

Dear Ashland Families,

Below you will find the Standards for 3rd Grade Physical Education. Please pay attention to the far left column to see if the concepts have or have not been taught yet this year.

The major standards that have not yet been taught/were being taught this year for 3rd grade are:

- **Dribbling with hands (basketball)**
- **Dribbling and passing with feet (soccer)**
- **Create and perform a dance sequence with 4 different dance moves**
- **Striking off a tee (batting)**

This is for your information only. If you would like to teach or review the concepts, please see the Assessments and Content Information columns for information about those skills.


Please feel free to reach out to me with any questions you may have. I can be reached at whytejm@pwcs.edu.

Thank you,

Julie Whyte

	<p>VA SOL Standard: 3.1 The student will demonstrate mature form (all critical elements) for a variety of skills and apply-skills in increasingly complex movement activities.</p> <p>ESSENTIAL UNDERSTANDINGS</p> <ul style="list-style-type: none"> • A controlled dribble hand/foot allows movement in a variety of directions, levels and pathways in activities/small sided games. • Kicking and passing requires accuracy, body control, point of contact, force and direction. • Striking can be performed using different parts of the body (hand(s), foot or head) and/or different implements. • Force, trajectory and accuracy can determine/promote success in throwing. 			
	<p>VDOE Standard(s) Student Friendly Language What will the student know and be able to do?</p>	<p>SUGGESTED / SAMPLE ASSESSMENTS</p>	<p>Terms (Vocabulary) and Content Information</p>	<p>SUGGESTED / SAMPLE ACTIVITIES</p>
<p>The GREEN highlighted standards have been taught.</p> <p>The YELLOW highlighted standards were being taught when the break started.</p> <p>The BOLD standards have not yet been taught.</p>	<p>3.1 a) Demonstrate the critical elements for overhand throw and catch using a variety of objects; control, stop and kick ball to stationary and moving partners/objects; dribble with dominant/preferred hand/foot; pass a ball to a moving partner; strike ball/object with short handled implement upward and forward; strike/bat ball off tee (correct grip, side to target, hip rotation); and jump/land horizontally (distance) and vertically (height).</p> <p>Suggested Learning Targets:</p> <p>I can throw overhand and catch a ball thrown overhand to me.</p> <p>I can control, stop and kick/pass a ball to partners who are moving.</p> <p>I can dribble with my dominant/preferred hand and pass a ball to a moving partner.</p>	<p>Assessment for Learning (Formative)</p> <ul style="list-style-type: none"> • Teacher observation with instructional feedback *(See 3.4.d for additional information on teacher feedback.) • Skill rubric: Perform each locomotor skill and movement correctly • Oral: Teacher/Peer discussion – Examples <ul style="list-style-type: none"> ○ What should you do with an object after you catch it? ○ Why is safety important when striking with implements? • Identify/list skill cues • Peer assessment skill checklist with feedback *(See 3.4.e for information on teaching peer assessment with feedback.) Example: Passing to a stationary/moving partner <ul style="list-style-type: none"> ✓ Identify stationary/moving target/partner ✓ Eye on the ball ✓ Contact middle of ball. ✓ Contact ball with the inside or outside of the foot. 	<ul style="list-style-type: none"> • Overhand throw <ul style="list-style-type: none"> ○ Faces non-dominant/non-preferred throwing side to target ○ Arm back with hand near ear ○ Step with the opposite foot to throwing arm ○ Hip rotation ○ Release ball at target height (slightly above for distance) ○ Throwing hand follows through toward the target • Catching <ul style="list-style-type: none"> ○ Head up ○ Eyes on the ball until fully controlled ○ Use open hands to grab the ball ○ Pinkies together if ball is below the waist ○ Thumbs together if ball is above the waist ○ Pulls the ball into the body. • Foot Dribble <ul style="list-style-type: none"> ○ Ball close to feet ○ Use both the inside and outside of foot ○ Small taps to control the ball ○ Look forward 	<ul style="list-style-type: none"> • Student skill level and appropriate for student safety • Use stations for skills practice • Display cues with visuals • Display vocabulary terms • Display assessment rubrics when skills are introduced • Low organized/small games involving throwing overhand and/or catching, kicking and striking using a variety of objects • Activities for jump/land horizontally (distance) and vertically (height) : <ul style="list-style-type: none"> ○ Hoops, carpet squares or poly spots to create paths for jumping for distance and landing ○ Use folded mats for jumping on and off ○ Hang streamers up high for jumping and reaching vertically ○ Hurdles, cones and rods for jumping over.


	<p>I can hit a ball with correct form and aim it in different directions.</p> <p>I can jump forward for distance and jump up for height and land safely.</p>	<ul style="list-style-type: none"> ✓ Follow through toward your target/partner for accuracy ✓ Land on kicking foot ✓ Performed with the right amount of force <p>Assessment of Learning (Summative)</p> <ul style="list-style-type: none"> • Skill rubric <p style="text-align: center;">Sample</p> <p>4 (Beyond what was taught) Displays consistent and correct performance of all elements during unpredictable game situations; includes smooth transitions between skills/movements</p> <p>3 (What was explicitly taught) Performs all critical elements appropriately and consistently</p> <p>2 (Identify basic elements) Performs critical elements in isolation</p> <p>1 (With help/prompts/cues) With teacher cues, student can demonstrate some/most of the critical elements in isolation</p>	<ul style="list-style-type: none"> • Force: Strength or energy exerted on an object. • Trajectory: The curved path along which something moves through the air. • Striking (bat/paddle) <ul style="list-style-type: none"> ○ Non-dominant/non-preferred side to the target ○ Handshake grip ○ Keep a stiff wrist ○ Watch the ball ○ Bring arm(s) back ○ Step with the opposite foot ○ Hip rotation ○ Make contact with the ball (with a flat surface) ○ Follow through with the paddle/bat/stick to the target (desired direction) • Hand Dribble <ul style="list-style-type: none"> ○ Hand on top of the ball ○ Use finger pads ○ Push the ball to floor ○ Ball at waist level on side of body ○ Eyes looking forward ○ Ball under control while moving 	<ul style="list-style-type: none"> ○ Jump horizontally or vertically. Mark the distances with a tape measure, chalk or masking tape. • Explore concepts of coordination of the body to generate force in skills such as: an overhand throw, striking and kicking. • Conduct peer teaching of skills with partners or in small groups of students. *(See 3.4.e for additional information on peer teaching.)
<p>Resources: SHAPE America National Standards and Grade-Level Outcomes; http://www.pecentral.org/lessonideas/cues/CueSearchresults.asp; VDOE Physical Education Instructional Resources http://www.doe.virginia.gov/instruction/phyped/index.shtml; http://portal.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/Teachers_Toolbox_Elementary_PE.aspx#lead; http://www.heart.org/HEARTORG/Educator/FortheGym2/BasketballSkills/Basketball-Skills_UCM_001271_Article.jsp#.V6ojZLf6vcs</p>				

	<p>VA SOL Standard: 3.1 The student will demonstrate mature form (all critical elements) for a variety of skills and apply-skills in increasingly complex movement activities.</p> <p>ESSENTIAL UNDERSTANDINGS</p> <ul style="list-style-type: none"> • Jumping rope improves coordination and promotes cardiorespiratory endurance. 			
	<p>VDOE Standard(s) Student Friendly Language What will the student know and be able to do?</p>	<p>SUGGESTED / SAMPLE ASSESSMENTS</p>	<p>Terms (Vocabulary) and Content Information</p>	<p>SUGGESTED / SAMPLE ACTIVITIES</p>
<p style="text-align: center;"></p> <p>These standards were taught this year.</p>	<p>3.1 b) Demonstrate a self-turn rope sequence of four different jumps.</p> <p>Suggested Learning Targets:</p> <p>I can show four different jumping skills in a row.</p> <p>I can jump over a self-turn rope many different ways.</p>	<p>Assessment for Learning (Formative)</p> <ul style="list-style-type: none"> • Teacher observation of consecutive jumps using checklist Example: <ul style="list-style-type: none"> ✓ Forward jumping ✓ Backward jumping ✓ Jog step jumping ✓ One foot jumping ✓ “Skier” jumping ✓ Criss-cross jumping • Oral: Teacher/Peer discussion – <ul style="list-style-type: none"> ○ What is your favorite way to jump over the rope? ○ How many times were you able to consecutively jump over the rope? ○ Where should your hands be when jumping rope? ○ How do you “time” your jump? • Peer assessment skill checklist with feedback *(See 3.4.e for information on teaching peer assessment with feedback.) Example: <ul style="list-style-type: none"> ✓ Head up, eyes forward ✓ Elbows in ✓ Hands at waist level ✓ Turn with wrist and hands ✓ Knees bent 	<ul style="list-style-type: none"> • Jump rope skills and tricks: http://www.buyjumropes.net/resources/jump-rope-tricks-and-tips/ To include: Hop, skip, side-to-side (skier), forward and back (bell), forward straddle (scissors), straddle cross, front cross, side swing cross, backward 180, 360, wounded duck, toe-to-toe, heel-to-toe, jogging step (speed) and rocker. http://www.heart.org/HEARTORG/Educator/FortheGym2/JumpRopeSkills/Jump-Rope-Skills_UCM_001270_Article.jsp#.WljT4rcizct • Jump Rope Tips http://www.builtlean.com/2010/08/06/learn-how-to-jump-rope-like-a-pro-7-tips/ 	<ul style="list-style-type: none"> • Introduce new jump skills as appropriate. http://extension.illinois.edu/hopping/onerope_slalom.html • Display cues and visuals. • Use music to develop a sense of rhythm for jumping rope. • Conduct peer teaching where students take on a teaching role providing constant feedback to the students practicing the skills. Student feedback can be guided through displayed cues, rubrics, teacher verbal “look for”, etc. Example rubric: http://www.mauikinesiology.com/rubrics/rope_jumping.pdf • Skill progression challenges http://pecentral.com/lessonideas/ViewLesson.asp?ID=12110#.WGsNhE2FPIU


		<ul style="list-style-type: none"> ✓ Jump 1-2 inches off ground ✓ Soft landing on balls of feet <p>Assessment of Learning (Summative)</p> <ul style="list-style-type: none"> • Perform a jump rope routine. Criteria: <ul style="list-style-type: none"> ○ Student selection of four jump rope moves that are each performed with four repetitions before moving on to the next move. ○ Moves are continuous. ○ Performance can be to music or with another student. <p style="text-align: center;">Rubric Sample</p> <p>4 (Beyond what was taught) Displays consistent and correct performance of all elements with flow and smooth transitions between movements</p> <p>3 (What was explicitly taught) Performs all critical elements appropriately and consistently, performing each skill four times without stopping</p> <p>2 (Identify basic elements) Performs critical elements with stops between movements</p> <p>1 (With help/prompts/cues) With teacher cues, student can demonstrate some/most of the critical elements in isolation</p>		
		<p>Resources: SHAPE America National Standards and Grade-Level Outcomes; VDOE Physical Education Instructional Resources http://www.doe.virginia.gov/instruction/physed/index.shtml ; American Heart Association resources http://www.heart.org/HEARTORG/Educator/FortheGym2/JumpRopeSkills/Jump-Rope-Skills_UCM_001270_Article.jsp; http://www.shapeamerica.org/jump/peresources/adaptedjumprope1.cfm; https://www.buyjumropes.net/resources/jump-rope-tricks-and-tips/; http://www.brighthubeducation.com/pre-k-and-k-lesson-plans/64118-kindergarten-jump-rope-lesson-plan/; https://eric.ed.gov/?id=EJ707306</p>		

