






















**Social Studies Assessments or Other Strategies – Elementary School Reporting Form**

<b>Grade</b>	<b># students enrolled in grade</b>	<b># of students participating in the CBA or other strategy</b>	<b>CBA(s) or other strategies administered (Please click on all that apply.)</b>
3rd	 <input type="radio"/> NA	 <input type="radio"/> NA	<input type="radio"/> You Decide (Civics) <input type="radio"/> Whose Rules? (Civics) <input type="radio"/> Causes of Conflict <input type="radio"/> Meeting Needs and Wants <input type="radio"/> People on the Move <input type="radio"/> Humans and the Environment <input type="radio"/> Dig Deep <input type="radio"/> What's the Big Idea? <input type="radio"/> Cultural Contributions <input type="radio"/> Other strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs) Explain 
4th	 <input type="radio"/> NA	 <input type="radio"/> NA	Please note that the law requires students to complete one classroom-based assessment in civics in the 4 <sup>th</sup> or 5 <sup>th</sup> grade. <input type="radio"/> You Decide (Civics) <input type="radio"/> Whose Rules? (Civics) <input type="radio"/> Causes of Conflict <input type="radio"/> Meeting Needs and Wants <input type="radio"/> People on the Move <input type="radio"/> Humans and the Environment <input type="radio"/> Dig Deep <input type="radio"/> What's the Big Idea? <input type="radio"/> Cultural Contributions <input type="radio"/> Other strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs) Explain 
5th	 <input type="radio"/> NA	 <input type="radio"/> NA	Please note that the law requires students to complete one classroom-based assessment in civics in the 4 <sup>th</sup> or 5 <sup>th</sup> grade. <input type="radio"/> You Decide (Civics) <input type="radio"/> Whose Rules? (Civics) <input type="radio"/> Causes of Conflict <input type="radio"/> Meeting Needs and Wants <input type="radio"/> People on the Move <input type="radio"/> Humans and the Environment <input type="radio"/> Dig Deep <input type="radio"/> What's the Big Idea? <input type="radio"/> Cultural Contributions <input type="radio"/> Other strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs) Explain 

**Arts Assessments or Other Strategies – Elementary School Reporting Form**

Grade	# students enrolled in grade	# of students participating in the CBA or other strategy	CBPA(s) or other strategies administered (Please click on all that apply.)
5 <sup>th</sup> (Elementary School) Dance	 <input type="radio"/> NA	 <input type="radio"/> NA	<input type="radio"/> Wild Wonderful Weather <input type="radio"/> Poetry in Motion <input type="radio"/> Shape it Up <input type="radio"/> Dancing Art <input type="radio"/> Dancing Differences  <input type="radio"/> Other dance strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs) Explain 
5 <sup>th</sup> (Elementary School) Music	 <input type="radio"/> NA	 <input type="radio"/> NA	<input type="radio"/> Zoo Tunes <input type="radio"/> What a Find! <input type="radio"/> All-Star Cast <input type="radio"/> Cartoon Soundtrack <input type="radio"/> Come to the Fair  <input type="radio"/> Other music strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs) Explain 
5 <sup>th</sup> (Elementary School) Theatre	 <input type="radio"/> NA	 <input type="radio"/> NA	<input type="radio"/> Center Stage Star <input type="radio"/> Greetings, Sister City <input type="radio"/> So... What's Your Problem? <input type="radio"/> Be a Good Sport <input type="radio"/> Time for Rhyme  <input type="radio"/> Other theatre strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs) Explain 
5 <sup>th</sup> (Elementary School) Visual Arts	 <input type="radio"/> NA	 <input type="radio"/> NA	<input type="radio"/> You've Got it Covered <input type="radio"/> One of a Kind Shoe <input type="radio"/> A Postcard View <input type="radio"/> A New Mascot <input type="radio"/> All about Us  <input type="radio"/> Other visual arts strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs) Explain 













