

2013

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 3

# TABLE OF CONTENTS

Introduction.....	1
Chart for Common Core State Standards, Elementary.....	3
Chart for Common Core State Standards, Secondary.....	4
How to Read the English Language Arts Common Core State Standards.....	5
How to Read Math Common Core State Standards.....	6
Sample Connection, Contact Information for Elementary.....	7
Sample Connection, Contact Information for Middle School.....	8
Sample Connection, Contact Information for High School.....	9
Health and Fitness Connections to English Language Arts.....	10
Health and Fitness Connections to Mathematics.....	17
Current Top Resources for Common Core State Standards Implementation.....	25
Effective Teaching Strategies.....	27
Acknowledgments.....	28

## Common Core State Standards

### Introduction

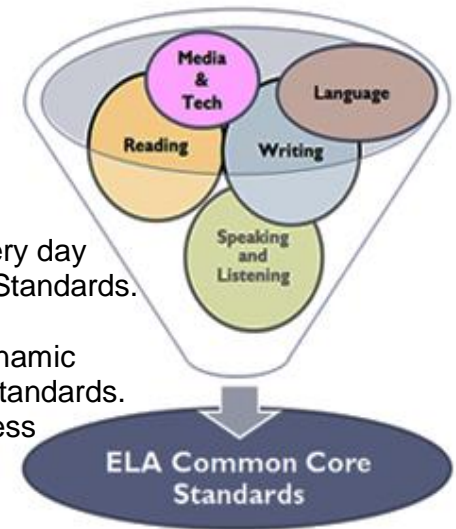
Common Core is a real-world approach to learning and teaching. Developed by education experts from 45 states, these K-12 learning standards go deeper into key concepts in English Language Arts (ELA) and Mathematics. The standards require a practical, real-life application of knowledge that prepares Washington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

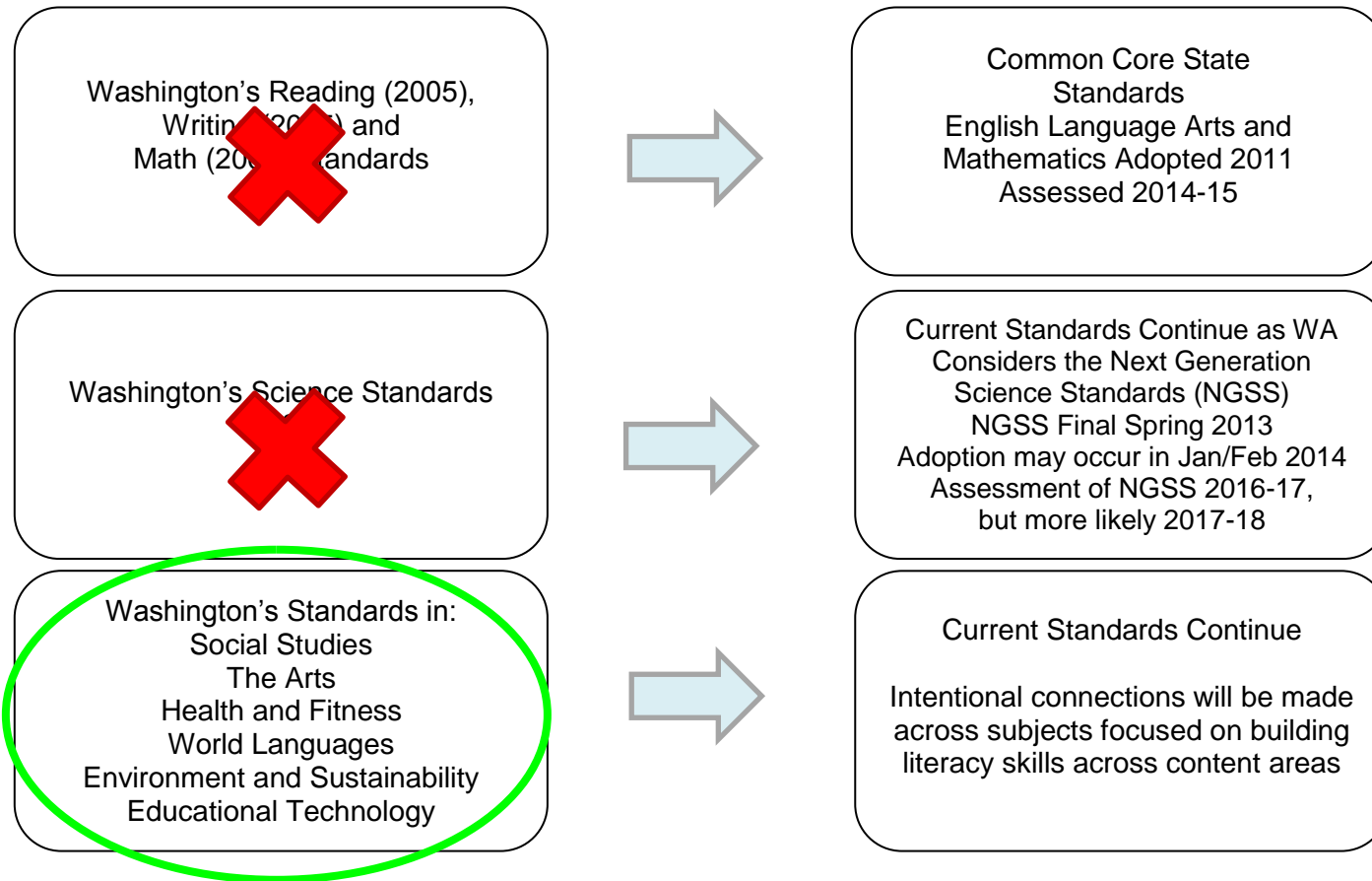
Using these four strands and the Mathematics Common Core Standards, there is a new and dynamic opportunity to connect the Health and Fitness Learning Standards to the Common Core State Standards. See sample connections on pages 7-9. There may not be connections to every Health and Fitness Essential Academic 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.

