Physical Education Standards of Learning Technical Assistance Guide

# Introduction

The *Physical Education Standards of Learning for Virginia Public Schools* identify the academic content for the essential concepts, processes, and skills for physical education in kindergarten through grade twelve. These standards provide school divisions and teachers with a guide for creating aligned curricula and learning experiences in physical education to help students understand the benefits of achieving and maintaining a physically active lifestyle and learn the skills necessary for performing a variety of physical activities.

The *Physical Education Standards of Learning* support the Profile of a Virginia Graduate through the development and use of communication, collaboration, creativity, critical thinking and civic responsibility skills necessary to adopt and maintain human movement fundamental to optimizing health and performance, preventing injury, managing feelings, building healthy relationships.

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The *Physical Education Standards of Learning* and the *Physical Education Technical Assistance Guide* have been organized into strands to provide clarity for learning expectations and to provide learning progressions.

# Goals and Strands

1. *Demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities.***(Motor Skill Development)**

This strand focuses student learning on the development and demonstration of competence in motor skills and a variety of movement forms, increasing the likelihood of participation in physical activities. Students will have movement experiences that build competent and confident movers through acquisition, performance, and refinement of movement skills in a variety of developmental, tactical, and cooperative activities. Movement competence is defined as the development of sufficient skill and ability to ensure successful performance in a variety of physical activities. In the elementary years, students develop maturity and adaptability in the use of fundamental motor skills and patterns that are then further refined and combined during the middle school years. As motor patterns become more refined and proficient throughout the middle years, they can be transitioned into specialized skills and patterns and used in more complex learning settings. High school students will demonstrate a level of competence in several physical activities that they are likely to continue beyond graduation.

2. *Apply knowledge of the structures and functions of the body and how they relate to and are affected by human movement to learning and developing motor skills and specialized movement forms.***(Anatomical Basis of Movement)**

This strand focuses student learning on understanding basic anatomy and physiology along with movement concepts and principles, to improve motor skills. While the skilled-movement goal involves learning how to perform physical activities skillfully, this goal directs students toward learning about movement. Concepts and principles from various fields of study support skillful movement performance. These fields of study include motor control, exercise physiology, and biomechanics/kinesiology. Active learning experiences will connect the anatomical content with activities being performed. Elementary students establish basic musculoskeletal vocabulary and use simple concepts as they develop their movements. Middle school students learn and apply more complex concepts of human movement. High school students develop a working knowledge of human anatomy and physiology concepts and principles, enabling them to independently apply concepts in order to acquire new skills or enhance existing skills.

3. *Achieve and maintain a health-enhancing level of personal fitness.***(Fitness Planning)**

This strand focuses student learning on understanding the relationship between a health-enhancing level of physical fitness and the prevention of chronic disease. The intent is for students to explain the importance of fitness and active lifestyles, to be able to evaluate personal fitness levels, and to create an appropriate fitness plan with goals, activities, and timelines that will maintain and improve their levels of physical fitness. Recommended criterion-referenced wellness testing includes Progressive Aerobic Cardiovascular Endurance Run (PACER), cadence push-ups, cadence curl-ups, back-saver sit and reach, and trunk lift. Elementary students become aware of health-related fitness components (aerobic capacity, muscular strength and endurance, flexibility, and body composition), engage in a variety of physical activities, and develop a basic fitness plan. Middle school students continue to learn about the components of fitness: how they are developed and improved, how they interrelate, and how they contribute to overall fitness to develop and implement a personal fitness plan. High school students plan, implement, evaluate, and modify a personal, goal-driven fitness plan that enables them to achieve and maintain the level of fitness needed to meet their personal goals for various work-related, sport, and leisure activities.

4. *Demonstrate the aptitude, attitude, and skills to lead responsible, fulfilling, and respectful lives.* **(Social and Emotional Development*)***

This strand focuses student learning on the skills and behaviors that lead to personal and group success in physical activity, both in school and in settings outside school. Students will explain and apply skills for communication, cooperation, conflict resolution, goal setting and attainment, critical and creative thinking, resilience, and self-directed learning. Students will explain and demonstrate the importance of and ability to be safe in a variety of activities. Students will understand that inclusion is a social and emotional experience associated with feelings of belonging, acceptance, and value that creates a supportive environment for all students. Elementary students recognize and use rules and procedures, focus on safety, respect similarities and dissimilarities, and cooperate with others. Middle school students participate cooperatively with others and understand reasons for rules and procedures. High school students initiate and exhibit responsible behaviors and positively affect the behaviors of others in physical activity settings inside and outside school.

5. *Explain the importance of energy balance and the nutritional needs of the body to maintain optimal health and prevent chronic disease.* **(Energy Balance)**

This strand focuses student learning on energy balance (nutrition and fitness concepts – functional fitness) and explains the importance of energy balance for physical health and chronic disease prevention. This includes physical activity guidelines, types of physical activity needed for energy balance, importance of physical activity, health-related components of fitness, nutrition guidelines, meal planning, screen time, and sleep. Elementary students understand the basic nutrition and fitness concepts of energy balance. The middle school student will extend learning of energy balance, including nutrition, fitness concepts, physical activity, health-related components of fitness, nutrition guidelines, meal planning, screen time, and sleep and will explain the connection to personal health and fitness. The high school student will explain the importance of energy balance and nutritional needs of the body to maintain optimal health and prevent chronic disease for the present and into the adult years.

The combination of these five strands leads students toward being able to lead an active, healthy lifestyle skillfully, knowledgeably, responsibly, and vigorously.

The *2022 Physical Education Standards of Learning Curriculum Framework,* a companion document to the *2022 Physical Education Standards of Learning* amplifies and supports the *Physical Education Standards of Learning* and further defines the content knowledge, skills, and understandings. The standards and *curriculum framework* are not intended to encompass the entire curriculum for a given grade level or course.  School divisions are encouraged to incorporate the standards and *curriculum framework* into a broader, locally designed or selected curriculum.  The *curriculum framework* delineates in greater specificity the minimum content that all teachers should teach and all students should learn.

