>• Recycling</li> </ul>
<p>Component 3.1 Understands how family, culture, and environmental factors affect personal health.</p>	<p>SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues,</p>	<p>GLE 3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices.</p>

	building on other's ideas and expressing their own clearly and persuasively.	Using teacher provided resources, students participate in a jigsaw activity focused on the environmental risks associated with different career pathway (e.g., firefighters and smoke inhalation, electrical workers and overuse injuries, and police and falls).
Component 3.2 Evaluates health and fitness information.	WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	GLE 3.2.1 Evaluates health and fitness information, products, and services.  Students evaluate three diet plans from a teacher-generated list then document the pros and cons in all three to determine the best option for long-term health benefits.
Component 3.2 Evaluates health and fitness information.	L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	GLE 3.2.2 Creates health and fitness messages in media.  Students advertise weekly/daily positive health and fitness messages via school announcements (video or intercom).
Component 3.3 Evaluates the impact of social skills on health.	W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	GLE 3.3.1 Analyzes conflict situations.  Students create a narrative for a skit on demonstrating effective conflict resolution skills.

## Connections to English Language Arts, Grade 9-10

### EALR 4: The student effectively analyzes personal information to develop individualized health and fitness plans.

Component	CCSS Connection	Sample Activity
<p>Component 4.1 Analyzes personal health and fitness habits.</p>	<p>WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>GLE 4.1.1 Analyzes daily health and fitness habits.</p> <p>Student maintains and completes a 3-day nutrition log and analyze their results compared to the recommended daily allowance (RDA) for the following:</p> <ul style="list-style-type: none"> <li>• Total servings per food group</li> <li>• Total calories</li> <li>• Amount of sugar, fats, sodium</li> </ul> <p>Student reflects on findings.</p>
<p>Component 4.1 Analyzes personal health and fitness habits.</p>	<p>WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following standard format for citation.</p>	<p>GLE 4.1.2 Analyzes career opportunities in health and fitness.</p> <p>In groups, students research careers related to health and fitness. Using jigsaw format, students share evidence/sources of the selected career. Individuals determine which career path most closely relates to their interests and writes a summary on their findings.</p>
<p>Component 4.2 Develops and monitors a health a fitness plan.</p>	<p>WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>GLE 4.2.1 Creates a plan and monitoring system using personal health, fitness, and nutrition, based on life and employment goals.</p> <p>Students navigate the process of personal fitness planning, implementation, and reflection. This process will include the following steps:</p> <ul style="list-style-type: none"> <li>• Analyze personal fitness and nutrition habits.</li> </ul>



		<ul style="list-style-type: none"> <li>• Develop goals of improvement in both areas</li> <li>• Develop a personalized fitness and nutrition plan that supports their goals of improvement.</li> <li>• Implement plan.</li> <li>• Write a reflection on the process including barriers faced and changes they would make to their plan.</li> </ul>
<p>Component 4.2 Develops and monitors a health a fitness plan.</p>	<p>SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p>GLE 4.2.2 Understands barriers to physical activity and healthy lifestyle.</p> <p>Students brainstorm barriers that could affect their progress toward personal fitness goals and discuss ways to overcome these barriers in order to develop a plan of action.</p>



## CURRENT TOP RESOURCES for CCSS implementation

### General:

EngageNY/ New York Materials for teachers and teams, videos of classroom application [www.engageny.org/teachers](http://www.engageny.org/teachers)

Achieve The Core Guidance and templates on how to begin implementing the shifts, assembled by the nonprofit Student Achievement Partners. [www.achievethecore.org](http://www.achievethecore.org)  
EduCore ASCD is supporting a free digital tool to assist educators ushering in changes and strategies for implementation of the Common Core State Standards.  
<http://educore.ascd.org/>