	<p>VA SOL Standard: 3.1 The student will demonstrate mature form (all critical elements) for a variety of skills and apply-skills in increasingly complex movement activities.</p> <p>ESSENTIAL UNDERSTANDINGS</p> <ul style="list-style-type: none"> • Dance is a type of movement that includes rhythms, patterns and sequences. • Dance promotes social skills and creativity. 			
	<p>VDOE Standard(s) Student Friendly Language What will the student know and be able to do?</p>	<p>SUGGESTED / SAMPLE ASSESSMENTS</p>	<p>Terms (Vocabulary) and Content Information</p>	<p>SUGGESTED / SAMPLE ACTIVITIES</p>
<p>These standards have not been taught yet this year.</p>	<p>3.1 c) Demonstrate simple dances in various formations.</p> <p>Suggested Learning Targets:</p> <p>I can do a (square/folk/International/line) dance with my classmates/partners.</p> <p>3.1 e) Create and perform a dance sequence with different locomotor patterns, levels, shapes, pathways and flow.</p> <p>Suggested Learning Targets:</p> <p>I can create and perform a dance to music with a (partner/group/by myself) that has different movements, levels, pathways, shapes and flow using counts of 8 that match the music.</p>	<p>Assessment for Learning (Formative)</p> <ul style="list-style-type: none"> • Teacher observation • Checklist Example: Folk Dance <ul style="list-style-type: none"> ✓ Formation: Gets into position for the dance with little assistance. ✓ Sequence of steps: Can follow dance sequence without help from others. ✓ Beat: Maintains the beat throughout the dance. • Peer assessment checklist with feedback for creation of a dance sequence. *(See 3.4.e for information on teaching peer assessment with feedback.) Example: <ul style="list-style-type: none"> ✓ Rhythm and timing of the movements are performed to the music. ✓ Movements are performed as a sequence. ✓ There is a variety of pathways and well-defined patterns. 	<ul style="list-style-type: none"> • Rhythm: Regular, repeated pattern of sounds or movements. In general, movements should be in counts of 4/8. • Beat: Steady pulse of a song. • Combinations: Putting two or more dance moves together. • Pattern: Repeating a sequence. • Sequence: A particular order in which related events, movements or things follow each other. • Transitions: Moves are connected with smooth changes. • Flow: To move in a steady and continuous way. • Dance genre <ul style="list-style-type: none"> ○ Folk ○ Square ○ Social ○ International ○ Aerobic 	<ul style="list-style-type: none"> • Provide a variety of dance genre experiences • Use each dance experience to demonstrate/instruct each concept such as: counts, flow, pathways. • Do rhythmic activities with manipulatives – rhythm sticks, scarves, ribbons. • Students create movements to music/rhythms. • Invite music teacher and their classes to learn dances together. (See VDOE Music Standards of Learning for Grade 3 - 3.6.) • Use a variety of music styles and genres. • Optional teacher/video lead dances Example: <ul style="list-style-type: none"> ○ http://www.pecentral.org/mediacenter/video_chachachallenge.html ○ https://www.youtube.com/watch?v=VevE4v065sA Safe Share Link

		<p>✓ There is several levels and various body shapes.</p> <p>Assessment of Learning (Summative)</p> <ul style="list-style-type: none"> • Performance of a dance sequence that incorporates at least two formations. <p>Criteria:</p> <ul style="list-style-type: none"> ○ Show consistency in the repetition of the movement. ○ Show correct rhythm and timing of the movements to the music. ○ Show sequence in the performance of the movements. ○ Show a variety of pathways and incorporate well-defined patterns. ○ Show exploration of all levels and include various body shapes. <p style="text-align: center;">Sample Rubric</p> <p>4 (<i>Beyond what was taught</i>) Displays consistent and correct performance of all elements with flow and smooth transitions between movements</p> <p>3 (<i>What was explicitly taught</i>) Performs all critical elements appropriately and consistently to counts of 4/8</p> <p>2 (<i>Identify basic elements</i>) Performs critical elements with stops between movements</p> <p>1 (<i>With help/prompts/cues</i>) With teacher cues, student can demonstrate some/most of the critical elements in isolation</p>		<p>https://safeshare.tv/x/ss589cd419a12cc</p> <ul style="list-style-type: none"> ○ https://www.youtube.com/watch?v=uMuJxd2Gpxo Safe Share Link https://safeshare.tv/x/ss589cd46f6659f <p>Note: Music without lyrics is recommended. Music with lyrics should be reviewed and pre-approved by the school administration prior to use.</p>
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	<p>VA SOL Standard: 3.1 The student will demonstrate mature form (all critical elements) for a variety of skills and apply-skills in increasingly complex movement activities.</p> <p>ESSENTIAL UNDERSTANDINGS</p> <ul style="list-style-type: none"> Gymnastics teaches body management through the use of functional movement in a controlled manner. Gymnastics plays a role in sports and everyday life by helping individuals learn to manage their bodies efficiently and safely. Stability increases in balancing when lowering the center of the body or creating a larger base of support. 			
	<p>VDOE Standard(s) Student Friendly Language What will the student know and be able to do?</p>	<p>SUGGESTED / SAMPLE ASSESSMENTS</p>	<p>Terms (Vocabulary) and Content Information</p>	<p>SUGGESTED / SAMPLE ACTIVITIES</p>
<p style="text-align: center;"></p> <p>These standards were taught this year.</p>	<p>3.1 d) Perform an educational gymnastic sequence with balance, transfer of weight, travel and change of direction.</p> <p>Suggested Learning Targets:</p> <p>I can show four skills in a row – balance, roll, weight transfer and leap/kick/jump.</p>	<p>Assessment for Learning (Formative)</p> <ul style="list-style-type: none"> Peer assessment skill checklist with feedback *(See 3.4.e for information on teaching peer assessment with feedback.) Example: Cartwheel <ul style="list-style-type: none"> ✓ Start in a wide stretch, (Arms and legs stretched like spokes in a wheel) ✓ Place hand, then hand, then foot, then foot on the floor ✓ Start and finish facing the same direction ✓ Arms and legs are straight ✓ Shoulders are over your hands and hips over your shoulders when upside down ✓ Push hard with the hands and arms to return to the feet ✓ Keep the body tight ✓ Land softly on the feet Oral: Teacher/Peer discussion – <ul style="list-style-type: none"> How does the body’s center of gravity affect balance? How do you gain and maintain stillness in a balance? How do you land safely from a flight movement? How can learning a correct roll help prevent serious injury when you fall during other physical activity? How do you increase height and distance in flight movements using the element of force? Written: Check correct answer 	<ul style="list-style-type: none"> Educational gymnastics: An approach to teaching gymnastics in which students are challenged to discover ways to solve teacher-generated tasks according to their own abilities with assessment based on task accomplishments demonstrating creativity, effort and skill development. <ul style="list-style-type: none"> Foundational skills include: rolling (weight transfer over adjacent body parts – ex. a forward roll); step- like actions (weight transfer using nonadjacent body parts – ex. a cartwheel); flight (weight transfer involving loss of contact with a supporting surface as in a jump); and balance (maintaining stillness over the smallest base possible as in a handstand). Balancing: An even distribution of weight that allows a person or object to remain upright and steady. Balance is maintained by keeping the center of gravity over the base of support. Balances: <ul style="list-style-type: none"> Upright: Head higher than hips Inverted: Head lower than hips 	<ul style="list-style-type: none"> Displaying assessment rubrics/checklists when skills are introduced. Balances to include: <ul style="list-style-type: none"> Upright and inverted balances Using different body shapes, straight, twisted, curled, symmetrical and asymmetrical balances Using different body parts as a base of support Using counter-tension and counterbalance shapes and movements Performing balance sequences Loosing and recovery of balance Maintaining dynamic balance while traveling on or off equipment Acquiring balance when stopping a traveling movement Rolls using different starting and ending shapes (e.g. straight, pike, tuck, straddle, squat).

