

## **Elementary PE Common Core K-1**

### **Motor Skills**

#### **By the end of 1st grade**

Recognize locomotor movements

Recognize locomotor movements by performing such skills as: walk, skip, run, jog, gallop, slide sideways.

Recognize various motor skills such as: kick, throw, volley

Recognize various motor skills by performing skills such as: overhand throw, underhand throw, and strike.

### ***Reading/Literacy/ELA Common Core***

#### **By the end of 1st grade**

Identify differences between a variety of movement forms.

Describe the relationship between illustrations and the text in which they appear. (#7). Reading Standards for Informational

Recognize the difference between a variety of throws.

Identify basic similarities in and differences between two texts on the same topic. (#9). Reading Standards for Informational Text/

(Academic Vocab.) I can read or recognize the difference between a variety of locomotor skills such as: walk, skip, run, gallop, jog, and

Literacy Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade reading and content. (#4). Reading Standard for Vocabulary Acquisition and Use.

### ***Writing Literacy/ELA Common Core***

#### **By the end of 1st grade**

Recall the basic motor skills vocabulary.

With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. (#5). Speaking and Listening Standards for Vocabulary Acquisition and Use.

Recall the basic instructional cues for throwing skills.

With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. (#5). Speaking and Listening Standards for Vocabulary Acquisition and Use.

List instructional cues in sequential order for hand dribbling.

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

(#3) Writing Standard Text/Type & Purposes #3.

(Academic Vocab.) I can explain the difference between overhand/underhand throwing cues.

Literacy Standard: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. (#5). Speaking and Listening Standards for Vocabulary Acquisition and Use.

### **Fitness**

#### **By the end of 1st grade**

Recognize the difference between fitness activities .

Recognize physical fitness vocabulary such as: push ups, curl ups

Explain why physical activity is important.

### ***Reading/Literacy/ELA Common Core***

#### **By the end of 1st grade**

Identify fitness activities

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade reading and content. (#4). Reading Standard for Vocabulary Acquisition and Use.

Identify fitness activities that help strengthen major muscle groups.

Identify basic similarities in and differences between two texts on the same topic. (#9). Reading Standards for Informational Text/

(Academic Vocab.) I can identify personal fitness level.

Literacy Standard: Identify basic similarities in and differences between two texts on the same topic. (#9). Reading Standards for Informational Text/ Integration of Knowledge and Ideas #7

### ***Writing Literacy/ELA Common Core***

#### **By the end of 1st grade**

Describe active play.

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (#4). Speaking and Listening Standards/Presentation of Knowledge and Ideas #4.

Explain fitness levels in regards to activity poster.

Use words and phrases acquired through conversations, reading, being read to and responding to texts, including frequently occurring conjunctions to signal simple relationships. (#6). Speaking and Listening Standards for Vocabulary Acquisition and Use.

### **Communication & Learning**

#### **By the end of 1st grade**

Follow agreed upon rules for taught activity

Recognize and respond to verbal cues and follow directions for taught activities.

Recognize learning concepts such as: sportsmanship, teamwork, and cooperation

### ***Reading/Literacy/ELA Common Core***

#### **By the end of 1st grade**

Recall key details of a game/activity.

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (#4) Reading Standard for Informational

Identify sportsmanlike and unsportsmanlike behaviors.

Identify basic similarities in and differences between two texts on the same topic. (#9). Reading Standards for Informational Text/

(Academic Vocab): I can identify characteristics of good sportsmanship.

Literacy Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade reading and content. (#4). Reading Standard for Vocabulary Acquisition and Use.

### ***Writing Literacy/ELA Common Core***

#### **By the end of 1st grade**

Explain the importance of rules for a game or activity.

Participate in collaborative conversations with diverse partners about grade level topics and texts with peers and adults in small and larger groups. (#1). Speaking and Listening Standards/Comprehension and Collaboration

Describe characteristics of good sportsmanship.

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (#4). Speaking and Listening Standards/Presentation of Knowledge and Ideas #4.

(Academic Vocab). I can recall characteristics of good sportsmanship.

Literacy Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.(#1)

Language Standards for Conventions of Standard English.

(Academic Vocab). I can explain key details of a game or activity.