**Health and Fitness Assessments or Other Strategies – Elementary School Reporting Form**

<b>Health</b>			
<b>Grade</b>	<b># students enrolled in grade</b>	<b># of students participating in the CBA or other strategy</b>	<b>CBA(s) or other strategies administered (Please click on all that apply.)</b>
4 <sup>th</sup>	<input type="text"/> <input type="radio"/> NA	<input type="text"/>	<input type="radio"/> Stomp Out Second-Hand Smoke <input type="radio"/> Mrs. Trimble’s Muffins <input type="radio"/> Welcome to Our School <input type="radio"/> A Cartoon Role Model <input type="radio"/> New Kid on the Block <input type="radio"/> Other strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs) Explain <input type="text"/>
5 <sup>th</sup>	<input type="text"/> <input type="radio"/> NA	<input type="text"/>	<input type="radio"/> Stomp Out Second-Hand Smoke <input type="radio"/> Mrs. Trimble’s Muffins <input type="radio"/> Welcome to Our School <input type="radio"/> A Cartoon Role Model <input type="radio"/> New Kid on the Block <input type="radio"/> Other strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs) Explain <input type="text"/>
<b>Fitness</b>			
<b>Grade</b>	<b># students enrolled in grade</b>	<b># of students participating in the CBA or other strategy</b>	<b>CBA(s) or other strategies administered (Please click on all that apply.)</b>
4 <sup>th</sup>	<input type="text"/> <input type="radio"/> NA	<input type="text"/>	<input type="radio"/> Concepts of Health and Fitness <input type="radio"/> Get Fit Summer <ul style="list-style-type: none"> <li><input type="radio"/> Fitness Performance Assessments (mile, push-ups, etc.)                             <ul style="list-style-type: none"> <li><input type="radio"/> FitnessGram</li> <li><input type="radio"/> President’s Challenge</li> <li><input type="radio"/> OSPI Fitness Performance Assessments</li> <li><input type="radio"/> District Approved Fitness Performance Assessments</li> <li><input type="radio"/> Other, explain <input type="text"/></li> </ul> </li> </ul> <input type="radio"/> Other strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs) Explain <input type="text"/>
5 <sup>th</sup>	<input type="text"/> <input type="radio"/> NA	<input type="text"/>	<input type="radio"/> Concepts of Health and Fitness <input type="radio"/> Get Fit Summer <ul style="list-style-type: none"> <li><input type="radio"/> Fitness Performance Assessments (mile, push-ups, etc.)                             <ul style="list-style-type: none"> <li><input type="radio"/> FitnessGram</li> <li><input type="radio"/> President’s Challenge</li> <li><input type="radio"/> OSPI Fitness Performance Assessments</li> <li><input type="radio"/> District Approved Fitness Performance Assessments</li> <li><input type="radio"/> Other, explain <input type="text"/></li> </ul> </li> </ul> <input type="radio"/> Other strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs) Explain <input type="text"/>

### Social Studies Assessments or Other Strategies – Middle School Reporting Form

Grade	# students enrolled in grade	# of students participating in the CBA or other strategy	CBA(s) or other strategies administered (Please click on all that apply.)
6 <sup>th</sup>	<div style="background-color: #cccccc; width: 80px; height: 20px; margin-bottom: 5px;"></div> <input type="radio"/> NA	<div style="background-color: #cccccc; width: 80px; height: 20px; margin-bottom: 5px;"></div> <input type="radio"/> NA	<input type="radio"/> Constitutional Issues (Civics) <input type="radio"/> Checks & Balances (Civics) <input type="radio"/> Causes of Conflict <input type="radio"/> Meeting Needs and Wants <input type="radio"/> People on the Move <input type="radio"/> Humans and the Environment <input type="radio"/> Dig Deep – Analyzing Sources <input type="radio"/> Why History? <input type="radio"/> Enduring Cultures <input type="radio"/> International Relations <input type="radio"/> Other strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs) Explain <div style="background-color: #cccccc; width: 80px; height: 20px; display: inline-block;"></div>
7 <sup>th</sup>	<div style="background-color: #cccccc; width: 80px; height: 20px; margin-bottom: 5px;"></div> <input type="radio"/> NA	<div style="background-color: #cccccc; width: 80px; height: 20px; margin-bottom: 5px;"></div> <input type="radio"/> NA	Please note that the law requires students to complete one classroom-based assessment in civics in the 7 <sup>th</sup> or 8 <sup>th</sup> grade. <input type="radio"/> Constitutional Issues (Civics) <input type="radio"/> Checks & Balances (Civics) <input type="radio"/> Causes of Conflict <input type="radio"/> Meeting Needs and Wants <input type="radio"/> People on the Move <input type="radio"/> Humans and the Environment <input type="radio"/> Dig Deep – Analyzing Sources <input type="radio"/> Why History? <input type="radio"/> Enduring Cultures <input type="radio"/> International Relations <input type="radio"/> Other strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs) Explain <div style="background-color: #cccccc; width: 80px; height: 20px; display: inline-block;"></div>
8 <sup>th</sup>	<div style="background-color: #cccccc; width: 80px; height: 20px; margin-bottom: 5px;"></div> <input type="radio"/> NA	<div style="background-color: #cccccc; width: 80px; height: 20px; margin-bottom: 5px;"></div> <input type="radio"/> NA	Please note that the law requires students to complete one classroom-based assessment in civics in the 7 <sup>th</sup> or 8 <sup>th</sup> grade. <input type="radio"/> Constitutional Issues (Civics) <input type="radio"/> Checks & Balances (Civics) <input type="radio"/> Causes of Conflict <input type="radio"/> Meeting Needs and Wants <input type="radio"/> People on the Move <input type="radio"/> Humans and the Environment <input type="radio"/> Dig Deep – Analyzing Sources <input type="radio"/> Why History? <input type="radio"/> Enduring Cultures <input type="radio"/> International Relations <input type="radio"/> Other strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs) Explain <div style="background-color: #cccccc; width: 80px; height: 20px; display: inline-block;"></div>