Each topic in the *technical assistance guide* is developed around the Standards of Learning and its format facilitates teacher planning by identifying the key concepts, knowledge, and skills that should be the focus of instruction for each standard. This guide is divided into five sections: Essential Understandings, Knowledge and Skills (in student friendly language), Suggested and Sample Assessments, Vocabulary and Content Information, and Suggested and Sample Activities. The purpose of each section is explained below.

*Essential Understandings*

This section includes content and key concepts that assist teachers in planning instruction.

*Essential Knowledge and Skills*

This section provides an expansion of the physical education knowledge and skills that each student should know and be able to demonstrate. This is not meant to be an exhaustive list of student expectations.

*Suggested/Sample Assessments*

This section provides options of Assessments for Learning (Formative) and Assessments of Learning (Summative). Assessment items may not and should not be a verbatim reflection of the information presented in the Curriculum Framework.

*Vocabulary and Content Information*

This section provides critical elements of motor skills, definitions, explanations, examples, and information regarding connections within and between grade level(s)/course(s).

*Suggested/Sample Assignments*

This section provides suggested and sample activities to support the standards. Assignments may not and should not be a verbatim reflection of the information presented in the Curriculum Framework.

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| **VA SOL Standard:** K.1 The student will demonstrate progress toward the developmentally appropriate form of selectedlocomotor, non-locomotor, and manipulative skills to understand the various ways the body can move.  ESSENTIAL UNDERSTANDINGS   * The ways the body moves and how the body balances during movement. * Critical elements of movement must be done correctly to move efficiently and effectively. * Performing movements in games and with music will lead to effective body management. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** | |
| **K.1.a** Demonstrate and differentiate between walking, jogging, running, hopping, galloping, and jumping  **Suggested Learning Targets:**  I can walk, run, hop, jog, gallop, and jump in my own space and around the gym with my class.  I can identify pictures for hopping, jumping, and walking.  **K.1.b** Demonstrate bending, pushing, pulling, turning, and balancing on one foot.  **Suggested Learning Targets:**  I can bend and turn my body.  I can show how to push and pull a ball.  I can stand on one foot. | **Assessment for Learning (Formative)**   * Skill rubric: Perform each locomotor skill and movement correctly (at least two critical elements).   **Assessment of Learning (Summative)**   * Teacher observation. * Cognitive Assessment. * Verbal * Identify pictures of movements * Skill rubric.   Sample Rubric  4 Consistently demonstrates (name movement)   * Student consistently performs all critical elements. * Student needs no reminders.   3 Usually demonstrates (name movement)   * Student usually performs at least two critical elements. * Student needs occasional reminders.   2 Sometimes demonstrates (name movement)   * Student sometimes performs at least two critical elements. * Student needs several reminders.   1 Seldom demonstrates (name movement)   * Student performs less than two critical elements. * Student needs repeated reminders. | * Walk * Jog * Run * Hop * Gallop * Jump * Bend * Push * Pull * Turn * Balance * Personal space * Space awareness when the body is not in motion. * Being able to move in one location.   **Critical elements:** (\*denotes suggested essential elements for kindergarten).  Walking:   * Toes point forward * Foot lands heel to toe\* * Arms swing forward and backward in opposition to legs–arms do not cross midline.\*   Running:   * Toes point forward. * Foot lands heel to toe.\* * Arms swing forward and backward in opposition to legs–arms do not cross midline.\* * Brief period when both feet are off the ground between each running step (flight). * Trunk leans slightly forward.   Hopping (able to hop on the right and left foot):   * Foot of nonsupport leg is bent and carried in back of body.\* * Nonsupport leg swings in pendular fashion to produce force. * Arms bent at elbows and swing forward on takeoff. * Takeoff and land on same foot.\*   Galloping:   * Step one foot forward.\* * Bring back foot to front foot (back foot does not go ahead of front foot).\* * Shoulders squared to the front. * Lead with right and left foot.   Jumping   * Arms back and knees bend in preparation for jumping action. * Arms extend forward/upward as body propels forward/upward.\* * Body extends and stretches slightly upward while in flight. * Hips, knees, and ankles bend on landing. * Shoulders, knees, and ankles align for balance after landing. * Two feet takeoff, two feet landing.\* | * Perform the movements in personal space, general space, in games, and with music. * Move in relation to self and various obstacles and equipment that may include moving under/over, on/off, in front/behind, near/away, around, and alongside. * Using the body, explore the shapes of different letters of the alphabet. * Bend (egg roll, bear walk). * Push (egg roll, leap, jump). | |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  Graham, George. (2013). *Children moving: A reflective approach to teaching physical education. (9th ed.). McGraw*-Hill Education.  https://openphysed.org/  Health Smart Virginia | | | |