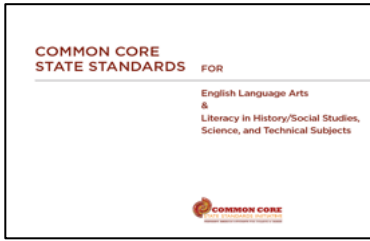
<b>Elementary Page Number</b>	<b>Standard Type</b>
Pg. 11	RL = Reading Standards for Literature
Pg. 13	RI = Reading Standards for Informational Text
Pg. 15	RF = Reading Standards: Foundational Skills
Pg. 19	W = Writing Standards
Pg. 23	SL = Speaking and Listening
Pg. 26	L = Language Standards

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

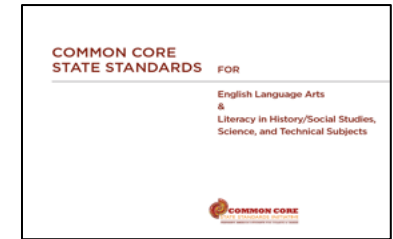
## Middle School/High School

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>		
1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2.	Determine a central idea of a text and how it is introduced and developed; provide a summary of the text that distinguishes it from personal opinions or judgments.	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.	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.
3.	Analyze in detail how a key individual, event, or idea is introduced, contrasted, and elaborated in a text (e.g., through comparisons or anecdotes).	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).	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
	<b>Craft and Structure</b>		
4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	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.	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.
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.	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.	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.
6.	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	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.	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.
	<b>Integration of Knowledge and Ideas</b>		
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.	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).	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
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.	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.	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.
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).	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.	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.
	<b>Range of Reading and Level of Text Complexity</b>		
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.	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.	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.