**Arts Assessments or Other Strategies – Middle School Reporting Form**

Grade	# students enrolled in grade	# of students participating in the CBA or other strategy	CBPA(s) or other strategies administered (Please click on all that apply.)
8 <sup>th</sup> (Middle School) Dance	 <input type="radio"/> NA	 <input type="radio"/> NA	<input type="radio"/> Moving Poetry <input type="radio"/> Choreograph a Commercial <input type="radio"/> Moving Masterpieces <input type="radio"/> Dance Critic <input type="radio"/> Dance Expert  <input type="radio"/> Other dance strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs) Explain 
8 <sup>th</sup> (Middle School) Music	 <input type="radio"/> NA	 <input type="radio"/> NA	<input type="radio"/> All-State All-Stars <input type="radio"/> Bubble Gum Jingle <input type="radio"/> Roller Coaster Fanatic <input type="radio"/> Music Review <input type="radio"/> Stepping to the Rhythm  <input type="radio"/> Other music strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs) Explain 
8 <sup>th</sup> (Middle School) Theatre	 <input type="radio"/> NA	 <input type="radio"/> NA	<input type="radio"/> Animal Crackers <input type="radio"/> Campfire Story: It’s Your Night <input type="radio"/> Get a Job! <input type="radio"/> S.O.S: I Don’t Know! <input type="radio"/> Lights, Camera, Action!  <input type="radio"/> Other theatre strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs) Explain 
8 <sup>th</sup> (Middle School) Visual Arts	 <input type="radio"/> NA	 <input type="radio"/> NA	<input type="radio"/> The Real You <input type="radio"/> Endangered Nest <input type="radio"/> Earth Day <input type="radio"/> Sculptures in the Park <input type="radio"/> Teen Sandwich Hub  <input type="radio"/> Other visual arts strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs) Explain 