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| **VA SOL Standard:** K.1 The student will demonstrate progress toward the developmentally appropriate form of selectedlocomotor, non-locomotor, and manipulative skills to understand the various ways the body can move.  ESSENTIAL UNDERSTANDINGS   * The directions, pathways, and speeds the body moves and how the body balances during these changing movements. * Critical elements of movement must be done correctly to move efficiently and effectively. * Performing movements alone and when moving with others will lead to effective body management. * Moving at low levels requires a wider base of support for balance. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **K.1.c** Demonstrate moving forward, sideways, and side to side.  **Suggested Learning Targets:**  I can show the teacher how to move forward, sideways, and side to side.  **K.1.d** Demonstrate moving at low, medium, and high levels.  **Suggested Learning Targets:**  I can show the teacher how to move when I am (small) and when I am (tall).  **K.1.e** Demonstrate traveling in straight, curving, and zigzagging pathways.  **Suggested Learning Targets:**  I can show the teacher how to move in a straight line, a curved line, and in a zigzag.  **K.1.f** Demonstrate fast, slow, and moderate speeds.  **Suggested Learning Targets:**  I can move slowly like a [turtle] and fast like a [rabbit].  I can start, stop, and change directions when I hear the signal. | **Assessment for Learning (Formative)**   * Teacher observation. * Skill checklist. * Skill rubric. * Draw pictures of different pathways.   **Assessment of Learning (Summative)**   * Skill checklist. * Skill rubric.   Sample Rubric  4 Consistently demonstrates (name movement)   * Student consistently performs all critical elements. * Student needs no reminders. * Student can perform skill when moving.   3 Usually demonstrates (name movement)   * Student usually performs the critical elements. * Student needs occasional reminders. * Student can perform skill when moving.   2 Sometimes demonstrates (name movement)   * Student sometimes performs some of the critical elements. * Student needs several reminders. * Student can perform skill when stationary.   1 Seldom demonstrates (name movement)   * Student seldom performs the critical elements.   Student needs repeated reminders.   * Student can perform skill when stationary. | * Directions include forward, sideways, and side to side. * Levels include high, medium, and low. * Pathways include straight, curved, and zigzag. * Speeds include fast, slow, and moderate. | * Movement activities in self-space and general space that include static and dynamic movement situations while engaged in locomotor skills. * Students locate a personal space and then perform warmup exercises. * Use specific locomotor skills, pathways, and effort to travel through a general space without entering into another student’s personal space. |
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| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **K.1.g** Demonstrate simple educational gymnastic skills, including one roll (narrow or curled).  **Suggested Learning Targets:**  I can roll like a log (pencil).  I can roll like an egg. | **Assessment for Learning (Formative)**   * Teacher observation. * Skill checklist. * Skill rubric.   **Assessment of Learning (Summative)**   * Skill checklist. * Skill rubric. | * Tuck * Layout * Extend * Balance * Roll * Bend   **Critical elements:**  Log (pencil) roll (on a mat):   * Lie on your back. * Arms–extended straight over head with hands together. * Legs–straight and toes pointed, knees together. * Body forms a log/pencil (body is long and narrow). * Roll in one direction for a complete turn keeping body in a straight pathway.   Egg roll (on a mat)   * Lie on your back. * Knees on chest. * Elbows at sides. * Chin tucked. * Roll sideways onto the knees. * Push with hands and knees. | * Static Balances * Using different body parts * Using different body shapes * Rotation/Rolling * Log roll * Egg roll * Traveling movements * Different directions, speed, pathways. * Animal walks. * Low balance beam. |
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| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| K.1.h Demonstrate at least two critical element used in eye-hand coordination skills while stationary (e.g., bouncing and catching a ball, tossing, catching a ball/beanbag, volleying a balloon, tossing and rolling underhand to targets, and striking stationary objects with a long or short implement or noodle.)**Suggested Learning Targets:**  I can throw a ball.  I can catch a ball.  I can throw and catch a ball with a partner.  I can bounce and catch a ball.  I can kick a ball.  I can hit a ball.  I can dribble a ball.  I can roll a ball.  I can keep a balloon in the air. | **Assessment for Learning (Formative)**   * Skill checklist. * Skill rubric. * Perform each locomotor skill and movement correctly.   **Assessment of Learning (Summative)**   * Skill rubric.   Sample Rubric  4 Consistently demonstrates (name movement)   * Student consistently performs all critical elements. * Student needs no reminders. * Student can perform skill when moving.   3 Usually demonstrates (name movement)   * Student usually performs the critical elements. * Student needs occasional reminders. * Student can perform skill when moving.   2 Sometimes demonstrates (name movement)   * Student sometimes performs some of the critical elements. * Student needs several reminders. * Student can perform skill when stationary.   1 Seldom demonstrates (name movement)   * Student seldom performs the critical elements.   Student needs repeated reminders.  Student can perform skill when stationary. | **Critical elements:**  Toss:   * Face the target. * Arm swings backward and forward.   Underhand throw:   * Face the target.\* * Arm back in preparation for action. * Step with opposite foot as throwing arm moves forward.\* * Release ball between knee and waist level. * Follow through to target.   Catch:   * Extend arms outward to reach for ball.\* * Thumbs in for catch above the waist. * Thumbs out for catch at or below the waist. * Watch the ball all the way into the hands.\* * Catch with hands only; no cradling against the body. * Pull the ball in to the body as the catch is made. * Curl the body slightly around the ball.   Bouncing:   * Knees slightly bent. * Firm contact with top of ball.   Striking with paddle:   * Watch the ball. * Hit with a flat surface.   Volleying:   * Watch the ball. * Strike the ball with finger pads. | * Throw and catch to self, with a partner, and/or to a stationary target. * Low organized activities involving throwing and catching. * Strike a lightweight ball/balloon up using two hands. * Bounce and strike a lightweight ball toward a wall or partner. * Bat off a tee or bat using a suspended ball. * Use target activities to develop the ability to aim and project an object (toss bean bags into hoops of various sizes and at various distances). |
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| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **K.1.i** Demonstrate at least two critical elements used in eye-foot coordination skills (e.g., dribbling [small taps] kicking a stationary ball).  **Suggested Learning Targets:**  I can walk and kick a ball with the inside of my foot.  I can dribble a ball, keeping the ball close to me.  I can walk and dribble a ball with my feet. | **Assessment for Learning (Formative)**   * Skill rubric.   **Assessment of Learning (Summative)**   * Skill rubric.   Sample Rubric  4 Consistently demonstrates (name movement)   * Student consistently performs all critical elements. * Student needs no reminders. * Student can perform skill when moving.   3 Usually demonstrates (name movement)   * Student usually performs the critical elements. * Student needs occasional reminders. * Student can perform skill when moving.   2 Sometimes demonstrates (name movement)   * Student sometimes performs some of the critical elements. * Student needs several reminders. * Student can perform skill when stationary.   1 Seldom demonstrates (name movement)   * Student seldom performs the critical elements. * Student needs repeated reminders. * Student can perform skill when stationary. | **Critical elements:**  Dribbling with the feet:   * Keep the ball close to the feet. * Use the inside of the foot.   Kicking:   * Keep your eyes on the ball and your head down. * Watch the foot contact the ball at the instep. * Take at least two running steps. | * Dribbling with feet: * Dribbling and kicking/passing to a stationary target. * Dribble in personal space. * Dribbling in open spaces using different pathways. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  Graham, George. (2013). *Children moving: A reflective approach to teaching physical education. (9th ed.). McGraw*-Hill Education.  https://openphysed.org/  Health Smart Virginia | | | |