ENGLISH LANGUAGE ARTS | READING: INFORMATIONAL TEXT

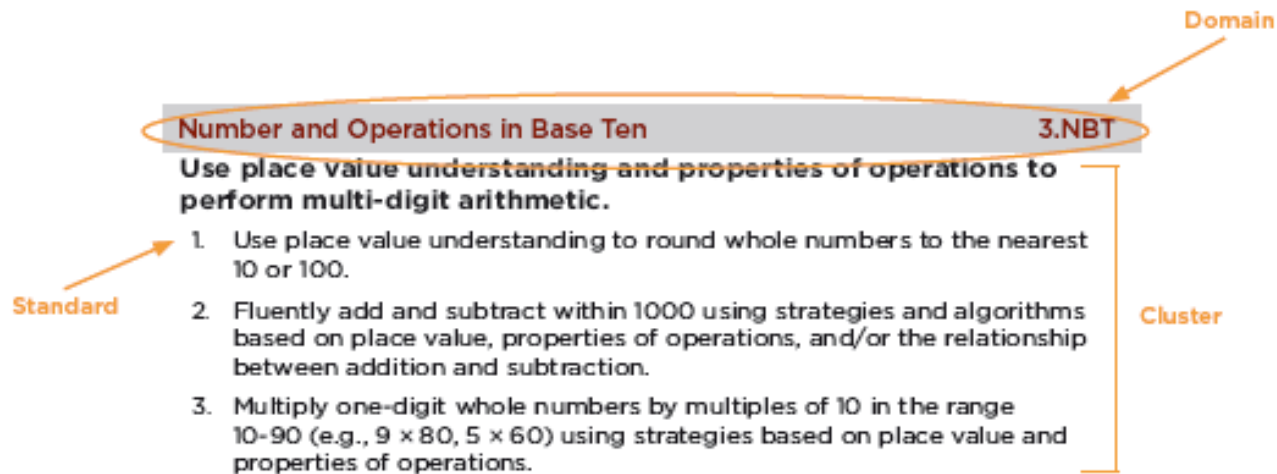
39 | 6-12

RI

# 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)  
Grade 3**

**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>GLE and Sample Activities</b>
Component 1.1 Develops motor skills and movement concepts as developmentally appropriate.	SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	GLE 1.1.1 Applies locomotor, non-locomotor, manipulative, balance, and rhythmic skills in traditional and non-traditional activities that contribute to movement proficiency.  Students in small groups create a 3 step movement pattern and share it with peers, for example, in a dance routine.
Component 1.2 Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate and physical activities.	RIT.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.	GLE 1.2.1 Applies safety rules and procedures in a variety of physical activities necessary to maintain a safe-learning environment.  Using cue cards with diagrams and text, identify the safety procedures for participating in station activities.
Component 1.3 Understands the components of health-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.	W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	GLE 1.3.1 Applies components of health-related fitness.  Student writes a personal health plan based on the components of health-related fitness by setting goals to improve their fitness assessment scores.

<b>Component</b>	<b>CCSS Connection</b>	<b>GLE and Sample Activities</b>
<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.3.10 Write routinely over extended time frames (time for research, 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.</p>	<p>GLE 1.4.1 Applies components of skill-related fitness.</p> <p>While working on a short jump rope skill <i>Basic Jump</i> and applying a skill-related fitness concept (e.g., balance), students record their consecutive number of jumps on a teacher-created activity log. After receiving individualized feedback, for example, land softly on the balls of feet, the students practice, re-assess skill, and record progress on activity logs. Students continue practicing, receiving feedback, and recording progress over an extended time frame.</p>
<p>Component 1.5 Understands the relationship of nutrition and food nutrients to body composition and physical performance.</p>	<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>GLE 1.5.1 Understands how the body's function and composition are affected by food consumption.</p> <p>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.</p>

## Connections to English Language Arts, Grade 3

### 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	GLE and Sample Activities
<p>Component 2.1 Understands foundations of health.</p>	<p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p>GLE 2.1.1 Understands dimensions and indicators of health.</p> <p>Taggers attempt to tag other students. When another student is tagged, they state three healthy choices. For example, <i>eat healthy, don't smoke, and exercise every day</i>. The tagged student then becomes the tagger.</p>
<p>Component 2.2 Understands stages of growth and development.</p>	<p>RF.3.3.a Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p>	<p>GLE 2.2.1 Understands the structure and function of body systems.</p> <p>Students are introduced to muscle names, structure (bi = two, tri = three), and function through the use of poetry and movement. For example, "biceps, biceps, bend my arm, triceps, triceps, straighten my arm." Students participate in a chase and flee game, similar to <i>Crows and Cranes</i>. At the beginning of every round, each team calls out their line from the above poem. The teacher rolls dice, odds are biceps, evens are triceps. The number rolled chases and tags the opposing muscle. Students tagged join other team.</p>