**Health and Fitness Assessments or Other Strategies – Middle School Reporting Form**

<b>Health</b>			
<b>Grade</b>	<b># students enrolled in grade</b>	<b># of students participating in the CBA or other strategy</b>	<b>CBA(s) or other strategies administered (Please click on all that apply.)</b>
7th	<input type="text"/> <input type="radio"/> NA	<input type="text"/>	<input type="radio"/> Sara’s Story <input type="radio"/> Touring the Systems <input type="radio"/> True Media Message <input type="radio"/> Acme Advertising <input type="radio"/> Other strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs) Explain <input type="text"/>
8th	<input type="text"/> <input type="radio"/> NA	<input type="text"/>	<input type="radio"/> Sara’s Story <input type="radio"/> Touring the Systems <input type="radio"/> True Media Message <input type="radio"/> Acme Advertising <input type="radio"/> Other strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs) Explain <input type="text"/>
<b>Fitness</b>			
<b>Grade</b>	<b># students enrolled in grade</b>	<b># of students participating in the CBA or other strategy</b>	<b>CBA(s) or other strategies administered (Please click on all that apply.)</b>
7th	<input type="text"/> <input type="radio"/> NA	<input type="text"/>	<input type="radio"/> Concepts of Health and Fitness <input type="radio"/> Fitness Plan for Pat <ul style="list-style-type: none"> <li><input type="radio"/> Fitness Performance Assessments (mile, push-ups, etc.)                             <ul style="list-style-type: none"> <li><input type="radio"/> FitnessGram</li> <li><input type="radio"/> President’s Challenge</li> <li><input type="radio"/> OSPI Fitness Performance Assessments</li> <li><input type="radio"/> District Approved Fitness Performance Assessments</li> <li><input type="radio"/> Other, explain <input type="text"/></li> </ul> </li> </ul> <input type="radio"/> Other strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs) Explain <input type="text"/>
8th	<input type="text"/> <input type="radio"/> NA	<input type="text"/>	<input type="radio"/> Components of Health and Fitness <input type="radio"/> Fitness Plan for Pat <ul style="list-style-type: none"> <li><input type="radio"/> Fitness Performance Assessments (mile, push-ups, etc.)                             <ul style="list-style-type: none"> <li><input type="radio"/> FitnessGram</li> <li><input type="radio"/> President’s Challenge</li> <li><input type="radio"/> OSPI Fitness Performance Assessments</li> <li><input type="radio"/> District Approved Fitness Performance Assessments</li> <li><input type="radio"/> Other, explain <input type="text"/></li> </ul> </li> </ul> <input type="radio"/> Other strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs) Explain <input type="text"/>

## Social Studies Assessments or Other Strategies – High School Reporting Form

Required Course	# students enrolled in grade	# of students participating in the CBA or other strategy	CBA(s) or other strategies administered (Please click on all that apply.)
Course Title(s) = [REDACTED]	[REDACTED] <input type="radio"/> NA	[REDACTED] <input type="radio"/> NA	<input type="radio"/> Constitutional Issues (Civics) <input type="radio"/> Checks & Balances (Civics) <input type="radio"/> Causes of Conflict <input type="radio"/> Government Revenue & Responsibility <input type="radio"/> You and the Economy <input type="radio"/> Humans and the Environment <input type="radio"/> Dig Deep – Analyzing Sources <input type="radio"/> Technology Through the Ages <input type="radio"/> Cultural Interactions <input type="radio"/> U.S. Foreign Policy <input type="radio"/> Other strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs) Explain [REDACTED]
Course Title(s) = [REDACTED]	[REDACTED] <input type="radio"/> NA	[REDACTED] <input type="radio"/> NA	Please note that the law requires students to complete one classroom-based assessment in civics in the 11 <sup>th</sup> or 12 <sup>th</sup> grade. <input type="radio"/> Constitutional Issues (Civics) <input type="radio"/> Checks & Balances (Civics) <input type="radio"/> Causes of Conflict <input type="radio"/> Government Revenue & Responsibility <input type="radio"/> You and the Economy <input type="radio"/> Humans and the Environment <input type="radio"/> Dig Deep – Analyzing Sources <input type="radio"/> Technology Through the Ages <input type="radio"/> Cultural Interactions <input type="radio"/> U.S. Foreign Policy <input type="radio"/> Other strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs) Explain [REDACTED]
Course Title(s) = [REDACTED]	[REDACTED] <input type="radio"/> NA	[REDACTED] <input type="radio"/> NA	Please note that the law requires students to complete one classroom-based assessment in civics in the 11 <sup>th</sup> or 12 <sup>th</sup> grade. <input type="radio"/> Constitutional Issues (Civics) <input type="radio"/> Checks & Balances (Civics) <input type="radio"/> Causes of Conflict <input type="radio"/> Government Revenue & Responsibility <input type="radio"/> You and the Economy <input type="radio"/> Humans and the Environment <input type="radio"/> Dig Deep – Analyzing Sources <input type="radio"/> Technology Through the Ages <input type="radio"/> Cultural Interactions <input type="radio"/> U.S. Foreign Policy <input type="radio"/> Other strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs) Explain [REDACTED]