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| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **K.1.j** Demonstrate moving to a beat and to rhythmic patterns using basic locomotor and non-locomotor rhythmic patterns in personal and general space.  **Suggested Learning Targets:**  I can match my movements to different music and sounds.  I can move to music safely. | **Assessment for Learning (Formative)**   * Teacher observation. * Skill checklist. * Skill rubric.   **Assessment of Learning (Summative)**   * Teacher observation. * Skill checklist. * Skill rubric. | * Rhythm * Beat * Movement * Combinations * Pattern * Leading/following * Mirroring/matching | * Locomotor and non-locomotor movement combinations with/without partner. Use locomotor skills in a rhythmic pattern for self- expression. * Rhythmic activities with manipulatives (e.g., parachutes, rhythm sticks). * Movements with a partner, such as leading/following and mirroring/matching. * Incorporate ways to communicate rhythms as a basis for dances (action words, rhyme, poetry, story and music). * Note: Music for use with students should be pre-approved by the teacher for appropriate lyrics. |
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| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **K.1.k** Demonstrate jumping over a stationary rope and a self-turn single jump.  **Suggested Learning Targets:**  I can jump over a rope.  I can turn a rope and jump over it. | **Assessment for Learning (Formative)**   * Teacher observation. * Skill checklist. * Skill rubric.   **Assessment of Learning (Summative)**   * Skill checklist. * Skill rubric. | **Critical elements:**  Jumping stationary rope:   * Face forward, eyes looking straight ahead (not down at the rope). * Two feet take off, two feet land.   Jumping self-turn rope:   * Face forward, eyes looking straight ahead (not down at the rope). * Two feet take off, two feet land. * Hands at sides, rope over the head and under feet (timed for jump to occur). | * Basic jump rope skills using a line, stationary rope, and a self-turn rope * Rope turn may be added by a partner or teacher |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  Graham, George. (2013). *Children moving: A reflective approach to teaching physical education. (9th ed.). McGraw*-Hill Education.  https://openphysed.org/  Health Smart Virginia | | | |

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| **VA SOL Standard:**  K.2 The student will identify basic structures of the body and basic spatial awareness concepts.  ESSENTIAL UNDERSTANDINGS   * + - * The ability to move in various directions is because of bones and muscles.       * The health of bones and muscles depends on movement.       * The heart is a muscle that needs activity to be strong. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **K.2.a** Explain that the body has muscles and bones that help the body move.  **Suggested Learning Targets:**  I can tell the teacher that bones help me move (give example of a movement or activity).  I can tell the teacher that muscles help me move in many ways.  **K.2.b** Identify that the heart is a special muscle that pumps blood throughout the body.  **Suggested Learning Targets:**  I can tell the teacher that the heart is a muscle. | **Assessment for Learning (Formative)**   * Teacher observation. * Identify a picture of the heart.   **Assessment of Learning (Summative)**   * Identify a picture of bones and a picture of muscles. * Identify a picture of the heart. * Identify (name, circle, draw a picture of) one activity that makes the heart beat faster. | * Bones * Muscles * Heart | * Use visuals to depict bones and muscles. * Incorporate knowledge concepts into movement activities. * Incorporate music: students listen for the music to stop and put the body part specified by the teacher into a particular level or touching the floor (foot–low height/medium height; whole body–low [small], high [tall] height). |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  Graham, George. (2013). *Children moving: A reflective approach to teaching physical education. (9th ed.). McGraw*-Hill Education.  https://openphysed.org/  Health Smart Virginia | | | |

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| **VA SOL Standard:** K.2 The student will identify basic structures of the body and basic spatial awareness concepts.  ESSENTIAL UNDERSTANDING   * The ability to move and control the body without touching others, objects, and remaining within defined boundaries. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **K.2.c** Demonstrate the concept of personal and general space.  **Suggested Learning Targets:**  I can move and not touch anyone or anything.  I can demonstrate personal space. | **Assessment for Learning (Formative)**   * Teacher observation. * Skill checklist.   **Assessment of Learning (Summative)**   * Skill checklist. | * Personal space. * One location without traveling. | * Perform movements in personal space and general space in games and with music. * Perform movements such as twisting and bending in one location without travelling. |
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| **VA SOL Standard:** K.3 The student will identify physical activities that promote fitness.  ESSENTIAL UNDERSTANDINGS   * + - * What physical activities are and explore ways to participate in them.       * Identify the health benefits of physical activity.       * The health of bones and muscles depends on movement.       * Physical activity can be done at school, home, and in the community alone, with friends, and family members. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **K.3.a** Explain that physical activity helps the body become stronger.  **Suggested Learning Targets:**  I can tell the teacher one good thing about playing/being active.  **K.3.b** Identify physical activities that can be done at home, individually and with family and friends to keep the body healthy.  **Suggested Learning Targets:**  I can draw (or select from pictures) one activity that I can do at home to keep me healthy.  I can draw one activity to do with my family (or friends) when I am not in school.  **K.3.c** Explain that moving faster makes the heart beat faster.  **Suggested Learning Targets:**  I can explain that when I move faster, my heart beats faster.  **K.3.d** Explain that fitness requires staying physically active.  **Suggested Learning Targets:**  I can describe how doing fitness activities helps me to stay active. | **Assessment for Learning (Formative)**   * Student names the benefits of physical activities (tells a partner). * Select/identify pictures of physical activities that have health benefits.   **Assessment of Learning (Summative)**   * Oral: Student can name one health benefit of physical activities, such as “makes me strong,” “makes my heart strong,” or “makes me feel good.” * Written: Draw (or select from several pictures) one activity that can be done at home. * Draw (or select from several pictures) one activity that can be done at home with family and/or friends. | * Physical activity: any bodily movement. * Physical activity is moving your body. * Physical activity makes muscles move. * The heart is located in my chest. | * Participate in moderate and vigorous physical activities. * At various levels of physical activity, have students check their heart rate (fast/slow) by placing their hands over their heart. * At various levels of physical activity, have students check their breathing rate (fast/slow) by placing their hand near their mouth. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  Graham, George. (2013). *Children moving: A reflective approach to teaching physical education. (9th ed.). McGraw*-Hill Education.  https://openphysed.org/  Health Smart Virginia | | | |