		<p>Which base of support is more stable? ___ A wide base of support ___ A narrow base of support</p> <p>Which center of gravity is more stable? ___ A higher center of gravity ___ A lower center of gravity</p> <ul style="list-style-type: none"> • Performance Tasks <p>Examples:</p> <ul style="list-style-type: none"> ○ Combine one locomotor movement with a transfer of weight skill to show a continual flow of movement sequence. ○ Combine two movements/skills that will show acceleration to deceleration of a movement sequence. ○ Combine two movements/skills that will show two different levels within a movement sequence <p>Assessment of Learning (Summative)</p> <ul style="list-style-type: none"> • Create and perform a tumbling sequence using the following criteria: <ul style="list-style-type: none"> ○ 2 changes of direction ○ 2 different rolls (narrow or curled) ○ 4 balances (1 upright, 1 inverted, 1 symmetrical, 1 asymmetrical) ○ 3 transfers of weight ○ 1 or more elements of flight ○ Clear and smooth transitions throughout with a clear beginning and ending <p style="text-align: center;">Sample Rubric</p> <p>4 (Beyond what was taught) Consistently demonstrates all critical elements without reminders</p> <p>3 (<i>What was explicitly taught</i>) Usually demonstrates the critical elements with occasional reminders</p> <p>2 (<i>Identify basic elements</i>) Sometimes demonstrates some of the critical elements with several reminders</p> <p>1 (<i>With help/prompts/cues</i>) Seldom demonstrates the critical elements with repeated reminders</p>	<ul style="list-style-type: none"> ○ Symmetrical: Balance where both sides of the body are the same (e.g., a headstand) ○ Asymmetrical: Balance requires one side of the body to be different ○ Counterbalance: When the student's center of gravity remains outside the base of support such as leaning in and pushing against a partner or leaning into or away from a piece of apparatus. ○ Counter-tension: Involves two (or more) student's pulling away from each other. <ul style="list-style-type: none"> • Center of gravity: The weight center of the body; the point around which the body weight is equally distributed. <ul style="list-style-type: none"> ○ The lower the center of gravity to the base of support, the greater the stability. For example – When walking a balance beam, one squats when they feel they are losing balance. ○ The nearer the center of gravity to the center of the base of support, the more stable the body. For example – Kneeling position for good stability and best positioning when canoe paddling. ○ Stability can be increased by widening the base of support. ○ An individual's limits of stability are the distance outside of his or her base of support he or she can go without losing control of the center of gravity. 	<ul style="list-style-type: none"> • Sequencing/blending movements <p>Examples:</p> <ul style="list-style-type: none"> ○ A sliding movement, (side gallop), blending into a cartwheel – continual flow of movement ○ A forward roll to a headstand – acceleration to deceleration of movement. ○ Flight movements move the body into the air from the floor (i.e., two feet to two feet, one foot to two feet, two feet to one foot, leaping off the left to right foot and leaping with the right to left foot) to movement/skills that bring the body down to the floor - through levels. <ul style="list-style-type: none"> • Weight transfer: From feet to hands at fast and slow speeds using large extensions (e.g., cartwheel, round off, handstand, mule kick). • Change of direction: <ul style="list-style-type: none"> ○ Turns (e.g., using one/two feet, jumps, turning on body parts such as: seat, knee, back) ○ Full: Complete 360 degree rotation usually performed on one foot ○ Three quarter: 270 degree rotation ○ Half: 180 degree rotation ○ Quarter: 90 degree turn
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	<p>VA SOL Standard: 3.2 The student will identify major structures of the body, to include body systems, muscles and bones and identify basic movement principles.</p> <p>ESSENTIAL UNDERSTANDINGS</p> <ul style="list-style-type: none"> The ability to evade/dodge/flee in an activity or game requires the ability to move to open spaces. Open spaces allow for passing to others and receiving passes from others. 			
	<p>VDOE Standard(s) Student Friendly Language What will the student know and be able to do?</p>	<p>SUGGESTED / SAMPLE ASSESSMENTS</p>	<p>Terms (Vocabulary) and Content Information</p>	<p>SUGGESTED / SAMPLE ACTIVITIES</p>
 <p>These standards were taught this year, but are reviewed regularly.</p>	<p>3.2 a) Apply the concept of open space while moving.</p> <p>Suggested Learning Targets:</p> <p>I can move to open spaces without bumping into others.</p> <p>I can move to open spaces creating passing lanes with teammate(s).</p>	<p>Assessment for Learning (Formative)</p> <ul style="list-style-type: none"> Teacher observation Oral: Teacher/Peer discussion – <ul style="list-style-type: none"> Why is moving to open space important in movement activities? <p>Assessment of Learning (Summative)</p> <ul style="list-style-type: none"> Skill rubric <p style="text-align: center;">Sample</p> <p>4 (Beyond what was taught) Displays consistent and correct performance of open space concepts with and without manipulatives with smooth transitions between movements and movement patterns</p> <p>3 (What was explicitly taught) Demonstrates ability to move to open spaces in groups with and without manipulatives</p> <p>2 (Identify basic elements) Demonstrates ability to move to open spaces in groups without manipulatives</p> <p>1 (With help/prompts/cues) With teacher cues, student can move to open spaces.</p>	<ul style="list-style-type: none"> Open space: Space where no one else is around. Tactics include: <ul style="list-style-type: none"> Moving into open space Example: https://recgymnastics.com/2016/03/07/gymnastics-game-move-to-the-open-space/ Moving and creating open spaces by keeping away from others Sending the ball into open space instead of sending it to an opponent Passing lanes: Spaces or open areas where passes can be made between offensive players with little risk of being stolen by the defensive team. 	<ul style="list-style-type: none"> Practice and discuss movement to open space. Examples: <ul style="list-style-type: none"> Students can practice stopping and going on command while moving around the gym performing locomotor movements. Have them look around after each stop to see how much space is available and identify open spaces by pointing to them. Discuss how different pathways can be used to their advantage in activities. Play walking and running games, such as tag, in which the object is to avoid others. Discuss the importance of moving to open space within the game. Provide a variety of partner activities and small sided games with opportunities for movement in groups with and without manipulatives for passing
<p>Resources: VDOE Physical Education Instructional Resources http://www.doe.virginia.gov/instruction/physed/index.shtml; http://ro.uow.edu.au/cgi/viewcontent.cgi?article=1631&context=edupapers; http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/physed/prim_elem/6.pdf</p>				

	<p>VA SOL Standard: 3.2 The student will identify major structures of the body, to include body systems, muscles and bones and identify basic movement principles.</p> <p>ESSENTIAL UNDERSTANDINGS</p> <ul style="list-style-type: none"> • Bones and muscles allow the body to move in a variety of directions. • The health of bones and muscles depends on movement. • Bones support muscles and muscles move bones. 			
	<p>VDOE Standard(s) Student Friendly Language What will the student know and be able to do?</p>	<p>SUGGESTED / SAMPLE ASSESSMENTS</p>	<p>Terms (Vocabulary) and Content Information</p>	<p>SUGGESTED / SAMPLE ACTIVITIES</p>
<p>These are concepts are woven throughout each unit. We have not yet covered the names of the bones highlighted in the next column.</p>	<p>3.2 b) Identify major muscles, to include hamstrings and triceps.</p> <p>Suggested Learning Targets:</p> <p>I can choose/select/identify pictures of hamstrings and triceps.</p> <p>3.2 d) Identify major bones, to include femur, tibia, fibula, humerus, radius and ulna.</p> <p>Suggested Learning Targets:</p> <p>I can identify pictures of the femur, tibia, fibula, humerus, radius and ulna.</p> <p>3.2 e) Name one activity where the muscles and bones help the body to perform the activity.</p> <p>Suggested Learning Targets:</p>	<p>Assessment for Learning (Formative)</p> <ul style="list-style-type: none"> • Teacher observation: Point to the muscle on your body that is called out. • Identify muscles in a picture. Example – https://kidshealth.org/en/kids/bfs-msactivity.html?WT.ac=k-ra <p>Assessment of Learning (Summative)</p> <ul style="list-style-type: none"> • Written/Oral: Identify one physical activity and the muscle(s), bones, which control the movement. Examples: Kicking <ul style="list-style-type: none"> ○ Bones include femur, tibia ○ Muscles include hamstrings, gluteal muscles, quadriceps Walking <ul style="list-style-type: none"> ○ Bones include femur, tibia ○ Muscles include quadriceps, hamstrings, gastrocnemius, gluteal and abdominal muscles 	<ul style="list-style-type: none"> • Major Muscles: <ul style="list-style-type: none"> ○ Triceps: Located in the back of the upper arm. Its function is to extend the arm away from the body. Push-ups use the triceps muscle to help lift you off the floor. ○ Biceps: Located in the front of the arms. Its function is to bend or curl the arm towards the body. ○ Hamstrings: Muscles on the upper rear leg that help you stand and jump. Any running activity will use these muscles. ○ Quadriceps: Large muscle located in the front part of the upper leg. Quad means four and there are four long muscles that start near the hip and extend down to the knee. The quadriceps help you straighten your leg. ○ Abdominals: Muscles located in the center of the body's midsection. Its function is to curl and extend the body; and support the spine. ○ Deltoid: Located on top of the shoulder and lifts the arm at the shoulder. It lifts objects and helps in throwing. ○ Gastrocnemius: Calf muscle that lifts the foot up and down, helps you stand on your toes and balance. ○ Gluteal muscles: (gluteus maximus, gluteus medius and gluteal minimus) Move the leg at the hip joint. 	<ul style="list-style-type: none"> • Use visuals to depict bones and muscles http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=2188#.WGVz-bcizcs • Incorporate knowledge concepts into movement activities such as: having students identify the muscles being used in warm-up activities and bones and muscles used in a variety of skills/exercises http://www.pecentral.org/lessonideas/MusclesandBonesworkout.pdf • Use manipulatives or task cards during activities to identify bones and muscles • Videos: <ul style="list-style-type: none"> ○ Muscles http://kidshealth.org/en/kids/msmovie.html?WT.ac=en-k-htbw-main-page-g

	<p>I can name the bones and muscles used in a specific physical activity (examples: throw, kick, push-ups, etc.)</p>	<ul style="list-style-type: none"> ○ Bones include femur, fibula, tibia and patella ● Identify (name, circle, draw a picture of) hamstring, triceps, femur, tibia, fibula, humerus, radius and ulna ● Rubric: Name the muscles and bones that help you perform (name specific skill/activity). <p style="text-align: center;">Sample Rubric</p> <p>4 (Beyond what was taught) Consistently identifies the correct muscles and bones that move them during the activity/skill, without cues or hints</p> <p>3 (What was explicitly taught) Usually identifies the correct muscles and bones that move them during the activity/skill but needs an occasional cue or hint</p> <p>2 (Identify basic elements) Sometimes identifies the correct muscles and bones but needs several cues and hints</p> <p>1 (With help/prompts/cues) Seldom identifies the correct muscles and bones that move them during the activity/skill with hints not helping</p>	<ul style="list-style-type: none"> ● Core muscles: Muscles that surround your trunk. It includes pelvis, lower back, hips, gluteal muscles and abdomen. ● Major Bones: <ul style="list-style-type: none"> ○ Femur: Thighbone extending from hip to knee. ○ Tibia: Inside of the lower leg connecting the knee with the ankle bones. Also called the shinbone. ○ Fibula: The smaller bone on the outer side of the lower leg. ○ Humerus: The upper arm bone that runs from the shoulder to the elbow. ○ Radius: The outer of the two bones of the forearm when viewed with the palm facing forward, long bone in the forearm, thumb side. ○ Ulna: The inner of the two bones of the forearm when viewed with the palm facing forward, long bone in the forearm, pinkie side. ○ http://www.teachpe.com/anatomy/skeleton.php ● Review the previous years' bones that include: <ul style="list-style-type: none"> ○ Skull: The head or cranium, protects the brain. ○ Ribs: They make up the ribcage in your chest and protect the heart and lungs. ○ Spine: It's made up of several little bones called vertebrae and provides the main support for the body. It helps you to stand upright and protects the spinal cord which sends the messages from your brain to the rest of the body. 	<ul style="list-style-type: none"> ● Use visuals to depict bones and muscles http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=2188#.WGVz-bcizcs ● Partner students for a variety of skills/exercises and have them observe one another—noticing the bones and muscles working to allow the movement. ● Activity games to teach bones and muscles Example: Tag game When a person is tagged they freeze and place a hand over an area of the body. To become unfrozen, another student must identify the type of bone or muscle associated with that area.
<p>Resources: SHAPE America National Standards and Grade-Level Outcomes; https://classroom.kidshealth.org/classroom/3to5/body/parts/bones.pdf VDOE Physical Education Instructional Resources http://www.doe.virginia.gov/instruction/physed/index.shtml; http://www.myschoolhouse.com/courses/O/1/82.asp; http://www.scholastic.com/teachers/lesson-plan/super-skeletons; http://www.teachpe.com/anatomy/skeleton.php</p>				