<b>Component</b>	<b>CCSS Connection</b>	<b>GLE and Sample Activities</b>
<p>Component 2.3 Understands the concepts of prevention and control of disease.</p>	<p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p>GLE 2.3.1 Understands how to prevent or reduce the risk of contracting a communicable disease.</p> <p>Teacher selects three taggers that represent germs who carry a soft tagging implement (e.g., a noodle, or Nerf ball). When tagger approaches, students can avoid being tagged by demonstrating a preventative behavior step before being tagged. For example, <i>washing hands, covering the mouth when coughing, getting enough sleep</i>, etc. If tagged, the student becomes an additional tagger, representing the concept of contracting a communicable disease.</p>
<p>Component 2.4 Acquires skills to live safely and reduce health risks.</p>	<p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>GLE 2.4.1 Understands abusive and risky situations and illustrates safe behaviors to prevent injury to self and others at home, school, and in the community.</p> <p>At the conclusion of a basketball activity, students will debrief basketball safety, recounting appropriate examples of safe play in a think-pair-share format.</p>



## Connections to English Language Arts, Grade 3

### EALR 3

The student analyzes and evaluates the impact of real-life influences on health.

Component	CCSS Connection	GLE and Sample Activities
<p>Component 3.1 Understands how family, culture, and environmental factors affect personal health.</p>	<p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p>GLE 3.1.2 Understands how family factors affect health.</p> <p>After playing <i>Clean Your Room</i>, (throwing, kicking, or rolling objects to clear space/clean room), students discuss the impact of environmental factors (garbage, air pollution, etc.) on personal, family, and community health.</p>
<p>Component 3.2 Evaluates health and fitness information.</p>	<p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	<p>GLE 3.2.2 Analyzes health and fitness messages in the media.</p> <p>Students move around the gym with a variety of movement patterns. When the music stops, the teacher reads a health and fitness message. On the command <i>myth</i> or <i>fact</i>, students respond by performing a specific movement pattern. For example, students complete push-ups for <i>myth</i> or jumping jacks for <i>fact</i>.</p>
<p>Component 3.3 Evaluates the impact of social skills on health.</p>	<p>SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>GLE 3.3.1 Understands necessary social skills to promote health and safety.</p> <p>Students are asked to provide specific and detailed feedback and reinforcement to evaluate their partner's performance on a fitness assessment item For example, during the FitnessGram PACER assessment, partner says, "You're doing a nice job pacing and stepping on the line right at the beep."</p>

<b>Component</b>	<b>CCSS Connection</b>	<b>GLE and Sample Activities</b>
<p>Component 3.4 Understands the impact of emotions on health.</p>	<p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly. d. Explain their own ideas and understanding in light of the discussion.</p>	<p>GLE 3.4.1 Understands emotions and how they affect self and others.</p> <p>Following participation in a team building/cooperative game activity, students engage effectively in small groups on how to deal with different emotions. For example, students express their own ideas of how to demonstrate self-control when angry, frustrated, or excited.</p>
<p>Component 3.5 Applies decision-making skills related to the promotion of health.</p>	<p>SL 1.b Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>GLE 3.5.1 Applies decision-making skills.</p> <p>Students use the conflict resolution strategy <i>Rock, Paper, Scissors</i> in a variety of situations.</p>

## Connections to English Language Arts, Grade 3

### EALR 4

The student effectively analyzes personal information to develop individualized health and fitness plans.

Component	CCSS Connection	GLE and Sample Activities
Component 4.1 Analyzes personal health and fitness information.	RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (for example, comparison, cause/effect, first/second/third in a sequence).	GLE 4.1.1 Understands daily health and fitness habits.  Following the long jump rope game, <i>Cat and Mouse</i> , students use information from posters to describe the logical connection between continuous running and an increased heart rate with the health-related fitness component of cardio-respiratory endurance.
Component 4.2 Develops and monitors a health and fitness plan.	W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	GLE 4.2.1 Applies goals for improving health and fitness practices.  Using pretest fitness scores, students goal set, make an improvement plan, journal daily activities, and then complete a post test to determine progress toward their goal.



**Health and Fitness (Physical Education)  
Connections to Common Core State Standards (CCSS)  
Grade 3**

**Connections to Math**

**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>GLE and Sample Activities</b>
Component 1.1 Develops motor skills and movement concepts as developmentally appropriate	3. NF.3.3.a Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	GLE 1.1.1 Applies locomotor, non-locomotor, manipulative, balance, and rhythmic skills in traditional and non-traditional activities that contribute to movement proficiency.  Demonstrates manipulative skills while moving/traveling Students dribble a basketball from the baseline to $\frac{1}{2}$ court. Students then dribble from $\frac{1}{2}$ court to the far baseline recognizing that $\frac{1}{2} + \frac{1}{2} = \frac{2}{2}$ or one whole.
Component 1.2 Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate and physical activities.	3.OA.3.1 Interpret products of whole numbers, For example, interpret $5 \times 7$ as the total number of objects in 5 groups of 7 objects each.	GLE 1.2.3 Understands strategies necessary for effective participation in physical activities.  When playing in any scoring game, when goal is scored, the number of points awarded is determined by the product of two rolled dice.