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| **VA SOL Standard:** K.4 The student will demonstrate appropriate behaviors and safe practices in physical activity settings  ESSENTIAL UNDERSTANDINGS   * + - * Safe participation is needed in all physical activity settings when participating alone or with others. * Safe participation includes cooperative, respectful, and safe behavior. * Safe participation includes good listening skills, including the student's ability to follow rules and directions. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **K.4.a** Demonstrate cooperative and safe behaviors during play.  **Suggested Learning Targets:**  I can follow directions.  I can follow rules.  I can play safely and help my classmates play safely.  I can share equipment and space with my class.  Identify three classroom (procedural) rules.**Suggested Learning Targets:**  I can tell the teacher three safety rules for the physical education. | **Assessment for Learning (Formative)**   * Questioning to check for understanding. * Teacher observation. * Draw a picture of a safety rule.   **Assessment of Learning (Summative)**   * Teacher observation (checklist): * Active listening skills by executing procedures and instructions. * Demonstrate safety rules for classroom safety and activity-specific safety. * Demonstrate the ability to work productively and cooperatively with peers during practice of skills and/or during physical activity. * Demonstrate the ability to work independently and on task during physical education activities. * Move in a safe and controlled manner in personal and general space. * Written: Draw (or select from several pictures) classroom procedural rules. | * Personal space: the space that the body or its parts can reach. * General space: the space in a room or boundary in which a student can travel. * Safe is defined as not apt to cause harm, injury, or danger. * Cooperative is described as: * 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. | * Students and teachers create classroom rules and expectations. * Practice of routines and expectations for behavior. * Students participate in activities they can do alone or with a partner. * Cooperative games and activities. |
| **Resources:**SHAPE America National Standards and Grade-Level Outcomes  Graham, George. (2013). *Children moving: A reflective approach to teaching physical education. (9th ed.).* McGraw-Hill Education.  Health Smart Virginia, https://openphysed.org/ | | | |

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| **VA SOL Standard:** K.5 The student will identify basic concepts of energy balance.  ESSENTIAL UNDERSTANDINGS   * + - * The body needs energy.       * Energy comes from the foods we eat.       * Fruits and vegetables are important to grow and be healthy. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **K.5.a** Explain how food provides energy for the body .  **Suggested Learning Targets:**  I can tell the teacher that my body needs food to work and to play.  **K.5.b** Identify one fruit and one vegetable.  **Suggested Learning Targets:**  I can draw a picture of one fruit and one vegetable.  **K.5.c** Explain that fruits and vegetables provide energy for the body .  **Suggested Learning Targets:**  I can tell the teacher that fruits and vegetables give me energy to move. | **Assessment for Learning (Formative)**   * Student names fruits and vegetables (tells a partner). * Select/identify pictures of fruits and vegetables.   **Assessment of Learning (Summative)**   * Oral: Student can tell the teacher that food gives the body energy. * Student can tell the teacher that fruits and vegetables give the body energy. * Written: Draw (or select from several pictures) one fruit and one vegetable. | * Fruit: apple, orange, banana, peach, pear (add additional fruits to represent multiple cultures). * Vegetable: potatoes, peas, broccoli, cauliflower, sweet potatoes, asparagus (add additional vegetables to represent multiple cultures. * Energy. * Note: Be inclusive of fruits and vegetables that may be more familiar to various cultures. | * Use names of fruit and vegetables for small group activities * Use visuals to depict fruits and vegetables. * Incorporate concepts into movement activities * Incorporate poems or songs about fruits and vegetables into rhythmic activities. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  https://openphysed.org/; Health Smart Virginia  http://www.choosemyplate.gov/ (See education resources and curriculum ideas) | | | |