	<p>VA SOL Standard: 3.2 The student will identify major structures of the body, to include body systems, muscles and bones and identify basic movement principles.</p> <p>ESSENTIAL UNDERSTANDINGS</p> <ul style="list-style-type: none"> The body can perform physical activities because of the cardiorespiratory system, bones and muscles. A healthy cardiorespiratory system is needed for activities that require moderate to vigorous physical activity. 			
	<p>VDOE Standard(s) Student Friendly Language What will the student know and be able to do?</p>	<p>SUGGESTED / SAMPLE ASSESSMENTS</p>	<p>Terms (Vocabulary) and Content Information</p>	<p>SUGGESTED / SAMPLE ACTIVITIES</p>
 <p>These standards were taught this year, but are reviewed regularly.</p>	<p>3.2 c) Describe the components and function of the cardiorespiratory system, to include heart, lungs and blood vessels.</p> <p>Suggested Learning Targets:</p> <p>I can identify pictures of the heart, lungs and blood vessels and explain what the cardiorespiratory system does for the body.</p> <p>I can explain that my lungs bring air into my body.</p> <p>I can explain that my heart pumps oxygen rich blood throughout my body.</p>	<p>Assessment for Learning (Formative)</p> <ul style="list-style-type: none"> Oral: Teacher/Peer discussion – <ul style="list-style-type: none"> List the components of the cardiorespiratory system. Describe two activities that strengthen your cardiorespiratory system. Describe how the heart, lungs and blood vessels work together to keep the body moving. Identify picture of the heart, lungs and blood vessels. <p>Assessment of Learning (Summative)</p> <ul style="list-style-type: none"> Written/Oral: Describe how the heart, lungs and blood vessels work together to keep the body moving. Written: Identify (name, circle, draw a picture of) the heart, lungs and blood vessels. 	<ul style="list-style-type: none"> Blood vessels: Hollow tubes that carry blood to all parts of the body. http://www.heart.org/idc/groups/heart-public/@wcm/@global/documents/downloadable/ucm_305579.pdf Heart and Lungs: Together, the heart and lungs fuel your body with the oxygen needed by your muscles, ensuring that they have the oxygen needed for the work they are doing. <ul style="list-style-type: none"> Heart: https://kidshealth.org/en/kids/heart.html Lungs: https://kidshealth.org/en/kids/lungs.html Cardiorespiratory system: Composed of the heart, blood vessels and respiratory system. These systems work to transport oxygen to the muscles and organs of the body http://www.pelinks4u.org/articles/TA1Health1009.pdf <ul style="list-style-type: none"> The heart is a muscle that pumps blood throughout your body, located in your chest. http://kidshealth.org/en/kids/bfs-csactivity.html Exercise allows your lungs to hold more air. http://kidshealth.org/en/kids/bfs-rsactivity.html 	<ul style="list-style-type: none"> Videos <ul style="list-style-type: none"> Lungs: http://kidshealth.org/en/kids/rsmovie.html?WT.ac=en-k-htbw-main-page-c Heart: http://kidshealth.org/en/kids/csmovie.html?WT.ac=en-k-htbw-main-page-c Students act out the cardiorespiratory system. Begin slowly and progress to a run. Example: Assign students into “heart”, “lungs”, “blood”, and “body parts” groups. Have “blood” students’ start at the heart and move to the “lungs”. “Lung” students will hand “blood” students a card that says oxygen. “Blood” students return to the “heart”, which pumps the “blood” to “body parts”. “Blood” students will move to “body parts”. “Body part” students can be a certain body part, like leg, muscle or brain, and act out a motion (like kick) when they receive oxygen. Then the “body part” students give the “blood” students carbon dioxide cards. Then “blood” students move back to the “heart”, which then pumps the “blood” to the “lungs”. At the “lungs”, “blood” students swap carbon dioxide cards for oxygen and then return to the “heart”, where the process repeats.


			<ul style="list-style-type: none"> ○ With a strong heart and lungs, your cells get oxygen faster and your body works more efficiently. ○ http://kidshealth.org/en/kids/csmovie.html?WT_ac=ctg#catmovies 	<ul style="list-style-type: none"> ● Engage in physical activities that build a strong heart and lungs then discuss the benefits. http://www.heart.org/idc/groups/heart-public/@wcm/@global/documents/downloadable/ucm_313195.pdf Example discussions: <ul style="list-style-type: none"> ○ Physical activities work both the heart and lungs. The heart is a muscle and gets stronger with exercise so a strong heart doesn't have to work as hard to pump blood to the rest of the body. ○ Exercise also allows your lungs to hold more air. With a strong heart and lungs, your cells get oxygen faster and your body works more efficiently.
<p>Resources: SHAPE America National Standards and Grade-Level Outcomes; http://cario-resp.wikispaces.com/; VDOE Physical Education Instructional Resources http://www.doe.virginia.gov/instruction/physed/index.shtml; http://www.henry.k12.ga.us/cur/mybody/circ_lessons.htm; http://www.pelinks4u.org/articles/TA1Health1009.pdf; http://www.heart.org/idc/groups/heart-public/@wcm/@global/documents/downloadable/ucm_313195.pdf; http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=152&id=1446; http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=152&id=2406</p>				

	<p>VA SOL Standard: 3.3 The student will describe the components and measures of health-related fitness.</p> <p>ESSENTIAL UNDERSTANDINGS</p> <ul style="list-style-type: none"> Physical fitness can be evaluated by measuring each component (cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition). Each health-related component of fitness can be maintained or improved by a variety of physical activities. 			
	<p>VDOE Standard(s) Student Friendly Language What will the student know and be able to do?</p>	<p>SUGGESTED / SAMPLE ASSESSMENTS</p>	<p>Terms (Vocabulary) and Content Information</p>	<p>SUGGESTED / SAMPLE ACTIVITIES</p>
<p style="text-align: center;"></p> <p>These standards were taught this year, but are reviewed regularly.</p>	<p>3.3 a) Explain the health-related components of fitness (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition).</p> <p>Suggested Learning Targets:</p> <p>I can explain each health-related component of fitness (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition).</p> <p>3.3 b) Identify one measure for each component of health-related fitness.</p> <p>Suggested Learning Targets:</p> <p>I can identify an activity for each health-related component of fitness (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition).</p>	<p>Assessment for Learning (Formative)</p> <ul style="list-style-type: none"> Oral: Teacher/Peer discussion: <ul style="list-style-type: none"> Name and describe each component of fitness, name one measure for each, and name one activity for each component. Teacher observation: Teacher names each health related component of fitness and students demonstrate a measure/activity as each is named. <p>Assessment of Learning (Summative)</p> <ul style="list-style-type: none"> Teacher/Peer assessment: (Verbal/Written) Write the beginning letter(s) of the health-related fitness components (or) give the health-related component of fitness for the activity described. Answer abbreviations: <ul style="list-style-type: none"> cardiorespiratory endurance (CE) muscular strength (MS) muscular endurance (ME) 	<ul style="list-style-type: none"> Fitness: The ability to handle the physical work and play of everyday life without becoming tired. Health-related fitness: The ability to become and stay physically healthy. Muscular strength The ability of a muscle or muscles to push or pull with its total force. <ul style="list-style-type: none"> Pushups: Assessing upper body strength and endurance. Trunk lift: Assessing trunk extender strength and flexibility. Muscular endurance The ability of the muscles to repeat a movement many times or hold a position without stopping to rest <ul style="list-style-type: none"> Curl-ups: Assessing abdominal muscular strength and endurance. Characteristics of muscular strength and endurance exercises: <ul style="list-style-type: none"> Physically demanding. Muscular strength: Can only do for a short time Muscular endurance: Can continue to do for a higher repetition Uses certain muscle groups, not whole body Examples include: sit-ups, pull-ups, mountain climbers, push-ups and weight 	<ul style="list-style-type: none"> A variety of physical activities that demonstrate muscular strength, muscular endurance, flexibility, cardiorespiratory endurance and body composition Discuss physical activities that can be done at home as well as in the community that relate to the health-related components of fitness. Examples – <ul style="list-style-type: none"> Endurance: walking, cycling, skating, swimming, dancing, yard and garden work Flexibility: vacuuming, stretching exercises, yoga Strength: lifting and carrying groceries, climbing stairs, exercises like abdominal curl ups and push-ups Stations where students identify which component of fitness is being improved based on the activity. Introduce and perform FitnessGram tests such as: <ul style="list-style-type: none"> Aerobic capacity/Cardiorespiratory endurance: PACER test – A 20 meter progressive, multi-stage shuttle run set to cadence. Body composition:


	<p>I can explain how the PACER test measures the health component of fitness, cardiorespiratory endurance.</p> <p>I can explain how the push up and curl up tests measure the health component of fitness, muscular strength and endurance.</p> <p>I can explain how the back saver sit and reach and the trunk lift measures the health component of fitness, flexibility.</p> <p>3.3 c) Demonstrate one activity for each component of health-related fitness.</p> <p>Suggested Learning Targets:</p> <p>I can demonstrate one activity for each health-related component of fitness (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition)</p>	<ul style="list-style-type: none"> ○ Flexibility (F) <ul style="list-style-type: none"> - Jogging for 3 minutes (answer: CE) - Climbing a rock wall (answer: ME) - Jumping rope 2 minutes (answer: CE) - Ten push-ups (answer: ME) - A high kick (answer: F) - A ball thrown far (answer: MS) - A 20 second held plank (answer: ME) - A back bend in gymnastics (answer: F) - Lifting a weight one time (answer: MS) ● Written: Matches the fitness component to its description; matches the fitness component to its measure; names one activity for each component. 	<p>lifting.</p> <ul style="list-style-type: none"> ● Flexibility: The muscles' ability to move a joint through a full range of motion <ul style="list-style-type: none"> ○ Backsaver sit and reach: Assessing flexibility of the hamstring muscles. ○ Trunk lift: Assessing trunk extender strength and flexibility. ○ Stretches, flexibility activities (yoga) ● Characteristics of flexibility exercises: <ul style="list-style-type: none"> ○ Slow, deliberate and controlled movements. ○ Body part is moved until tension is felt in the muscle. ○ Hold for 5 to 15 seconds. ○ Examples include stretching activities and gymnastics skills. ● Cardiorespiratory endurance The ability of the heart and lungs to supply oxygen to the muscles during long periods of physical activity <ul style="list-style-type: none"> ○ PACER: Assessing aerobic capacity. ○ Aerobic capacity activities at moderate to vigorous levels ● Characteristics of cardiorespiratory activities: <ul style="list-style-type: none"> ○ Continuous, not stop and start. ○ Increases breathing. ○ Can do for 10 to 15 minutes or longer. ○ Examples include jogging and bicycling. ● Body composition The relationship between fat-free mass and fat mass <ul style="list-style-type: none"> ○ Body mass index (BMI): Indication of the appropriateness of a child's weight relative to height. ○ Activities that involve strength, endurance and aerobic capacity (such as burpees). 	<p>Body Mass Index – (calculated from height and weight)</p> <ul style="list-style-type: none"> ○ Muscular strength and endurance: <ul style="list-style-type: none"> Curl Up – Abdominal strength and endurance test set to cadence. Push Up – Upper body strength and endurance set to cadence. ○ Flexibility: <ul style="list-style-type: none"> Back-Saver Sit-and-Reach – Measures flexibility of the hamstring muscles Trunk Lift – Trunk extensor strength, flexibility and endurance. ○ FitnessGram performance standards: http://www.cde.ca.gov/ta/tg/pf/documents/pft15hfzstd.pdf ○ FitnessGram goal setting: http://www.pecentral.org/assessment/goalsetting/fitnessgramgoalsetting3rd.pdf ○ Cooper Institute FitnessGram Science: Reference Guide (explains each test and gives the science for the tests) http://www.cooperinstitute.org/youth/fitnessgram/fitnessgram10/science ● Videos (bottom of page) on the purpose of fitness testing. https://www.cooperinstitute.org/youth/fitnessgram <p>*Note: While students should experience fitness tests by the end of third grade, emphasis should be placed on form and tests should be used to understand the importance of health-related fitness components. Test results/scores should not be a focus. (It is an inappropriate practice to grade students on fitness test results).</p>
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	<p>VA SOL Standard: 3.3 The student will describe the components and measures of health-related fitness.</p> <p>ESSENTIAL UNDERSTANDINGS</p> <ul style="list-style-type: none"> Moderate to vigorous physical activity is needed for energy balance and physical health. Intensity levels help a person understand how hard their body is working during physical activity. 			
	<p>VDOE Standard(s) Student Friendly Language What will the student know and be able to do?</p>	<p>SUGGESTED / SAMPLE ASSESSMENTS</p>	<p>Terms (Vocabulary) and Content Information</p>	<p>SUGGESTED / SAMPLE ACTIVITIES</p>
<p>These concepts have been introduced, but not yet assessed this year.</p>	<p>3.3 d) Identify levels of intensity in moderate to vigorous physical activity (MPVA).</p> <p>Suggested Learning Targets:</p> <p>I can name/identify levels of intensity for physical activity.</p>	<p>Assessment for Learning (Formative)</p> <ul style="list-style-type: none"> Oral: Teacher/Peer discussion – <ul style="list-style-type: none"> Name the levels of intensity. Describe activities for each level of intensity. Describe the connection between heart rate and levels of intensity. <p>Assessment of Learning (Summative)</p> <ul style="list-style-type: none"> Written: Draw (or select from several pictures) one activity for each level of intensity. Oral: <ul style="list-style-type: none"> Group members discuss their heart rate while doing the following: <ul style="list-style-type: none"> Sitting/relaxed Standing Running in place one minute: <ul style="list-style-type: none"> Group members discuss how their heart rate changed in each situation and develop a statement about the differences in heart rate and what that indicates in connection to levels of intensity in moderate to vigorous physical activity. Each group presents their statement. 	<ul style="list-style-type: none"> Intensity: How hard a person is working Intensity Levels: <ul style="list-style-type: none"> Intensity Level 1 Not moving – seated Intensity Level 2 Slow – walking Intensity Level 3 Medium – skipping and galloping Intensity Level 4 Fast – jogging and running Intensity Level 5 Very Fast – no talk zone – sprinting Physiological changes as intensity of activity increases: <ul style="list-style-type: none"> Heart rate increases Breathing becomes faster and deeper Body temperature is warm Body begins to sweat Face is flushed Muscles feel worked Talk Test: Reciting something familiar as a tool for determining workout level during physical activity. <ul style="list-style-type: none"> Low-intensity level: Should be able to sing while doing the activity. Moderate-intensity level: Should be able to talk comfortably while doing the activity. High-intensity level: Should be out of breath cannot carry on a conversation. 	<ul style="list-style-type: none"> Physical activities at different intensity levels. Demonstration of activities that can be performed at two different intensity levels. Display cues and visuals. Use heart rate to distinguish between moderate and vigorous activities Example: Students are stopped throughout a moderate to vigorous activity and asked to place their hand on their chest to feel the changes in their heartbeat. Identify physiological changes as intensity increases such as sweating, increased heart rate and increased respiration. Introduce the purpose and benefits of warming up and cooling down and its relationship to intensity when moving from moderate to major physical exertion.


			<ul style="list-style-type: none"> • Benefits of warming up: The most important reason to warm up is to prevent injuries. Additional benefits include: <ul style="list-style-type: none"> ○ Reduction of muscle stiffness. ○ Better flexibility of the muscles. ○ Higher temperature in the muscles promotes higher blood circulation. ○ Increases heart rate, which supports heavier exercises. ○ Better movement during physical activity since the stiffness of the muscles has been eliminated. • Benefits of cooling down: The most important reason to cool down is to lower the heart rate. Additional benefits include: <ul style="list-style-type: none"> ○ Tapering down the muscle movement before completely stopping the heavy workout helps the body to cope better with the changes that take place in the metabolism and muscles used during the workout. ○ The cooling down phase is believed to reduce the risk of muscular soreness which may occur the day after an exercise session and reduce the risk of fainting or collapse after such a session. ○ Tapers the heart beat to the standard rate in a systematic manner preventing hyperventilation. 	
Resources: SHAPE America National Standards and Grade-Level Outcomes; VDOE Physical Education Instructional Resources http://www.doe.virginia.gov/instruction/phyped/index.shtml ; http://www.heart.org/HEARTORG/Educator/Educator_UCM_001113_SubHomePage.jsp				

	<p>VA SOL Standard: 3.4 The student will demonstrate an understanding of the purposes for rules, procedures and respectful behaviors, while in various physical activity settings.</p> <p>ESSENTIAL UNDERSTANDINGS</p> <ul style="list-style-type: none"> • Rules help keep games and activities safe and fair. • Achieving goals with others requires cooperation. 			
	<p>VDOE Standard(s) Student Friendly Language What will the student know and be able to do?</p>	<p>SUGGESTED / SAMPLE ASSESSMENTS</p>	<p>Terms (Vocabulary) and Content Information</p>	<p>SUGGESTED / SAMPLE ACTIVITIES</p>
<p style="text-align: center;"></p> <p>These standards were taught this year, but are reviewed regularly.</p>	<p>3.4 a) Explain the importance of rules for activities.</p> <p>Suggested Learning Targets:</p> <p>I can explain why rules are important for activity name.</p> <p>3.4 b) Provide input into establishing and demonstrating implementation of rules and guidelines for appropriate behavior in physical activity settings.</p> <p>Suggested Learning Targets:</p> <p>I can create rules for an activity in physical education.</p> <p>I can demonstrate how to follow the rule for an activity in physical education.</p> <p>3.4 c) Describe the importance of cooperating and work cooperatively with peers to achieve a goal.</p>	<p>Assessment for Learning (Formative)</p> <ul style="list-style-type: none"> • Oral: Teacher/Peer discussion – <ul style="list-style-type: none"> ○ Explain why rules are important for (name of activity). ○ What does it mean to move safely? ○ List the rules of the activity. ○ Why is cooperation important to meet a goal? • Checklist: Self/Peer/Teacher <ul style="list-style-type: none"> ✓ Can quickly shed anxiety, anger, sadness or feelings of failure during activities. ✓ Can cooperate, share, take turns and interact smoothly and positively with all others during activities. ✓ Can put away equipment safely and properly. ✓ Can hold self and others responsible for following rules/procedures. • Student reflection on the importance of cooperating with classmates and the importance of supportive behaviors. Examples: <ul style="list-style-type: none"> ○ If a classmate says or does something I agree with, I ... ○ When I want to make a point to the group, I ... ○ If a group member ignores my suggestions, I ... ○ If a group member says or does something I disagree with, I ... ○ If I don't understand the group leaders ideas, I ... 	<ul style="list-style-type: none"> • Rules: A prescribed guide for conduct or action and have penalties and rewards. • Procedures: Guide how things are done and have no penalties and rewards, only retraining when not met. • Guidelines for establishing classroom rules: <ul style="list-style-type: none"> ○ Rules should be in the form of a positive statement and explain what students should be doing. Examples: <ul style="list-style-type: none"> - Respect your classmates in your words and actions. - Listen when someone else is talking. ○ Rules need to be stated clearly. Students should be able to understand the behavioral expectation. Examples: <ul style="list-style-type: none"> - Come to class prepared with proper shoes or a coat if needed. - Follow the teacher's directions. ○ Rules should be few. Rules appear more important when there are fewer of them and they are easier to remember. 	<ul style="list-style-type: none"> • Provide a variety of activities that include cooperation towards a common goal and modified games/activities for students to create rules • Teach appropriate interactions with peers that show cooperation. Examples: <ul style="list-style-type: none"> ○ Sharing, taking turns, following rules ○ Staying on task ○ Listening quietly without interruption ○ Exhibiting self-control ○ Willingness to play with any child in the class; and recognize similarities and appreciate differences in people • Students can create a game and rules Examples: <ul style="list-style-type: none"> ○ Groups work together to develop a recreational activity/game using the equipment provided and the skill techniques associated with the equipment. Create rules and guidelines for proper behavior during activity. ○ Stations that have different pieces of equipment. When

<p>I can explain why it is important to cooperate with classmates to meet a goal.</p> <p>I can cooperate with classmates.</p>	<p>Suggested Learning Targets:</p>	<ul style="list-style-type: none"> • Peer/Group: Create rules for an activity. • Written: Identify (name, circle, draw a picture of) how to encourage others when working together. Example: http://www.pecentral.org/assessment/pdf/waystoencourage someone assess.pdf <p>Assessment of Learning (Summative)</p> <p style="text-align: center;">Sample Rubric</p> <p>4 (<i>Beyond what was taught</i>) Displays ability to follow rules and cooperate with classmates and is able to lessen instances of conflict and/or resolve conflict</p> <p>3 (<i>What was explicitly taught</i>) Demonstrates ability to follow rules and cooperate with classmates to meet a goal</p> <p>2 (<i>Identify basic elements</i>) Demonstrates ability to follow rules</p> <p>1 (<i>With help/prompts/cues</i>) With teacher cues, student can follow rules</p> <ul style="list-style-type: none"> • Written: List rules for an activity and explain why the rules are needed; explain why cooperation is important to meet a goal. 	<ul style="list-style-type: none"> • Cooperation: Working together to achieve a goal in which success depends on a combined effort. • Cooperative described as: <ul style="list-style-type: none"> ○ following rules ○ encouraging others ○ complimenting others ○ controlling temper ○ wanting everyone to play well and succeed ○ working together toward a common goal ○ helping classmates ○ playing under control ○ sharing ○ showing concern for classmates' feelings • Goal: An outcome, something that will make a difference, as a result of achieving it. 	<p>groups rotate to a new station, they discuss safety concerns and then decide what rules/guidelines the group must follow before beginning the physical activity.</p> <ul style="list-style-type: none"> • Students come up with consequences for refusing and failing to follow classroom/physical activity rules. • Cooperative games and activities: <ul style="list-style-type: none"> ○ http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=11125#.V492mRJTFD8 ○ http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132864#.V494ZBJTFD8 ○ http://lessonplanspage.com/cooperative-game/
<p>Resources: SHAPE America National Standards and Grade-Level Outcomes; http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=859#.Wlj0Krcizct; VDOE Physical Education Instructional Resources http://www.doe.virginia.gov/instruction/physed/index.shtml; http://mrgym.com/Teams.htm; http://kidshealth.org/en/kids/good-sport.html?WT.ac=ctg#catemotion</p>				