<b>Component</b>	<b>CCSS Connection</b>	<b>GLE and Sample Activities</b>
<p>Component 1.3 Understands the components of Health-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.</p>	<p>3. MD.3.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.</p>	<p>GLE 1.3.1 Applies components of health-related fitness.  Classifies fitness assessments to corresponding components of health-related fitness. Students complete a bar graph representing performance data of a fitness component assessment (For example, number of Pacer laps on a cardio respiratory endurance graph).</p>
<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>3.MD.3.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.</p>	<p>GLE 1.4.1 Applies components of skill-related fitness.  To help students understand that power can increase jumping distance, a student performs standing long jump. Using a rubric for a two foot jump to increase the skill related fitness component of power (distance jumped), a partner assesses critical attributes to help jumper improve performance over repeated jumps. Partner collects and graphs measurement data after each jump.</p>
<p>Component 1.5 Understands the relationship of nutrition and food nutrients to body composition and physical performance.</p>	<p>3.NBT.3.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction</p>	<p>GLE 1.5.1 Understands how the body's function and composition are affected by food consumption.  Students move, collect, and add total calories from food fact labels while creating a balanced meal on a plate (MyPlate.gov). Discuss how calorie consumption will result in more or less energy for activity.</p>

## Connections to Math, Grade 3

### 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	GLE and Sample Activities
<p>Component 2.1 Understands foundations of health.</p>	<p>3.MD.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i></p>	<p>GLE 2.1.1 Understands dimensions and indicators of health.  Students keep a log and draw a scaled bar graph of personal health behaviors (For example, food journal, sleep log, activity log). Students compare their results to healthy standards and solve one- and two-step “how many more” and “how many less” problems using information presented in their scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph represents one hour of sleep.</i></p>
<p>Component 2.2 Understands stages of growth and development.</p>	<p>3.G.1 Understand that shapes in different categories (For example, rhombuses, rectangles, and others) may share attributes (For example, having four sides), and that the shared attributes can define a larger category (For example, quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p>	<p>GLE 2.2.1 Understands the structure and function of body systems.  Describes major muscles and their role in movement. When teaching a wall sit exercise, the quadricep muscles are supporting body weight. The teacher helps students make connections between the shared attributes of right angles in squares and rectangles and proper form in a wall sit exercise (For example, both knee and hip joints should be right angles as opposed to acute and obtuse angles).</p>

<b>Component</b>	<b>CCSS Connection</b>	<b>GLE and Sample Activities</b>
<p>Component 2.3 Understands the concepts of prevention and control of disease.</p>	<p>3.NF.1 Understand a fraction <math>1/b</math> as the quantity formed by 1 part when a whole is partitioned into <math>b</math> equal parts; understand a fraction <math>a/b</math> as the quantity formed by <math>a</math> parts of size <math>1/b</math>.</p>	<p>GLE 2.3.2 Understands how to prevent or reduce the risks of non-communicable disease.</p> <p>“Flu Season Tag” Round one One tagger represents an unhealthy habit (For example, not washing hands), after approximately one minute of play, count the number of students tagged. Ex. Out of 24 students, three were tagged or <math>\frac{1}{8}</math> were infected with the disease. Round 2 Two taggers represent two different unhealthy habits (For example, not washing hands and not getting enough sleep). Ex. Out of 24 students, 12 students were tagged or <math>\frac{1}{2}</math> students were infected with the disease. Continue additional rounds adding an unhealthy habit each time.</p>
<p>Component 2.4 Acquires skills to live safely and reduce health risks.</p>	<p>3.MD.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, For example, by representing the problem on a number line diagram</p>	<p>GLE 2.4.3 Understands positive and negative effects of stress and stress management techniques.</p> <p>Understands positive and negative effects of stress and stress management techniques. One minute self-timed closure activity Timing themselves using the second hand on an analogue clock, students individually engage in stress reducing techniques (For example, slow deep breathing, focusing on a positive event or experience, exercise). Student writes start time, end time, and chosen stress management technique on an exit slip.</p>




## Connections to Math, Grade 3

### EALR 3

The student analyzes and evaluates the impact of real-life influences on health.