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| **VA SOL Standard:** 1.1 The student will demonstrate developmentally appropriate form and at least two correct critical elements (i.e., small, isolated parts of the whole skill or movement) of locomotor, non-locomotor, and manipulative skills.  ESSENTIAL UNDERSTANDINGS   * The body can balance and move in various ways even without traveling. * Locomotor skills are used in everyday activities. | | | | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | | **Terms (Vocabulary) and Content Information** | | **SUGGESTED/SAMPLE**  **ACTIVITIES** | |
| **1.1.a**  Demonstrate critical elements used and distinguish between walking, jogging, running, galloping, leaping, skipping, and sliding.  **Suggested Learning Targets:**  I can show how to walk, jog, run, gallop, leap, skip, and slide in my own space.  I can identify pictures of (or describe with words) walk, jog, run, galloping, leaping, skipping, and sliding.  **1.1.b**  Demonstrate non-locomotor skills of twisting, curling, bending, stretching, and balancing on different body parts.  **Suggested Learning Targets:**  I can show a twist, curl, bend, and stretch with my body.  I can safely perform balances with different body parts.  I can show how to imitate animal movements (i.e., bear, alligator, frog, inchworm) through a gallop, slide, jump, and crawl. | **Assessment for Learning (Formative)**   * Teacher observation. * Skill checklist: Perform each locomotor skill and movement correctly.   **Assessment of Learning**  **(Summative)**   * Cognitive Assessment * Verbal. * Identify pictures of movements. * Skill rubric   Sample Rubric  4 Consistently demonstrates (name movement):   * Student consistently performs all critical elements. * Student needs no reminders.   3 Usually demonstrates (name movement):   * Student usually performs the critical elements. * Student needs occasional reminders.   2 Sometimes demonstrates (name movement):   * Student sometimes performs some of the critical elements. * Student needs several reminders.   1 Seldom demonstrates (name movement):   * Student seldom performs the critical elements. * Student needs repeated reminders. | | * Running: a way to travel on your feet. * Jogging: running at a steady, gentle pace. * Sprinting: running fast. * Walk (heel to toe). * Gallop: * Step one foot forward * Bring back foot to front foot (back foot does not go ahead of front foot). * Leap: * Take-off on one foot. * Land on the opposite foot * Skip: * Step one foot forward. * Hop on that foot. * Step forward on other foot and hop. * Repeat. * Sliding: * Side leads. * Stay on the balls of the feet. * Step/close, step/close. * Bend knees. * No crossover. * Both directions. * Body awareness: * Body parts (e.g., arms, legs, elbows, knees, head, neck, shoulders, wrist, feet, chest, waist, hips, back, hands). * Body shape (e.g., stretched, curled, wide, narrow, twisted, symmetrical and asymmetrical). * Body action (e.g., flexion, extension, rotation, swing, push, pull). * Spatial awareness: * Location (e.g., personal and general space). * Directions (e.g., forward, backward, sideways, up, down). * Levels (e.g., high, middle, low). | | * Perform the movements in personal space, general space, in games, and with music. * Movement-related activities such as: * Imitating animal movements. * http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12468#.V1h5cbfmrcs * Imitating words such as: Swaying – elephants walking and trees swaying in the wind. * Imitating objects or activity movement. * http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=11042#.V0S4m7fmrcs * Chasing, fleeing, and dodging activities. * Bending in the tuck, pike, and squat positions. * Stretch (log roll, bear walk). * Curling motions in standing, lying, and sitting positions. * Body balance challenges. | |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  Graham, George. (2013). *Children moving: A reflective approach to teaching physical education. (9th ed.). McGraw*-Hill Education.  https://openphysed.org/  Health Smart Virginia  http://www.pecentral.org/lessonideas/cues/CueSearchresults.asp; www.PEUniverse.com  http://www.shapeamerica.org/publications/resources/teachingtools/lesson\_plans.cfm | | | | | | |
| **VA SOL Standard:** 1.1 The student will demonstrate approaching developmentally appropriate form and at least two correct critical elements (i.e., small, isolated parts of the whole skill or movement) of locomotor, non-locomotor, and manipulative skills in relationship to personal space and general space.  ESSENTIAL UNDERSTANDINGS   * The body balances and moves in a variety of directions, pathways, and speeds. * Critical elements of movement must be done correctly to move efficiently and effectively. * Performing a variety of movements alone and when moving with others will lead to effective body management. * Moving at low levels requires a wider base of support for balance. | | | | | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | | **Terms (Vocabulary) and Content Information** | | **SUGGESTED/SAMPLE**  **ACTIVITIES** | |
| **1.1.c**  Demonstrate forward, sideways, backward (slow), and side-to-side movement.  **1.1.d** Demonstrate jogging, running, skipping, galloping, sliding, and leaping using pathways (straight, curving, and zigzagging) and speeds (fast, slow, and moderate). **Suggested Learning Targets:**  I can show the teacher how to move forward, sideways, side-to-side and backwards (slowly) safely in a physical activity/game.  I can move when I am small and when I am tall by performing these movements in a physical activity/game.  I can move in a straight line, a curved line and in a zig zag pattern in a physical activity/game.  I can move slowly like a turtle and fast like a rabbit.  I can start, stop and change directions when I hear the signal during a physical activity/game. | | **Assessment for Learning (Formative)**   * Teacher observation. * Skill checklist of the spatial awareness directions and pathways. * Skill rubric for jogging form: * Midfoot foot strike * Arms at 90 degrees (arms do not cross body). * Drawing pictures of different pathways.   **Assessment of Learning (Summative)**   * Sample cues include: * Quick changes in speed. * Visual awareness. * Quick changes in pathways while traveling. * Quick changes in direction while traveling.   Sample rubric  4 (Beyond what was taught)  Consistently demonstrates all critical elements without reminders.  3 (What was explicitly taught)  Usually demonstrates the critical elements with occasional reminders.  2 (Identify basic elements)  Sometimes demonstrates some of the critical elements with several reminders.  1 (With help/prompts/cues)  Seldom demonstrates the critical elements with repeated reminders. | | * Body awareness: * Body parts (e.g., arms, legs, elbows, knees, head, neck, shoulders, wrist, feet, chest, waist, hips, back, hands). * Body shape (e.g., stretched, curled, wide, narrow, twisted, symmetrical and asymmetrical). * Body action (e.g., rotation, swing, push, pull). * Spatial awareness: * Location (e.g., personal and general space). * Directions (e.g., forward, sideways, backward [slow only] and side-to-side, clockwise, counterclockwise, up, down, right and left. * Levels (e.g., high, middle, low). * Pathways (e.g., curved, straight, spiral, zigzag). * Relationships: * Person (e.g., alone, with partner, with group, meet, part, match, mirror, follow, lead, dodge). * Equipment/Objects (e.g., near, far, in, out, over, under, around, on, off, above, below, through). * Other (e.g., moving in relation to music, to the environment). * Speeds include: fast, slow, and moderate. | | * Movement activities in self-space and general space that include static and dynamic movements while engaged in locomotor skills. * Activities that include changing shapes, pathways and levels, with or without equipment. * http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=10190#.V1h8Irfmrcs * Activities that include chasing, fleeing, and dodging. * Movements in relation to self and various obstacles and equipment that may include moving under/over, on/off, in front/behind, near/away, around, and alongside. | |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: http://www.doe.virginia.gov/instruction/physed/index.shtml  http://www.shapeamerica.org/publications/resources/teachingtools/lesson\_plans.cfm  www.PEUniverse.com  Graham, George. (2013). *Children moving: A reflective approach to teaching physical education. (9th ed.).* McGraw-Hill Education.  https://openphysed.org/  Health Smart Virginia | | | | | | | |