	<p>VA SOL Standard: 3.4 The student will demonstrate an understanding of the purposes for rules, procedures and respectful behaviors, while in various physical activity settings.</p> <p>ESSENTIAL UNDERSTANDINGS</p> <ul style="list-style-type: none"> • Appropriate feedback is important to improve performance. • Effort and practice are important to improve skill performance. 			
 <p>These standards were taught this year, but are reviewed regularly.</p>	<p>3.4 d) Implement teacher feedback to improve performance.</p> <p>Suggested Learning Targets:</p> <p>I can use feedback from the teacher to perform a skill better.</p> <p>3.4 e) Provide appropriate feedback to a classmate.</p> <p>Suggested Learning Targets:</p> <p>I can help a partner by giving them feedback to perform a skill better.</p>	<p>Assessment for Learning (Formative)</p> <ul style="list-style-type: none"> • Oral or written: Identify skill or skill cue that needs improvement; document teacher feedback/suggestion; self-assess improvement; conduct a peer assessment • Video: Partners video then watch each other perform a skill/activity and provide one positive comment and one improvement suggestion. • Peer/Teacher checklist to assess skill performance: Example – Handstand <ul style="list-style-type: none"> ✓ Step forward to a lunge position ✓ Place hands flat on the mat with palms down and shoulder width apart ✓ Keeping your arms straight, mule kick your legs off the ground ✓ Balance with your feet together and legs straight • Peer assessing the peer assessor: A student completes a peer assessment with feedback and the student being assessed does an assessment on the feedback given to them. Example of comment considerations to assessor – <ul style="list-style-type: none"> ○ Was the assessment positive? Give 	<ul style="list-style-type: none"> • Teacher feedback: Supports the development of self-regulated learning, critical thinking and reciprocal learning. <ul style="list-style-type: none"> ○ Two corrections at the most should be identified for feedback. ○ Should be specific and meaningful. • When feedback is specific to motor skills: <ul style="list-style-type: none"> ○ It causes improvement by providing error detection, reinforcement of correct skill performance and motivation. ○ Is based on the critical elements for each skill. • Characteristics of good feedback: Given with the goal of improvement, timely, honest, respectful, clear, issue-specific, objective, supportive, motivating, action-oriented and solution-oriented • Peer assessment benefits: <ul style="list-style-type: none"> ○ Empowers students to take responsibility for and manage, their own learning. ○ Enables students to learn to assess and to develop life-long assessment skills. ○ Enhances students' learning through knowledge diffusion and exchange of ideas. ○ Motivates students to engage with course material more deeply. 	<ul style="list-style-type: none"> • Teacher modeling of effective feedback with multiple opportunities for practice in skill and/or activity settings. Modeling examples: <ul style="list-style-type: none"> ○ Be positive: Remember that if there is a mix of positive and negative comments, most people will screen out the positive, so it may need re-emphasizing. ○ Be specific: Avoid general comments and clarify pronouns such as “it,” “that,” etc. ○ Own the feedback -- Use ‘I’ statements. (e.g., “I noticed”; “I saw” ;“I heard”) ○ Use positive language that suggests that any problems are time-limited, situation specific and capable of solution. (e.g., Just at the moment you don’t...; in this instance you seemed; you haven’t yet worked out a way of...; next time you might want to.....) ○ Be very careful with advice: People rarely struggle with an issue because of the lack of some specific piece of information; often, the best help is helping the person to come to a better understanding of exactly what they need to improve. • Activities that allow students to be assessed by teacher or peer. • Conduct peer teaching of skills with partners or in small groups of students. • Students using rubrics or checklists to guide their peer feedback.

		<p>an example.</p> <ul style="list-style-type: none"> ○ Was the assessment specific, clear and provide a description of where specifically improvement is needed. ○ Was a skill rubric or checklist used by the assessor? <p>Assessment of Learning (Summative)</p> <ul style="list-style-type: none"> ● Written: Identify skill or skill cue that needs improvement; document teacher feedback/suggestion; reflect on improvement. ● Peer assessment (assessed for accuracy of positive feedback narrative – what can student observed do to improve the skill/skill cue). 	<ul style="list-style-type: none"> ● Considerations when incorporating self/peer-assessments: <ul style="list-style-type: none"> ○ Explain the expectations and benefits of engaging in a peer review process such as: it helps them evaluate their own work and become more self-directed learners. ○ Be prepared to give feedback on students' feedback to each other. Display some examples of feedback of varying quality and discuss which kind of feedback is useful and why. ○ Set time limits and guidelines for the feedback process. ○ Listen to group feedback discussions and provide guidance and input when necessary. ○ Create an environment that feels safe for interpersonal risk-taking so that students will feel more confident in evaluating. ○ Small feedback groups so that feedback can be explained and discussed with the receiver. ● Peer teaching: Students take on a teaching role and provide constant feedback to their peers when practicing skills. Benefits include: <ul style="list-style-type: none"> ○ Students are able to experiment and perform unfamiliar skills within the comfort of their own social groups. ○ Provision of constant feedback for students. ○ It will assist the teacher in ensuring optimal safety for each of the students. 	<ul style="list-style-type: none"> ● Peer assessment teaching points: <ul style="list-style-type: none"> ○ Position yourself so you can really see what the person is doing. ○ Ask partner to perform the movement/skill/activity again so you are sure of what you saw. ○ Be sure to focus both on the person's movements and if any implements are being used, their movements as well. ○ Evaluate the overall effectiveness of the movement. ○ Be descriptive rather than evaluative (e.g., "Did you know you are not stepping with the opposite foot when you throw the ball?" rather than "It was really bad the way you threw that ball.>"). Also, words like, "Good job!" and "You did that wrong" are not feedback at all. Learners don't know what was "good" or "wrong" about what they did. ○ Use a performance checklist to guide your efforts.
		<p>Resources: SHAPE America National Standards and Grade-Level Outcomes; http://sydney.edu.au/education_social_work/groupwork/docs/SelfPeerAssessment.pdf; VDOE Physical Education Instructional Resources http://www.doe.virginia.gov/instruction/physed/index.shtml</p>		

	<p>VA SOL Standard: 3.4 The student will demonstrate an understanding of the purposes for rules, procedures and respectful behaviors, while in various physical activity settings.</p> <p>ESSENTIAL UNDERSTANDINGS</p> <ul style="list-style-type: none"> Finding physical activities that are enjoyable is an important component of daily physical activity. 			
	<p>VDOE Standard(s) Student Friendly Language What will the student know and be able to do?</p>	<p>SUGGESTED / SAMPLE ASSESSMENTS</p>	<p>Terms (Vocabulary) and Content Information</p>	<p>SUGGESTED / SAMPLE ACTIVITIES</p>
<p style="text-align: center;"></p> <p>These standards were taught this year, but are reviewed regularly.</p>	<p>3.4 f) Describe one group physical activity to participate in for enjoyment.</p> <p>Suggested Learning Targets:</p> <p>I can name/list/draw one activity that I enjoy doing with family/friends/others that encourages me be active.</p> <p>I can list and perform physical activities that I can do both in school and out of school.</p> <p>I can identify situations after school where I can perform physical activities with others.</p>	<p>Assessment for Learning (Formative)</p> <ul style="list-style-type: none"> Oral: Teacher/Peer discussion: Discuss physical activities that can be done at home and in the community. List physical activities that are enjoyed. Evaluate the positive mental and emotional aspects of participating in each activity. Draw a picture of a physical activity being performed outside of school with others. <p>Assessment of Learning (Summative)</p> <ul style="list-style-type: none"> Written: List/draw an activity being performed outside of school with others for enjoyment. Example: http://www.pecentral.org/lessons/ViewLesson.asp?ID=1155#.V26VHxL2ZD8 	<ul style="list-style-type: none"> Opportunities for group physical activities in school and out of school: <ul style="list-style-type: none"> Physical activity with family members such as walks or playing active games together. Go places where you can be active with friends such as public parks, community baseball fields or basketball courts. Fun activities can be either structured or non-structured. Activities can range from team sports or individual activities that can be done with others such as walking, running, skating, bicycling, jumping rope, swimming, playground activities or free-time play. 	<ul style="list-style-type: none"> Introduce group activity opportunities for inside and outside of school: <ul style="list-style-type: none"> Through class discussions or basic introductions for group outdoor pursuits such as: cycling, skating, fishing, canoeing, hiking, kayaking, rock climbing, sailing, skiing, surfing, swimming, bicycling, etc. and recreational sports such as: soccer, T-ball, beach volleyball, badminton, table tennis, bowling, handball, disc golf, duckpin bowling, etc. Through short videos on physical activities for outside of school. By offering group activities in school for student to choice from such as dancing, walking, running, jumping rope, playground activities or free-time play. Introducing where local group physical activity opportunities exist such as: bike trails, parks, playgrounds and community centers. Stations that align group activities to the components of fitness: Example: Stations will represent each component of fitness and a choice of activities that correlates with that component. <ul style="list-style-type: none"> Cardiorespiratory Endurance: Jogging, Just Dance (Wii U), etc. Flexibility: Yoga, stretching, gymnastics, etc. Muscular Endurance: Wall volleying objects such as beach balls, tennis balls, jumping rope, etc. Muscular Strength: Hopscotch, Frisbee toss, bowling, golf putting, throw and catch, etc.