Literacy Standard: Use words and phrases acquired through conversations, reading, being read to and responding to texts, including frequently occurring conjunctions to signal simple relationships. (#6). Speaking and Listening Standards for Vocabulary Acquisition and

### **Healthy Lifestyles**

#### **By the end of 1st grade**

Recognize health enhancing behaviors

Identify health enhancing vocabulary such as: exercise, nutrition, and sleep.

### ***Reading/Literacy/ELA Common Core***

### **By the end of 1st grade**

Recognize the difference between healthy and unhealthy choices.

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (#4) Reading Standard for Informational

Recognize that play makes people strong and healthy.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade reading and content. (#4). Reading Standard for Vocabulary Acquisition and Use.

Identify health enhancing activities.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade reading and content. (#4). Reading Standard for Vocabulary Acquisition and Use.

(Academic Vocab.) I can read or recognize heart healthy behaviors.

Literacy Standard: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (#4) Reading Standard for Informational Text/Craft & Structure #4

(Academic Vocab.) I can read or recognize the value of exercise, nutrition, and sleep.

Literacy Standard: Identify basic similarities in and differences between two texts on the same topic. (#9). Reading Standards for Informational Text/ Integration of Knowledge and Ideas #7

### ***Writing Literacy/ELA Common Core***

#### **By the end of 1st grade**

Explain factors that make people healthy.

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (#4). Speaking and Listening Standards/Presentation of Knowledge and Ideas #4.

List food groups that can be found on Myplate.

With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. (#5). Speaking and Listening Standards for Vocabulary Acquisition and Use. (#5a).

(Academic Vocab.) I can recall heart healthy behaviors.

Literacy Standard: Participate in collaborative conversations with diverse partners about grade level topics and texts with peers and adults in small and larger groups. (#1). Speaking and Listening Standards/Comprehension and Collaboration

### **Structures and Functions**

#### **By the end of 1st grade**

Identify large muscle groups of the body.

Recognize some of the vocabulary such as: core muscles, skeleton, and pulse.

Show the location of the heart and lungs

### ***Reading/Literacy/ELA Common Core***

#### **By the end of 1st grade**

Recognize the difference between bones and muscles.

Identify basic similarities in and differences between two texts on the same topic. (#9). Reading Standards for Informational Text/

Identify common muscles and bones.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade reading and content. (#4). Reading Standard for Vocabulary Acquisition and Use.

(Academic Vocab.) I can recognize the difference between bones, muscles, and heart beat.

Literacy Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade reading and content. (#4). Reading Standard for Vocabulary Acquisition and Use.

(Academic Vocab.) I can read or identify three major bones on a skeleton.

Literacy Standard: Describe the relationship between illustrations and the text in which they appear. (#7). Reading Standards for Informational Text/Integration of Knowledge and Ideas

(Academic Vocab.) I can read or identify three muscle groups of the human body.

Literacy Standard: Describe the relationship between illustrations and the text in which they appear. (#7). Reading Standards for Informational Text/Integration of Knowledge and Ideas

## ***Writing Literacy/ELA Common Core***

### **By the end of 1st grade**

List activities that increase the heart rate.

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (#4). Speaking and Listening Standards/Presentation of Knowledge and Ideas #4.

List three bones labeled on a skeleton.

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (#4). Speaking and Listening Standards/Presentation of Knowledge and Ideas #4.

Explain the location of the heart and lungs.

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (#4). Speaking and Listening Standards/Presentation of Knowledge and Ideas #4.

## PE General Vocabulary

clockwise, close, close to, control, curved, directions, down, far, forward, front, general space, high, large, left, low, middle, movement, near, pathways, right, self-space, small, straight, up, zigzag, bound, fast, flow, force, free, light, slow, strong, sudden, sustained, time, alone, along, alongside, around, behind, contrast, far, following, groups, in front of, leading, left, matching, meeting, mirroring, narrow, near, off, on, over, parting, partners, right, round, solo, surrounding, through, twisted, under, wide, with objects, chasing, dodging, fleeing, galloping, hopping, running, skipping, sliding, traveling, leaping, walking, jogging, bend, twist, sway, stretch, pull, push, catching, collecting, dribbling, equipment, kicking, punting, rolling, sideways,

# Elementary Common Core

## **Motor Skills**

By the End of 5th grade

Recognize locomotor movements

Recognize locomotor movements by performing skills such as: walk, run, skip, slide sideways

(I can statement) I can recognize various types of kicks.

Recognize various kicks by performing skills such as: punt/drop kick, and place kick.