### For Health and Fitness:

Understanding the Literacy Standards for Physical Education: Video. The Physical Education Specialist from the Indiana Department of Education overviews the CCSS and provides guidance for PE teachers in the newly required Literacy Standards that are to be integrated with the Academic Standards for Physical Education. Indiana Department of Education. Duration: 11 min. 49 sec. <http://media.doe.in.gov/curriculum/2011-04-CommonCore-PE.html>

Common Core Resources for Physical Education: A [LiveBinder](#) of resources for Physical Education teachers to support Literacy Systems for students, by Mike Fisher.  
[http://www.livebinders.com/play/play\\_or\\_edit?id=241043](http://www.livebinders.com/play/play_or_edit?id=241043)

Transition to Common Core: Physical Education: Collections of teacher-created work for CCSS in Health and Physical Education.  
<https://transitiontocommoncore.wikispaces.hcpss.org/Physical+Education>

Disciplinary Literacy in Health Education: Examples of critical thinking, oral communication, reading and writing in the health education discipline. Wisconsin Department of Education. Jon Hisgen. <https://sites.google.com/a/dpi.wi.gov/disciplinary-literacy-in-health-education/>

Disciplinary Literacy in Physical Education: Cross-curricular connections in Physical Education and English/language arts to help students develop both literacy and physical competence. Wisconsin Department of Education. Jon Hisgen. <https://sites.google.com/a/dpi.wi.gov/disciplinary-literacy-in-physical-education/>

### For Mathematics:

Inside Mathematics: Video excerpts of mathematics lessons correlated with the practice standards, resources on content standards alignment, and videos of exemplary lessons in both elementary and secondary settings. [www.insidemathematics.org](http://www.insidemathematics.org)

Illustrative Mathematics: Guidance to states, assessment consortia, testing companies, and curriculum developers by illustrating the range and types of mathematical work that students experience in a faithful implementation of the Common Core State Standards.  
[www.illustrativemathematics.org](http://www.illustrativemathematics.org)

Progressions Documents for the Common Core Math Standards: Narrative documents describing the progression of a topic across a number of grade levels.  
[Http://math.arizona.edu/~ime/progressions/](http://math.arizona.edu/~ime/progressions/)

Publishers Criteria for Mathematics: Provides criteria for aligned materials to CCSS. Based on the two major evidence-based design principles of the CCSSM, focus and coherence, the document intends to guide the work of publishers and curriculum developers, as well as states and school districts, as they design, evaluate, and select materials or revise existing materials. [www.corestandards.org/resources](http://www.corestandards.org/resources)

**For English Language Arts:**

Kansas Department of Ed: Collections of teacher-created work for CCSS in the classroom [www.ksde.org](http://www.ksde.org)

Literacy Design Collaborative (LDC) : Focuses on secondary with an eye to cross-content integration. The LDC work can also inform all ELA teachers as we move to more comprehensive literacy teaching. [www.literacydesigncollaborative.org](http://www.literacydesigncollaborative.org)

National Council of Teachers of English is convening multiple experts and partners to provide teachers with comprehensive supports for English Language Arts and professional collaborative learning. Stay tuned – more coming this fall!  
[www.ncte.org/standards/commoncore](http://www.ncte.org/standards/commoncore)

Publishers Criteria K-2 and Publishers' Criteria 3-12: Provides criteria for aligned ELA materials to CCSS. The documents intend to guide the work of publishers and curriculum developers, as well as states and school districts, as they design, evaluate, and select materials or revise existing materials. [www.corestandards.org/resources](http://www.corestandards.org/resources)

## Effective Teaching Strategies

[Anticipation Guide](#)  
[Assigned Questions](#)  
[Author's Chair](#)

[Balanced Literacy](#)  
[Book Talks](#)  
[Brainstorming](#)

[Case Studies](#)  
[Categorizing](#)  
Classroom Conversations  
[Cloze Procedure](#)  
Clustering  
[Compare & Contrast](#)  
[Computer Assisted Instruction](#)  
[Concept Attainment](#)  
[Concept Formation](#)  
[Concept Maps](#)  
Conducting Experiments  
[Cooperative Learning](#)  
Creative Problem Solving