### Arts Assessments or Other Strategies – High School Reporting Form

Grade	# students enrolled in grade	# of students participating in the CBA or other strategy	CBPA(s) or other strategies administered (Please click on all that apply.)
10 <sup>th</sup> (High School) Dance	<div style="background-color: #cccccc; width: 50px; height: 20px; margin-bottom: 5px;"></div> <input type="radio"/> NA	<div style="background-color: #cccccc; width: 50px; height: 20px; margin-bottom: 5px;"></div> <input type="radio"/> NA	<input type="radio"/> The Audition <input type="radio"/> Poetry and Performance <input type="radio"/> Youth and the Arts <input type="radio"/> World Dance Cultures <input type="radio"/> Art in Action  <input type="radio"/> Other dance strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs) Explain <div style="background-color: #cccccc; width: 50px; height: 15px; display: inline-block;"></div>
10 <sup>th</sup> (High School) Music	<div style="background-color: #cccccc; width: 50px; height: 20px; margin-bottom: 5px;"></div> <input type="radio"/> NA	<div style="background-color: #cccccc; width: 50px; height: 20px; margin-bottom: 5px;"></div> <input type="radio"/> NA	<input type="radio"/> The Melody of Your Dreams <input type="radio"/> Festival Time <input type="radio"/> Prime Time TV <input type="radio"/> Sounds of Music <input type="radio"/> World Class All-Stars  <input type="radio"/> Other music strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs) Explain <div style="background-color: #cccccc; width: 50px; height: 15px; display: inline-block;"></div>
10 <sup>th</sup> (High School) Theatre	<div style="background-color: #cccccc; width: 50px; height: 20px; margin-bottom: 5px;"></div> <input type="radio"/> NA	<div style="background-color: #cccccc; width: 50px; height: 20px; margin-bottom: 5px;"></div> <input type="radio"/> NA	<input type="radio"/> Auditioning with Pantomime <input type="radio"/> You're History! <input type="radio"/> Comedy Tonight <input type="radio"/> Getting the Part <input type="radio"/> Speaking the Speech  <input type="radio"/> Other theatre strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs) Explain <div style="background-color: #cccccc; width: 50px; height: 15px; display: inline-block;"></div>
10 <sup>th</sup> (High School) Visual Arts	<div style="background-color: #cccccc; width: 50px; height: 20px; margin-bottom: 5px;"></div> <input type="radio"/> NA	<div style="background-color: #cccccc; width: 50px; height: 20px; margin-bottom: 5px;"></div> <input type="radio"/> NA	<input type="radio"/> A Vegetarian Palette <input type="radio"/> Earth Club Logo <input type="radio"/> Cartoon Comments <input type="radio"/> The Perfect Gift <input type="radio"/> Picture This  <input type="radio"/> Other visual arts strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs) Explain <div style="background-color: #cccccc; width: 50px; height: 15px; display: inline-block;"></div>

**Health and Fitness Assessments or Other Strategies – High School Reporting Form**

<b>Health</b>			
<b>Grade</b>	<b># students enrolled in grade</b>	<b># of students participating in the CBA or other strategy</b>	<b>CBA(s) or other strategies administered (Please click on all that apply.)</b>
9th	<div style="background-color: #cccccc; width: 60px; height: 20px; margin-bottom: 5px;"></div> <input type="radio"/> NA	<div style="background-color: #cccccc; width: 60px; height: 20px; margin-bottom: 5px;"></div>	<input type="radio"/> Dear “Stressed and Depressed” <input type="radio"/> Cafeteria Choices <input type="radio"/> New Student Orientation <input type="radio"/> Cut Out Conflict <input type="radio"/> A Letter to the Publisher <input type="radio"/> Other strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs) Explain <div style="background-color: #cccccc; width: 60px; height: 15px; display: inline-block;"></div>
10th	<div style="background-color: #cccccc; width: 60px; height: 20px; margin-bottom: 5px;"></div> <input type="radio"/> NA	<div style="background-color: #cccccc; width: 60px; height: 20px; margin-bottom: 5px;"></div>	<input type="radio"/> Dear “Stressed and Depressed” <input type="radio"/> Cafeteria Choices <input type="radio"/> New Student Orientation <input type="radio"/> Cut Out Conflict <input type="radio"/> A Letter to the Publisher <input type="radio"/> Other strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs) Explain <div style="background-color: #cccccc; width: 60px; height: 15px; display: inline-block;"></div>
11th	<div style="background-color: #cccccc; width: 60px; height: 20px; margin-bottom: 5px;"></div> <input type="radio"/> NA	<div style="background-color: #cccccc; width: 60px; height: 20px; margin-bottom: 5px;"></div>	<input type="radio"/> Dear “Stressed and Depressed” <input type="radio"/> Cafeteria Choices <input type="radio"/> New Student Orientation <input type="radio"/> Cut Out Conflict <input type="radio"/> A Letter to the Publisher <input type="radio"/> Other strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs) Explain <div style="background-color: #cccccc; width: 60px; height: 15px; display: inline-block;"></div>