<p>Resources: SHAPE America National Standards and Grade-Level Outcomes; http://www.teachpe.com/fitness/health.php VDOE Physical Education Instructional Resources http://www.doe.virginia.gov/instruction/physed/index.shtml</p>

Physical Education Framework for Instruction

Strand: Energy Balance

Grade Level: 3

<p>VA SOL Standard: 3.5 The student will describe energy balance.</p> <p>ESSENTIAL UNDERSTANDINGS</p> <ul style="list-style-type: none"> • Energy balance is achieved by balancing what one eats and drinks with what they do. • Everything we do, from sleeping to running, requires energy. 																				
	<p>VDOE Standard(s) Student Friendly Language What will the student know and be able to do?</p>	<p>SUGGESTED / SAMPLE ASSESSMENTS</p>	<p>Terms (Vocabulary) and Content Information</p>	<p>SUGGESTED / SAMPLE ACTIVITIES</p>																
<p>These concepts have been introduced, but not yet assessed this year.</p>	<p>3.5 a) Explain that energy balance relates to good nutrition (energy in) and physical activity (energy out).</p> <p>Suggested Learning Targets:</p> <p>I can explain that energy balance includes good nutrition (energy in) and physical activity (energy out).</p>	<p>Assessment for Learning (Formative)</p> <ul style="list-style-type: none"> • Oral: Teacher/Peer discussion – <ul style="list-style-type: none"> ○ What does the word “energy mean to you? ○ Explain energy balance as good nutrition (energy in) and physical activity (energy out). <p>Assessment of Learning (Summative)</p> <ul style="list-style-type: none"> • Written: Students are given a scenario of an individual’s snack consumption and possible activities for the day. (See possible list of activities under “Suggested/Sample Activities” column.) Students must add up the calorie intake in snacks for the day and use the activities list to determine how much activity must be done to maintain their weight for the day. Example: A nine year old snack intake for the day was: <ul style="list-style-type: none"> ○ 1 Apple - 95 calories 	<ul style="list-style-type: none"> • Energy: Fuels our bodies to move, breathe, digest food, think, pump blood, etc. • Energy In: The energy we get from eating food from the five food groups and drinking water. <ul style="list-style-type: none"> ○ Examples: Fruits, vegetables, protein, whole grains and dairy. • Energy Out: The energy we burn by doing physical activity. <ul style="list-style-type: none"> ○ Examples: Riding bikes, swimming, running, playing tag, playing sports, jumping rope. • Energy Balance: The energy you burn equals the energy you consume with food and drinks. • Calorie: Is the energy we eat in food and drinks. We have to have a balance between the amount of calories we consume with the amount of energy we burn due to activity and exercise. If we consume more calories than we burn, we will gain weight. If we burn more calories than we consume, we will lose weight. If we find a balance we will maintain our weight. The number of calories that each person needs varies based on factors like age, height, weight and how much we exercise. http://kidshealth.org/en/kids/calorie.html 	<ul style="list-style-type: none"> • Make connections to activity level and calorie intake. Example <ul style="list-style-type: none"> ○ You gain weight when the calories you burn, including those burned during physical activity, are less than the calories you eat or drink. ○ Give expended calories in different activities Example: Activities and the calories burned in 15 minutes – <table border="0"> <tr> <td>Riding a bike</td> <td>50 calories</td> </tr> <tr> <td>Walking</td> <td>25 calories</td> </tr> <tr> <td>Shooting baskets</td> <td>35 calories</td> </tr> <tr> <td>Karate</td> <td>89 calories</td> </tr> <tr> <td>Playing a piano</td> <td>15 calories</td> </tr> <tr> <td>Ice skating</td> <td>60 calories</td> </tr> <tr> <td>Playing Soccer</td> <td>60 calories</td> </tr> <tr> <td>Doing arts & crafts</td> <td>10 calories</td> </tr> </table> • Incorporate nutrition concepts into movement activities. • Use manipulatives or task cards during activities to demonstrate understanding of energy balance concepts. 	Riding a bike	50 calories	Walking	25 calories	Shooting baskets	35 calories	Karate	89 calories	Playing a piano	15 calories	Ice skating	60 calories	Playing Soccer	60 calories	Doing arts & crafts	10 calories
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		<ul style="list-style-type: none"> ○ 1 Small bag of pretzels - 108 calories ○ 1 Candy bar - 210 calories <p>Based on the activity list with expended calories, show how many calories the nine year old ate and how much activity they must do to burn the calories. Then explain how this relates to energy balance.</p> <ul style="list-style-type: none"> ● Explain the components of energy balance 	<ul style="list-style-type: none"> ● Calories and the relationship to weight http://kidshealth.org/en/kids/healthy-weight-movie.html?WT.ac=ctg#catmovies ● Physical activity guidelines for ages 6 to 17 include doing 60 minutes (1 hour) or more of physical activity daily. ● Physical Activity Levels and Calorie Intake <table border="1" data-bbox="1346 444 1954 695"> <thead> <tr> <th>Age</th> <th>Sedentary</th> <th>Moderately Active</th> <th>Active</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>Girl -1,200 Boy -1,400</td> <td>Girl -1,600 Boy -1,600</td> <td>Girl -1,800 Boy -1,800</td> </tr> <tr> <td>8</td> <td>Girl -1,400 Boy -1,400</td> <td>Girl -1,600 Boy -1,600</td> <td>Girl -1,800 Boy -2,000</td> </tr> <tr> <td>9</td> <td>Girl -1,400 Boy -1,600</td> <td>Girl -1,600 Boy -1,800</td> <td>Girl -1,800 Boy -2,000</td> </tr> </tbody> </table> <p>*USDA 2015-2020 Dietary Guidelines for Americans</p>	Age	Sedentary	Moderately Active	Active	7	Girl -1,200 Boy -1,400	Girl -1,600 Boy -1,600	Girl -1,800 Boy -1,800	8	Girl -1,400 Boy -1,400	Girl -1,600 Boy -1,600	Girl -1,800 Boy -2,000	9	Girl -1,400 Boy -1,600	Girl -1,600 Boy -1,800	Girl -1,800 Boy -2,000	<ul style="list-style-type: none"> ● Stations that make connections to nutrition (energy in) and physical activity (energy out): Example: <ul style="list-style-type: none"> ○ Station 1 - Relays to collect food/drink cards to develop 3 meals with drinks that add up to the recommended calorie intake for one day. ○ Station 2 – Exercise/activities are posted for students to perform with the amount of calories that are burned. Examples include: 12 jumping jacks – 151 calories; 18 push-up shoulder taps – 225 calories; 6 squat jumps – 75 calories; 10 curl ups – 85 calories; etc. ○ Station 3 – Use of iPads to play a MyPlate game where students create healthy meals for one day and 60 minutes of physical activity. Evaluation and feedback are given. https://www.fns.usda.gov/multimedia/Games/Blastoff/BlastOff_Game.html
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<p>Resources: http://www.choosemyplate.gov/food-groups/; https://kids.usa.gov/exercise-and-eating-healthy/index.shtml; https://www.supertracker.usda.gov/ VDOE Physical Education Instructional Resources http://www.doe.virginia.gov/instruction/physed/index.shtml; http://www.heart.org/HEARTORG/Educator/Educator_UCM_001113_SubHomePage.jsp; http://kidshealth.org/en/kids/fit-kid.html; http://kidshealth.org/en/kids/healthy-weight-movie.html?WT.ac=ctg#catmovies; http://www.choosemyplate.gov/physical-activity-calories-burn; http://www.accessdata.fda.gov/videos/CFSAN/HWM/hwmsk01.cfm; http://www.fda.gov/Food/IngredientsPackagingLabeling/LabelingNutrition/ucm281746.htm#kids</p>																				

	<p>VA SOL Standard: 3.5 The student will describe energy balance.</p> <p>ESSENTIAL UNDERSTANDINGS</p> <ul style="list-style-type: none"> • Energy balance is achieved by balancing what one eats and drinks with what they do. • Meals should include one food from each food group with portion control. 			
	<p>VDOE Standard(s) Student Friendly Language What will the student know and be able to do?</p>	<p>SUGGESTED / SAMPLE ASSESSMENTS</p>	<p>Terms (Vocabulary) and Content Information</p>	<p>SUGGESTED / SAMPLE ACTIVITIES</p>
<p>These concepts have been introduced, but not yet assessed this year.</p>	<p>3.5 b) Identify one food per group to create a healthy meal that meets USDA guidelines.</p> <p>Suggested Learning Targets:</p> <p>I can create a healthy meal with one food from each food group (dairy, protein, fruit, vegetable and grain)</p>	<p>Assessment for Learning (Formative)</p> <ul style="list-style-type: none"> • Oral: Peer discussion – Examples: <ul style="list-style-type: none"> ○ What are two of your favorite healthy food choices? Two favorite unhealthy food choices? ○ Why should we eat healthy food? ○ Why should we avoid unhealthy food? • Identify a nutritious meal with one food from each of the food groups <p>Assessment of Learning (Summative)</p> <ul style="list-style-type: none"> • Draw (or select from several pictures) healthy food from each food group to make a healthy meal • Written: Build a healthy plate http://www.bing.com/images/search?adlt=strict&q=myplate+image&qpvt=MyPlate+image&qpvt=MyPlate+image&qpvt=MyPlate+image&FORM=IGRE 	<ul style="list-style-type: none"> • MyPlate: A food plate symbol that serves as a reminder to build healthy eating patterns by making healthy choices across the food groups. http://kidshealth.org/en/kids/pyramid.html • USDA Food Groups: A method of grouping similar foods. Food groups in the USDA Food Patterns are defined as vegetables, fruits, grains, and dairy and protein foods. https://www.youtube.com/watch?v=L9ymkJK2QCU <ul style="list-style-type: none"> ○ Fruits: Provides vitamins, minerals and fiber to help the body stay healthy. Examples include: oranges, strawberries, peaches, cantaloupe, watermelon, grapes, bananas, blueberries and raspberries. ○ Vegetables: Provide vitamins, minerals and fiber to help the body stay healthy. Examples include: broccoli, peppers, carrots, peas, corn, spinach, lima beans, potatoes and kale. ○ Grains: Provide a source of fiber and gives us energy. Examples include: whole grain bread, rice, pasta, oatmeal, cereals and tortillas. ○ Protein: Helps build muscle, skin and bone. It is also gives us energy. Examples include: chicken, turkey, beef, lunch meat, nuts, fish, pork and eggs. ○ Dairy: Helps us build strong, healthy bones. Examples include: milk, cheese 	<ul style="list-style-type: none"> • Incorporate nutrition concepts into movement activities • Discussions/videos on unhealthy food choices (sometime foods): Example – Foods that contain too much fat, sodium and sugar. These are foods we may eat on a special occasion or as a treat every once in a while. Examples include: candy, cakes, potato chips, fast food and sodas. https://www.youtube.com/watch?v=cZ60zhvMIGk • Use visuals to depict a variety of foods from each food group Example: http://www.heart.org/idc/groups/heart-public/@wcm/@global/documents/downloadable/ucm_305577.pdf • Use names of food groups choices for small group activities • Incorporate poems or songs about the food groups into rhythmic activities • Discussions on portion size: Example: A portion is the amount of food you choose to eat. There is no standard portion size and no single right or wrong portion size. A portion is what