[Debates](#)  
Decision-making Process  
Demonstrations  
[Didactic Questions](#)  
[Discussion](#)  
[Drill & Practice](#)

Essays  
Experience Charts  
[Explicit Teaching](#)  
Expository, Narrative & Persuasive Writing

Field Observations  
[Field Trips](#)  
[Focused Imaging](#)

Games  
[Graphic Organizers](#) Venn  
Diagrams  
[Guided & Assisted Reading](#)  
Guided & Assisted  
Retellings  
[Guided Reading & Thinking](#)

Heterogeneous Grouping  
Homogeneous Grouping

Independent Research  
[Inquiry](#)  
Instructional Groups  
[Interdisciplinary Approach](#)  
Interviewing

[Jigsaw](#)  
[Journal Writing](#)

Laboratory Groups  
Learning Activity Packages  
Learning Centers  
[Learning Contracts](#)  
[Learning Logs](#)  
[Lecture](#)  
Listen & Visualize  
Literacy Centred Instruction  
Literature Based Instruction  
[Literature Circles](#)

[Mind Mapping](#)  
Mini Lessons  
Miscue Analysis  
Model Building  
Modes of Reading  
Multiple Intelligence

Narrated Reading  
[Narratives](#)  
Needs-based Grouping  
Novel Studies

[Oratory, Public Speaking and Speech Writing](#)

Panels  
[Peer Partner Learning](#)  
[Picture Books and Illustrator Studies](#)  
[Picture Word Inductive Model \(PWIM\)](#)  
[Probable Passage](#)  
[Problem Solving](#)

QARs  
Questioning Levels  
Questioning Techniques

[RAFT](#)  
Read Aloud  
[Reading for Meaning](#)  
Read & Paraphrase  
Read & Respond  
Read, Pause & Reflect  
[Readers' Theater](#)  
Reciprocal Reading  
[Reflective Discussion](#)  
Reports  
[Research Projects](#)  
[Response Journal](#)  
[Role Playing](#)  
Running Record

[Scaffolding](#)  
[Science Fairs](#)  
[Science Olympics](#)  
[Self Monitoring Strategies](#)  
[Simulations](#)  
SQ3R  
Sociograms in Literature  
[Story Mapping](#)  
Storytelling  
[Structured Controversy](#)  
[Structured Overview](#)  
Study Groups  
Surveys

Talking Circles  
Team Teaching/Modeling of Instruction  
Think Alouds  
[Think, Pair, Share](#)  
Thinking Strategies  
Tutorial Groups

[Visual Imaging](#)

[Webbing](#)  
[WebQuests](#)  
[Word Walls](#)  
Working with Words  
[Writing to Inform](#)  
Write Aloud  
Writer's Workshop  
Writing Conferences  
Writing Process

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### ***Health and Fitness Connections Team***

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#### **Elementary**

**Patricia Jean (PJ) Jarvis**  
Central Valley School District

**Debbie Lindgren**  
Bremerton School District

**Mike Marsh**  
Franklin Pierce School District

**Susan Sellers**  
Edmonds School District

#### **Middle School**

**Sally Dieringer**  
Wenatchee School District

**Shelly Ellis**  
Seattle Public Schools

**Sara Saverud**  
Tahoma School District

#### **High School**

**Cece Badda**  
Easton School District

**Jeana Haag**  
Tahoma School District

**Kimberly Jackson**  
Franklin Pierce School District

**Jennifer Peterson**  
Seattle Public Schools

Lori Dunn, Pre K–12 Physical Education and Health Literacy Program Manager  
Gayle See, Executive Director, Washington Alliance for Health, Physical Education, Recreation and Dance

### **Office of Superintendent of Public Instruction**

Lisa Rakoz, Health and Fitness Program Supervisor

For more information about the contents of this document, please contact the Program Supervisor for Health and Fitness Education.

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