**Health and Fitness Assessments or Other Strategies – High School Reporting Form, Continued**

<b>Fitness</b>			
<b>Grade</b>	<b># students enrolled in grade</b>	<b># of students participating in the CBA or other strategy</b>	<b>CBA(s) or other strategies administered (Please click on all that apply.)</b>
9th	<div style="background-color: #cccccc; width: 60px; height: 20px; margin-bottom: 5px;"></div> <input type="radio"/> NA	<div style="background-color: #cccccc; width: 60px; height: 20px; margin-bottom: 5px;"></div>	<input type="radio"/> Concepts of Health and Fitness <input type="radio"/> Fitness Planning <ul style="list-style-type: none"> <li><input type="radio"/> Fitness Performance Assessments (mile, push-ups, etc.)               <ul style="list-style-type: none"> <li><input type="radio"/> FitnessGram</li> <li><input type="radio"/> President’s Challenge</li> <li><input type="radio"/> OSPI Fitness Performance Assessments</li> <li><input type="radio"/> District Approved Fitness Performance Assessments</li> <li><input type="radio"/> Other, explain <div style="background-color: #cccccc; width: 60px; height: 15px; display: inline-block;"></div></li> </ul> </li> </ul> <input type="radio"/> Other strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs) Explain <div style="background-color: #cccccc; width: 60px; height: 15px; display: inline-block;"></div>
10th	<div style="background-color: #cccccc; width: 60px; height: 20px; margin-bottom: 5px;"></div> <input type="radio"/> NA	<div style="background-color: #cccccc; width: 60px; height: 20px; margin-bottom: 5px;"></div>	<input type="radio"/> Concepts of Health and Fitness <input type="radio"/> Fitness Planning <ul style="list-style-type: none"> <li><input type="radio"/> Fitness Performance Assessments (mile, push-ups, etc.)               <ul style="list-style-type: none"> <li><input type="radio"/> FitnessGram</li> <li><input type="radio"/> President’s Challenge</li> <li><input type="radio"/> OSPI Fitness Performance Assessments</li> <li><input type="radio"/> District Approved Fitness Performance Assessments</li> <li><input type="radio"/> Other, explain <div style="background-color: #cccccc; width: 60px; height: 15px; display: inline-block;"></div></li> </ul> </li> </ul> <input type="radio"/> Other strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs) Explain <div style="background-color: #cccccc; width: 60px; height: 15px; display: inline-block;"></div>
11th	<div style="background-color: #cccccc; width: 60px; height: 20px; margin-bottom: 5px;"></div> <input type="radio"/> NA	<div style="background-color: #cccccc; width: 60px; height: 20px; margin-bottom: 5px;"></div>	<input type="radio"/> Concepts of Health and Fitness <input type="radio"/> Fitness Planning <ul style="list-style-type: none"> <li><input type="radio"/> Fitness Performance Assessments (mile, push-ups, etc.)               <ul style="list-style-type: none"> <li><input type="radio"/> FitnessGram</li> <li><input type="radio"/> President’s Challenge</li> <li><input type="radio"/> OSPI Fitness Performance Assessments</li> <li><input type="radio"/> District Approved Fitness Performance Assessments</li> <li><input type="radio"/> Other, explain <div style="background-color: #cccccc; width: 60px; height: 15px; display: inline-block;"></div></li> </ul> </li> </ul> <input type="radio"/> Other strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs) Explain <div style="background-color: #cccccc; width: 60px; height: 15px; display: inline-block;"></div>