Identify balance movements

Identify balance movements by performing such skills as: scale, athletic stance, landing etc.

## *Reading/Literacy/ELA Common Core*

### **By the end of 5th grade**

Read or Recognize the difference between a variety of movement forms.

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade. (#4) Reading Standards for Informational Text

Read or Recognize the difference between a variety of kicks.

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade. (#4) Reading Standards for Informational Text Standards for Informational Text/Craft & Structure #4

Read or Identify the difference between a variety of balance movements.

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade. (#4) Reading Standards for Informational Text

### **By the end of 5th grade**

(Academic Vocab.) I can read or recognize the difference between strength, flexibility, and endurance.

Literacy Standard: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade. (#4) Reading Standards for

(Academic Vocab.) I can read or recognize the fitness values between moving and non-moving (sedentary) activities.

Literacy Standard: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade. (#4) Reading Standards for

(Academic Vocab): I can read and interpret my fitnessgram.

## *Writing Literacy/ELA Common Core*

By the end of 5th grade

Record the basic motor skills vocabulary

Use precise language and domain-specific vocabulary to inform about or explain the topic. Writing Standard Text/Types & Purposes #2d

Record the basic kicking skills vocabulary.

Use precise language and domain-specific vocabulary to inform about or explain the topic. Writing Standard Text/Types & Purposes #2d

By the end of 5th grade

List fitness components

Use precise language and domain-specific vocabulary to inform about or explain the topic. Writing Standard Text/Types & Purposes #2d

List movement activities

Use precise language and domain-specific vocabulary to inform about or explain the topic. Writing Standard Text/Types & Purposes #2d

List goals for my Fitnessgram scores

Use precise language and domain-specific vocabulary to inform about or explain the topic. Writing Standard Text/Types & Purposes #2d

**Fitness**

By the end of 5th grade

Identify components of fitness

Recognize physical activity vocabulary such as: strength, flexibility and, endurance

Compare a fitness activity versus a non fitness activity.

Explain the difference between an aerobic activity and a non aerobic activity.

Identify my personal fitness level.

Recognize physical activity vocabulary such as: pacer, push ups, curl up, backsaver, trunk lift.

*Reading/Literacy/ELA Common Core*

By the end of 5th grade

Read or recognize the difference between a variety of fitness activities.

Literacy Standard: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade. (#4) Reading Standards for

Read or identify the scores on my fitnessgram printout

Literacy Standard: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade. (#4) Reading Standards for

*Writing Literacy/ELA Common Core*

By the end of 5th grade

Write a list of fitness activities

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade. (#4) Reading Standards for Informational Text

Record personal goals for fitnessgram test

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade. (#4) Reading Standards for Informational Text

**Communication and Learning**

By the end of 5th grade

Follow agreed upon rules for taught activity

Recognize and respond to verbal cues and follow directions for taught activities

Recognize and respond to non verbal cues and follow directions for taught activities

Recognize learning concepts such as: sportsmanship, collaboration, teamwork, and cooperation

### *Reading/Literacy/ELA Common Core*

Read or Recognize the rules or instruction for a game/activity

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade. (#4) Reading Standards for Informational t

Read or Recognize the difference between a variety of games/activities

Literacy Standard: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade. (#4) Reading Standards for

Read or Identify the difference between sportsmanlike and unsportsmanlike behaviors

Literacy Standard: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade. (#4) Reading Standards for

By the end of 5th grade

(Academic Vocab.) I can read or recognize the differences between sportsmanship, collaboration, teamwork, and cooperation.

Literacy Standard: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade. (#4) Reading Standards for

(Academic Vocab.) I can read or recognize the value of sportsmanship, teamwork, and cooperation.

Literacy Standard: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade. (#4) Reading Standards for

(Academic Vocab.) I can read and write about healthy play.

By the end of 5th grade

List characteristics of good sportsmanship

Use precise language and domain-specific vocabulary to inform about or explain the topic. Writing Standard Text/Types & Purposes #2d

List the important parts of a game or activity

Use precise language and domain-specific vocabulary to inform about or explain the topic. Writing Standard Text/Types & Purposes #2d

## **Middle School Common Core Statements for Health Enhancement**

### ***Motor Skills***

By the end of 8th grade:

Recognize locomotor movements by performing skills such as: walk, skip, run, jog, slide, grapevine, gallop

Recognize locomotor movements by performing skills and changing them (backwards, sideways, etc.)