			<p>and yogurt.</p> <ul style="list-style-type: none"> • Portion Control: Understanding how much a serving is and how many calories or how much food energy a serving contains. • Breakfast: Eating breakfast helps fuel your body after sleeping the night before. Eating breakfast will help you do better in school and be more active. <ul style="list-style-type: none"> ○ Examples: yogurt, fresh fruit, whole grain muffins, oatmeal, whole grain cereal ○ Breakfast webpage http://kidshealth.org/en/kids/breakfast.html?ref=search • Lunch: It's important to eat a balanced lunch even if you buy school lunch. Your lunch should have something from all five food groups. <ul style="list-style-type: none"> ○ Examples: milk, yogurt, sandwich on whole grain bread, salad, fruits, vegetables, string cheese ○ School lunch webpage http://kidshealth.org/en/kids/school-lunches.html?WT.ac=ctg • Dinner: Important to eat a balanced dinner using foods from all the five food groups. Half of your plate should make up fruits and vegetables. The other half is divided into whole grains and protein. Protein is a little smaller because you don't need as much from this food group. You need at least one serving from dairy. <ul style="list-style-type: none"> ○ Examples: fish, chicken, vegetables, fruit, whole grain rolls or tortillas, milk 	<p>you serve yourself or what might come in one food package or what a restaurant might give you. You might also think of a portion as a helping. A serving is a standard amount used to help give advice about how much to eat or to identify how many calories and nutrients are in a food. (Teacher holds up objects such as: a deck of cards, dice, computer mouse, tennis ball, to show healthy portion sizes for different foods. *See below.)</p> <ul style="list-style-type: none"> ○ A serving of nuts is a small handful ○ For meat, the size of a deck of cards ○ For cheese, four dice equals one serving ○ For fruits and vegetables, a computer mouse or a tennis ball is about the size of a half-cup of vegetables ○ For milk, a serving is equal to a school-size carton or a carton of yogurt
<p>Resources: http://www.choosemyplate.gov/food-groups/; https://health.gov/dietaryguidelines/2015/guidelines/; VDOE Physical Education Instructional Resources http://www.doe.virginia.gov/instruction/physed/index.shtml; http://www.heart.org/HEARTORG/Educator/Educator_UCM_001113_SubHomePage.jsp; https://www.supertracker.usda.gov/; https://health.gov/dietaryguidelines/2015/resources/2015-2020_Dietary_Guidelines.pdf; https://www.nal.usda.gov/fnic/dietary-guidance-0 https://www.nal.usda.gov/fnic/myplate-and-historical-food-pyramid-resources; http://kidshealth.org/en/kids/school-lunches.html?WT.ac=ctg</p>				

	<p>VA SOL Standard: 3.5 The student will describe energy balance.</p> <p>ESSENTIAL UNDERSTANDINGS</p> <ul style="list-style-type: none"> Water and other healthy drinks keep the body hydrated and are important for body functions. 			
	<p>VDOE Standard(s) Student Friendly Language What will the student know and be able to do?</p>	<p>SUGGESTED / SAMPLE ASSESSMENTS</p>	<p>Terms (Vocabulary) and Content Information</p>	<p>SUGGESTED / SAMPLE ACTIVITIES</p>
<p>These standards were introduced, but not yet assessed this year.</p>	<p>3.5 c) Identify healthy hydration choices and the amount of water needed for the body to function, using the formula one ounce of water per two pounds of body weight.</p> <p>Suggested Learning Targets:</p> <p>I can calculate the amount of water needed by the body for someone who weighs (80) pounds.</p>	<p>Assessment for Learning (Formative)</p> <ul style="list-style-type: none"> Oral: Teacher/Peer discussion – <ul style="list-style-type: none"> Why does the body need dairy? Name some healthy hydration choices. What makes a drink unhealthy? What ways can I make sure I get enough water? What is dehydration? Select/identify pictures of healthy drinks. <p>Assessment of Learning (Summative)</p> <ul style="list-style-type: none"> Calculate hydration needed for a variety of weights. Written: Super Crew® Drink Tracker http://www.superkidsnutrition.com/kidsactivities/ 	<ul style="list-style-type: none"> Hydration: One ounce of water per two pounds of body weight (person who weighs 80 pounds should drink 40 ounces of water a day). Recommended number of ounces of water per day = half the number of pounds a person weighs Healthy Drink Choices: Help your body move, grow and be healthy. http://kidshealth.org/en/parents/drink-healthy.html <ul style="list-style-type: none"> Water: A clear liquid that has zero calories and contains no sugar. Water represents 50 to 75 percent of a person’s body weight and regulates body temperature. The body primary loses water through urination and perspiration but replenishes needed water through eating and drinking. Daily water requirements are six to eight cups of water a day. http://kidshealth.org/en/kids/water.html?WT.ac=ctg#catfood Milk: A dairy drink that helps build strong teeth and bones. http://kidshealth.org/en/parents/calcium.html?WT.ac=p-ra Unhealthy Drink Choices: Contain too much sugar and calories. Examples include: sports drinks, sodas, juice drinks and energy drinks. <ul style="list-style-type: none"> Caffeine drinks http://kidshealth.org/en/parents/child-caffeine.html?WT.ac=p-ra 	<ul style="list-style-type: none"> Use nutritious hydration choices for small group activities Use visuals to depict a variety of hydration examples Incorporate poems or songs about water/nutritious hydration into rhythmic activities Videos: Example: https://www.youtube.com/watch?v=gusOH0Nulok Safe Share Link https://safeshare.tv/x/ss589cdd1fc0878 Discussions on drinking water throughout the day to meet the daily requirements of six to eight cups of water a day. Examples: <ul style="list-style-type: none"> With every meal and throughout the day. When it’s warm outside. When you’re exercising or playing sports. When your mouth is dry and you’re thirsty.

			<ul style="list-style-type: none"> ○ Sports and Energy Drinks http://kidshealth.org/en/parents/power-drinks.html?WT.ac=p-ra ● Dehydration: When your body doesn't have enough water in it. Not having enough water can make you slow, tired, and sick and your brain might not work as well. <ul style="list-style-type: none"> ○ http://kidshealth.org/en/parents/dehydration.html?WT.ac=p-ra ○ Signs of dehydration http://kidshealth.org/en/kids/dehydration.html?WT.ac=k-ra ● Importance of water: <ul style="list-style-type: none"> ○ To help your blood carry oxygen to all your body parts. ○ To help your body fight off illness. ○ To help your body digest food or break it down. ○ To help our body sweat so we can cool down. ○ To regulate body temperature. 	
<p>Resources: http://www.choosemyplate.gov/food-groups/; http://www.education.com/magazine/article/tips-kid-hydrated/; VDOE Physical Education Instructional Resources http://www.doe.virginia.gov/instruction/physed/index.shtml ; http://www.heart.org/HEARTORG/Educator/Educator_UCM_001113_SubHomePage.jsp http://www.pbslearningmedia.org/resource/225f51a8-05ee-4219-803c-6358fea924c2/225f51a8-05ee-4219-803c-6358fea924c2/</p>				

	<p>VA SOL Standard: 3.5 The student will describe energy balance.</p> <p>ESSENTIAL UNDERSTANDINGS</p> <ul style="list-style-type: none"> The body needs macronutrients to function. Macronutrients include fats, proteins and carbohydrates. 			
	<p>VDOE Standard(s) Student Friendly Language What will the student know and be able to do?</p>	<p>SUGGESTED / SAMPLE ASSESSMENTS</p>	<p>Terms (Vocabulary) and Content Information</p>	<p>SUGGESTED / SAMPLE ACTIVITIES</p>
<p>These standards were introduced, but not yet assessed this year.</p>	<p>3.5 d) Identify the macronutrients (fat, protein, carbohydrates).</p> <p>Suggested Learning Targets:</p> <p>I can name/list the macronutrients.</p> <p>3.5 e) Identify foods that are healthy sources of each macronutrient.</p> <p>Suggested Learning Targets:</p> <p>I can name/list/draw a healthy food for each macronutrient.</p>	<p>Assessment for Learning (Formative)</p> <ul style="list-style-type: none"> Oral: Teacher/Peer discussion – <ul style="list-style-type: none"> What is a macronutrient? Name the macronutrients Why is it important to choose healthy foods for each of the macronutrients? Identify a nutritious food for each macronutrient. <p>Assessment of Learning (Summative)</p> <ul style="list-style-type: none"> Written: List/Select term for each macronutrient. Draw (or select from several pictures) healthy foods for each macronutrient. 	<ul style="list-style-type: none"> Macronutrients: Nutrients are substances needed for growth, energy provision and other body functions. Macronutrients are those nutrients required in large amounts that provide the energy needed to maintain body functions and carry out the activities of daily life. There are 3 macronutrients – carbohydrates, proteins and fats. Fats: The calories from fats help fuel our bodies. There are good fats and bad fats. <ul style="list-style-type: none"> Saturated and Trans fats: These are the bad fats. Consuming too many of them is bad for the heart. Examples include: butter, store baked goods and oils Monounsaturated and Polyunsaturated fats- These are the good fats. They help your heart. Even though they are healthy, you still want to make sure you don't eat too many. Examples include avocados, olive oils, nuts, seeds, peanut butter and dark chocolate http://kidshealth.org/en/kids/fat.html?WT.ac=ctg Carbohydrates: A group of nutrients that supply the body with energy. The calories from carbohydrates are the main fuel we use in our bodies. Fiber and sugar make up part of the carbohydrate family. You should eat plenty of fiber, but limit how much sugar you eat. Healthy choices include fruits, whole grain bread, whole grain crackers, 	<ul style="list-style-type: none"> Use names of macronutrients and food sources for small group activities Use visuals to depict a variety of foods for each macronutrient Use manipulatives or task cards during activities to demonstrate understanding of macronutrients

			<p>brown rice, whole grain tortillas http://kidshealth.org/en/kids/carb.html?WT.ac=ctg</p> <ul style="list-style-type: none"> • Protein: Protein provides the building blocks to help us grow. They help us maintain and replace body tissue, such as bones, muscles, and blood and body organs. <ul style="list-style-type: none"> ○ Healthy choices- lean meats such as: chicken, turkey and fish, nuts, eggs, Greek yogurt, lean lunch meat, peanut butter, cheese ○ http://kidshealth.org/en/kids/protein.html?WT.ac=ctg 	
<p>Resources: See education resources and curriculum ideas; VDOE Physical Education Instructional Resources http://www.doe.virginia.gov/instruction/physed/index.shtml; http://www.heart.org/HEARTORG/Educator/Educator_UCM_001113_SubHomePage.jsp; www.choosemyplate.gov; https://healthyforgood.heart.org/eat-smart/articles/how-to-eat-healthy-without-dieting#.V6d_h_36upo; http://www.heart.org/HEARTORG/HealthyLiving/HealthyEating/Nutrition/Nutrition-Basics_UCM_461228_Article.jsp#.Wljmsbcizct;</p>				