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| **VA SOL Standard:** 1.1 The student will demonstrate approaching developmentally appropriate form with at least two of the correct critical elements (i.e., small, isolated parts of the whole skill or movement) of locomotor, non-locomotor, and manipulative skills in relationship to personal space and general space.  ESSENTIAL UNDERSTANDINGS   * The ways the body moves and how the body balances during movement. * Critical elements of movement must be done correctly to move efficiently and effectively. * Performing movements and balance will lead to effective body management. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **1.1.e** Demonstrate simple educational gymnastic skills, including balancing at different levels, two different rolls (narrow or curled), moving in two different directions, and transfer of weight.  **Suggested Learning Targets:**  I can show how to balance by performing balances at different levels.  I can show how to roll by performing different rolls in a tumbling sequence.  I can do four skills in a row: balance, roll, turn, and leap/kick/jump, and perform them in a tumbling sequence. | **Assessment for Learning (Formative)**   * Teacher observation. * Skill checklist for balance at different levels. * Skill checklist for changing directions and not losing balance. * Skill rubric   **Assessment of Learning (Summative)**   * Skill checklist. * Demonstrate a tumbling sequence with five different components that travels in at least two directions. * Gymnastics sequence components**:**  1. Clear beginning shape. 2. Two different rolls (narrow or curled). 3. Two balances at two different levels. 4. One transfer of weight. 5. Clear ending shape.   Sample Rubric  4 (Beyond what was taught)  Consistently demonstrates all critical elements without reminders.  3 (What was explicitly taught)  Usually demonstrates the critical elements with occasional reminders.  2 (Identify basic elements)  Sometimes demonstrates some of the critical elements with several reminders.  1 (With help/prompts/cues)  Seldom demonstrates the critical elements with repeated reminders. | * Educational gymnastics foundational skills include: * Rolling: weight transfer over adjacent body parts as in a forward roll. * Steplike actions: weight transfer using nonadjacent body parts as in a cartwheel. * Flight: weight transfer involving loss of contact with a supporting surface as in a jump. * Balance: maintaining stillness over the smallest base possible, as in a handstand. * Tuck: knees bent, drawn up to the chest; body is folded at the waist. Also, a jump with knees to chest. * Pike: a position where the body is bent only in the hips. * Straddle: a sitting position with the legs wide. It can also be performed at height. * Layout: a position in which the body is completely stretched, toes pointed, and legs straight. * Extend: to make larger or wider. * Sequence: two or more skills performed together to create a different combination skill. * Balance: grounded and secure position. * Static balance: the ability to maintain one’s balance when not moving or to hold a certain position without moving. * Dynamic balance: the ability of an object to balance while in motion or switching between positions. Examples include: stork stand, scale, tip up, tripod, and headstand. Cues are tight core. * Transitions: movement from one position to another. * Mule kick: (donkey kick modification– kick up one foot at a time) * Place hands flat on the mat. * Keep head down. * Keep arms straight. * Jump with two feet (hands remain still). * Land on two feet. * Rolls: * Forward roll: balance on feet in tuck position, chin to chest,tip forward, keep body rounded and tight. * Log roll: http://www.pecentral.org/lessonideas/cues/ViewCues.asp?ID=30 * Egg roll: Bring your knees up to your chest and hold them with your hands. Lower your chin toward your knees as much as possible; Roll down the mat. * Rocking Horse: http://www.pecentral.org/lessonideas/cues/ViewCues.asp?ID=29 * Animal walks * Crab walk * Bear walk * Frog jump * Seal crawl. | * Static balances: * Use different body parts. * Use different body shapes. * At different levels (from low to the ground to standing). * Dynamic balances: * Transfer weight. * Mule kick/donkey kick. * Gaining balance when stopping movements. * Rotation/rolling: * Log roll. * Egg roll. * Rocking horse. * Traveling movements: * Different directions, speed, size of steps, levels, pathways, and force. * Animal walks. * Walking on a line. * Low balance beam. * Movements that combine shapes, levels, directions, and pathways into simple educational gymnastics sequences that are teacher- or student-created. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: http://www.doe.virginia.gov/instruction/physed/index.shtml  http://www.shapeamerica.org/publications/resources/teachingtools/lesson\_plans.cfm  www.PEUniverse.com  Graham, George. (2013). *Children moving: A reflective approach to teaching physical education. (9th ed.).* McGraw-Hill Education.  https://openphysed.org/  Health Smart Virginia | | | |