### **Reading/Literacy/ELA Common Core**

By the end of 8th grade:

Read or recognize the difference between a variety of locomotor movements.

Standards for Information Text/Craft & Structures #4 (CCSS.ELA-Literacy.RI.8.4)

Read or recognize locomotor movements by performing skills and changing them (backwards, sideways, etc.)

Standards for Information Text/Craft & Structures #4 (CCSS.ELA-Literacy.RI.8.4)

By the end of 8th grade:

(Academic Vocab.) I can read or recognize the fitness values between moving and non moving (sedentary) activities

Literacy Standard: Determine the meaning of words and phrases as they are used in a text (CCSS.ELA-Literacy.RI.

(Academic Vocab.) I can read and interpret my fitness gram.

Literacy Standard: Analyze how a text makes connections among and distinctions between individuals, ideas, or ev

### **Writing Literacy/ELA Common Core**

By the end of 8th grade:

Define and list activities and examples of each of the 6 skill-related fitness components (agility, balance, coordina

Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS.ELA-Literacy.W.8

List activities that use movement and how that movement can be changed to improve a skill related fitness com

Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS.ELA-Literacy.W.8

List goals for my fitnessgram scores and how to improve on each

Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS.ELA-Literacy.W.8)

## ***Fitness***

*By the end of 8th grade:*

Define, list activities, how to improve and examples of each of the 6 health fitness components (cardio-respirator

Define, list activities, how to improve and examples of each of the principles of fitness (interval training, plyomet

List the benefits to warming up and cooling down after exercise.

Describe the difference between an active heart rate and a resting heart rate.

Describe what a Target Heart Rate is, how to calculate it and what activities get your heart to its target rate.

Identify my personal fitness level, based on fitnessgram scores.

## **Reading/Literacy/ELA**

*By the end of 8th grade:*

Read or recognize the difference between the health related fitness components and identify examples of each.

Standards for Information Text/Craft & Structures #4 (CCSS.ELA-Literacy.RI.8.4)

Read or recognize the difference between the principles of fitness and identify examples of each.

Standards for Information Text/Craft & Structures #4 (CCSS.ELA-Literacy.RI.8.4)

*By the end of 8th grade:*

(Academic Vocab.) I can read or recognize the difference between a variety of fitness activities, and be able to ide

Literacy Standard: Determine the meaning of words and phrases as they are used in a text (CCSS.ELA-Literacy.RI.

(Academic Vocab.) I can read or recognize the principles of fitness and give examples of each.

Literacy Standard: Determine the meaning of words and phrases as they are used in a text (CCSS.ELA-Literacy.RI.

Read or identify the scores on my fitnessgram printout

(Academic Vocab.) I can read or recognize the differences between strength, cardio, flexibility, and endurance and

Literacy Standard: Determine the meaning of words and phrases as they are used in a text (CCSS.ELA-Literacy.RI.

## **Writing/Literacy/ELA**

*By the end of 8th grade:*

Write goals that will improve Fitnessgram scores.

Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS.ELA-Literacy.W.8)

Write a list of exercises and activities that will improve Fitnessgram scores.

Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS.ELA-Literacy.W.8)

Record personal goals for fitnessgram test in all areas and tests

Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS.ELA-Literacy.W.8)

List the benefits to warming up and cooling down after exercise.

Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS.ELA-Literacy.W.8)

Describe the difference between an active heart rate and a resting heart rate.

Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS.ELA-Literacy.W.8)

Describe what a Target Heart Rate is, how to calculate it and what activities get your heart to its target rate.

Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS.ELA-Literacy.W.8)

## **Communication and Learning**

*By the end of 8th grade*

Follow agreed upon rules for taught activity.

Recognize and respond to verbal cues and follow directions for taught activities.

Recognize and respond to non verbal cues and follow directions for taught activities.

Recognize learning concepts such as: sportsmanship, collaboration, teamwork, and cooperation.  
List characteristics of good sportsmanship and why.  
List the important parts of a game or activity and why.  
List the safety issues of a game/activity.

### **Reading/Literacy/ELA Common Core**

By the end of 8th grade:

Read or recognize the rules or instructions for a game/activity

Standards for Information Text/Craft & Structures #4 (CCSS.ELA-Literacy.RI.8.4)

Read or recognize the differences between a variety of games/activities.