Component	CCSS Connection	GLE and Sample Activities
<p>Component 3.1 Understands how family, culture, and environmental factors affect personal health.</p>	<p>3.NF.1 Understand a fraction <math>1/b</math> as the quantity formed by 1 part when a whole is partitioned into <math>b</math> equal parts; understand a fraction <math>a/b</math> as the quantity formed by <math>a</math> parts of size <math>1/b</math>.</p>	<p>GLE 3.1.1 Understands how family factors affect health.</p> <p>Understands how family factors affect health. Body composition is affected by family, culture, and environmental factors “Body Composition Balance” (e.g., invasion games like “Cookie Jar”) Divide the class into four teams. Each team has a hula hoop (body) in a corner of the gym. Each hula hoop contains poly spots (fat) and bean bags (lean body mass, e.g., bones, muscle, organs). On teacher’s signal, students run to different hula hoops exchanging bean bags and poly spots with the goal of achieving a healthy body composition → one poly spot (fat) to three to four bean bags (lean body mass) representing fractions of <math>\frac{1}{4}</math> or <math>\frac{1}{5}</math>. Class discusses how family, culture, and environmental factors affect body composition.</p>

Component	CCSS Connection	GLE and Sample Activities
<p>Component 3.2 Evaluates health and fitness information.</p>	<p>3.MD.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i></p>	<p>GLE 3.2.2 Analyzes reliable sources of health and fitness information.</p> <p>Analyzes health and fitness messages in the media.</p> <ul style="list-style-type: none"> <li>• Compares and contrasts health and fitness information.</li> </ul> <p>Students draw a scaled bar graph to represent a data set of sugar content in three different sizes of soda (Coca-Cola). Students solve one- and two-step “how many more” and “how many less” problems using information presented in their scaled bar graphs.</p> 

<b>Component</b>	<b>CCSS Connection</b>	<b>GLE and Sample Activities</b>
<p>Component 3.3 Evaluates the impact of social skills on health.</p> <p>Component 3.4 Understands the impact of emotions on health.</p> <p>Component 3.5 Applies decision-making skills related to the promotion of health.</p>	<p>3.MD.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, For example, by representing the problem on a number line diagram</p>	<p>GLE 3.3.1 Understands necessary social skills to promote health and safety.</p> <p>GLE 3.4.1 Understands emotions and how they affect self and others.</p> <p>GLE 3.5.1 Applies decision-making skills.</p> <p>One minute self-timed closure activity Timing themselves using the second hand on an analogue clock, students individually engage in pair-share activities (For example, respectful ways to communicate, attitudes can lead to bullying, and steps for conflict resolution). Student writes start time, end time, and one chosen technique discussed during pair-share on an exit slip.</p>

## Connections to Math, Grade 3

### EALR 4

The student effectively analyzes personal information to develop individualized health and fitness plans.

<b>Component</b>	<b>CCSS Connection</b>	<b>GLE and Sample Activities</b>
Component 4.1 Analyzes personal health and fitness information.	3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.	GLE 4.1.1 Understands daily health and fitness habits.  Understands daily health and fitness habits. Students record pedometer steps on a step log and round steps to the nearest 10 or 100.
Component 4.2 Develops and monitors a health and fitness plan.	3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	GLE 4.2.1 Applies goals for improving health and fitness practices.  Uses a basic fitness log, portfolio, or journal to record physical activity. Students record pedometer steps on a step log and add weekly step totals. Next week their goal is to get more steps.

## 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

## Acknowledgments

Sincere appreciation is extended to the members of the Health and Fitness Connections Team for their time, expertise, and commitment to ensuring that all students in Washington achieve a quality education in health and fitness.

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

---

#### **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.

*This publication was supported by Cooperative Agreement Award No. DP08-801 5U87DP001264 from the Centers for Disease Control and Prevention (CDC). Its contents are solely the responsibility of the authors and do not necessarily represent the official views of CDC.*

*OSPI provides equal access to all programs and services without discrimination based on sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. Questions and complaints of alleged discrimination should be directed to the Equity and Civil Rights Director at (360) 725-6162 or P.O. Box 47200 Olympia, WA 98504-7200.*