Standards for Information Text/Craft & Structures #4 (CCSS.ELA-Literacy.RI.8.4)

Read or list the differences between sportsmanlike and unsportsmanlike behaviors and explain.

Standards for Information Text/Craft & Structures #4 (CCSS.ELA-Literacy.RI.8.4)

By the end of 8th grade:

(Academic Vocab.) I can read or recognize the difference between sportsmanship, collaboration, teamwork and cc  
Literacy Standard: Determine the meaning of words and phrases as they are used in a text (CCSS.ELA-Literacy.RI.

(Academic Vocab.) I can read or recognize the value of teamwork, sportmanship, and cooperation.

Literacy Standard: Determine the meaning of words and phrases as they are used in a text (CCSS.ELA-Literacy.RI.

### **Writing/Literacy/ELA Common Core**

By the end of 8th grade:

List the safety issues of a game/activity and be able to explain why they are important.

Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS.ELA-Literacy.W.8

List the important parts of a game or activity and why.

Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS.ELA-Literacy.W.8

### **Healthy Lifestyle**

By the end of 8th grade:

List healthy lifestyle choices

Recognize health lifestyle vocabulary such as: exercise, nutrition and sleep. Explain why they are important

### **Reading/Literacy/ELA Common Core**

Read or recognize the differences between being healthy and unhealthy

Standards for Information Text/Craft & Structures #4 (CCSS.ELA-Literacy.RI.8.4)

Read or recognize that active play makes people strong and healthy.

Standards for Information Text/Craft & Structures #4 (CCSS.ELA-Literacy.RI.8.4)

Read or identify healthy activities.

Standards for Information Text/Craft & Structures #4 (CCSS.ELA-Literacy.RI.8.4)

(Academic Vocab.) I can read or recognize the differences between exercise, nutrition, and sleep.

Literacy Standard: Determine the meaning of words and phrases as they are used in a text (CCSS.ELA-Literacy.RI.

(Academic Vocab.) I can read and write about healthy lifestyles and include the words exercise, nutrition, and sleep

Literacy Standard: Determine the meaning of words and phrases as they are used in a text (CCSS.ELA-Literacy.RI.

### **Writing/Literacy/ELA Common Core**

By the end of 8th grade:

List factors that make people healthy.

Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS.ELA-Literacy.W.8

Label a Food Guide Pyramid (My Plate) and give examples of each of foods within each group.

Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS.ELA-Literacy.W.8

Describe how calories and exercise are related.

Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS.ELA-Literacy.W.8

## **Structures and Systems**

By the end of 8th grade:

Identify major bones of the body and show their location on the body.

Identify major muscles of the body and show their location on the body.

Identify the key parts of the heart.

Explain the circulatory system.

## **Reading/Literacy/ELA Common Core**

By the end of 8th grade:

Read or recognize the differences and similarities between bones and muscles.

Standards for Information Text/Craft & Structures #4 (CCSS.ELA-Literacy.RI.8.4)

Read or recognize that exercise increases heart rate and explain why.

Standards for Information Text/Craft & Structures #4 (CCSS.ELA-Literacy.RI.8.4)

Read or identify common muscles and bones and their importance to exercise.

Standards for Information Text/Craft & Structures #4 (CCSS.ELA-Literacy.RI.8.4)

By the end of 8th grade:

(Academic Vocab.) I can read or recognize the differences between bones, muscles and heart rate.

Literacy Standard: Determine the meaning of words and phrases as they are used in a text (CCSS.ELA-Literacy.RI.

(Academic Vocab.) I can read or identify fifteen major bones.

Literacy Standard: Determine the meaning of words and phrases as they are used in a text (CCSS.ELA-Literacy.RI.

(Academic Vocab.) I can read or identify fifteen major muscle groups.

Literacy Standard: Determine the meaning of words and phrases as they are used in a text (CCSS.ELA-Literacy.RI.

## **Writing Literacy/ELA Common Core**

By the end of 8th grade:

List activities that increase heart rate.

Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS.ELA-Literacy.W.8

Label a paper skeleton with the names of bones and muscles.

Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS.ELA-Literacy.W.8

Label the names of bones and muscles on a skeleton.

Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS.ELA-Literacy.W.8

Explain the circulatory system.

Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS.ELA-Literacy.W.8







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y, muscle strength/endurance, flexibility, body composition and stress management)  
rics, velocity/force, overload, progression and specificity)

Identify which health related component they improve.

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