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| **VA SOL Standard:** 1.1 The student will demonstrate approaching developmentally appropriate form with at least two of the correct critical elements (small, isolated parts of the whole skill or movement) of locomotor, non-locomotor, and manipulative skills in relationship to personal space and general space.  ESSENTIAL UNDERSTANDINGS   * + - * There are basic critical elements associated with manipulative skills while moving. * Skills need to be practiced and learned in isolation before applying or adapting them to unpredictable games/activities * Self- and peer-assessments/observations help students learn to move and execute skill patterns correctly, efficiently, and effectively. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **1.1.f**  Demonstrate developmentally appropriate form with at least two critical elements used in eye-hand coordination skills while stationary and moving (e.g., dribbling a ball with the hand, underhand tossing and catching a ball/beanbag to self and with a partner, throwing and rolling underhand to targets, volleying a balloon upward with various body parts, volleying a balloon in the air with a short implement or noodle, striking a stationary object with hand or with shorthandled implement or noodle.)  **Suggested Learning Targets:**  I can show throwing and catching a ball with a partner using the correct cues.  I can show catching a ball when thrown to me at different levels.  I can show dribbling a ball with (hand) while moving using the correct cues.  I can demonstrate dribbling a ball with (hand) using the correct cues while (e.g., specific pattern, speed, level, traveling through obstacles).  I can show striking an object with a [specific implement] (e.g., paddle, tennis racket) while moving using the correct cues.  I can show striking a [specific activity] (e.g., balloon, beach ball, different types of balls) while moving using the correct cues for [specific type of striking] (e.g., underhand, overhand, etc.). | **Assessment for Learning (Formative)**   * Checklist with critical features for catching, throwing underhand, volleying, short handle implement and striking. * Skill rubric. * Oral: State skill cues. * Sample volleying/striking rubric elements: * Keep a balloon in the air when sitting. * Keep a balloon in the air when standing. * Keep a balloon in the air when moving.   **Assessment of Learning**  **(Summative)**   * Skill rubric.   Sample Rubric  4 Consistently demonstrates (name movement)   * Student consistently performs all critical elements * Student needs no reminders. * Student can perform skill when moving   3 Usually demonstrates (name movement)   * Student usually performs the critical elements * Student needs occasional reminders * Student can perform skill when moving   2 Sometimes demonstrates (name movement)   * Student sometimes performs some of the critical elements * Student needs several reminders * Student can perform skill when stationary   1 Seldom demonstrates (name movement)   * Student seldom performs the critical elements * Student needs repeated reminders * Student can perform skill when stationary | * Catching: * Eye on the ball. * Pinkies together if ball is below your waist. * Thumbs together if ball is above your waist. * Hands give toward body * Throwing underhand: * Face target. * Use dominant hand. * Use a pendulum (tic toc) swing. * Step with the opposite foot. * Follow through. * Cues for underhand striking with one hand to partner: * Hold ball in front of hitting hand. * Arm back. * Step with the opposite foot. * Flat hand. * Dribbling with hands: * Keep hand on top of the ball using finger pads. * Eyes up. * Keep the ball at waist level. * Striking with short-handled implements: * Side to target. * Step with the opposite foot. * Cues for striking/volleying with hands to self. * Keep eyes on object. * Stay under the object. * Keep it up/no catch. | * Catching activities: * Catching an object at different levels while traveling. * Dribbling with hands activities: * Dribbling and changing speed of travel. * Dribbling while changing directions. * Dribbling in different pathways. * Dribbling around stationary obstacles. * Striking/volleying with hands activities: * Striking balloons in the air. * Striking with an underhand pattern. * Striking a ball to the wall. * Striking a ball upward continuously. * Volleying overhand to the wall. * Volleying underhand to the wall. * Volleying to a partner. * Striking a ball over a line. * Striking over a low barrier. * Games/activities for dribbling with hand such as: * http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12173#.V0Sy-7fmrcs * http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=11729#.V0Szg7fmrcs * Striking/volleying with hands activities: * Striking balloons in the air. * Striking with an underhand pattern. * Striking a ball to the wall. * Striking a ball upward continuously. * Volleying overhand to the wall. * Volleying underhand to the wall. * Volleying to a partner. * Striking with short-handled implements: * Striking an object upward/downward while walking. * Striking an object upward/downward while walking and changing directions. * Striking with a forehand motion. * Striking with a backhand motion. http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8393#.V0S2QLfmrcs * http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=7579#.V0S2brfmrcs * http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=359#.V0S3N7fmrcs * Low organized games involving throwing and/or catching, striking and volleying. * Stations involving throwing and/or catching, striking and volleying. * Have students create games using manipulative skills. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: http://www.doe.virginia.gov/instruction/physed/index.shtml  http://www.pecentral.org/lessonideas/cues/CueSearchresults.asp  www.PEUniverse.com  http://www.shapeamerica.org/publications/resources/teachingtools/lesson\_plans.cfm  Graham, George. (2013). *Children moving: A reflective approach to teaching physical education. (9th ed.).* McGraw-Hill Education.  https://openphysed.org/  Health Smart Virginia | | | |

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| **VA SOL Standard:** 1.1 The student will demonstrate approaching developmentally appropriate form with at least two of the correct critical elements (small, isolated parts of the whole skill or movement) of locomotor, non-locomotor, and manipulative skills in relationship to personal space and general space.  ESSENTIAL UNDERSTANDINGS   * + - * There are basic critical elements associated with manipulative skills while moving. * Skills need to be practiced and learned in isolation before applying or adapting them to unpredictable games/activities * Self- and peer-assessments/observations help students learn to move and execute skill patterns correctly, efficiently, and effectively. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **1.1.g** Demonstrate developmentally appropriate form with at least two critical elements used in eye-foot coordination skills (e.g., dribbling a ball, kicking a moving or stationary ball to a target.)  **Suggested Learning Targets:**  I can show dribbling a ball with my foot while moving using the correct cues.  I can demonstrate dribbling a ball with my foot using the correct cues while [specific pattern, speed, level, traveling through obstacles]. | **Assessment for Learning (Formative)**   * Checklist with critical elements for kicking a stationary ball and dribbling. * Skill rubric. * Oral: State skill cues.   **Assessment of Learning (Summative)**   * Skill rubric.   Sample Rubric  4 Consistently demonstrates (name movement)   * Student consistently performs all critical elements * Student needs no reminders. * Student can perform skill when moving   3 Usually demonstrates (name movement)   * Student usually performs the critical elements * Student needs occasional reminders * Student can perform skill when moving   2 Sometimes demonstrates (name movement)   * Student sometimes performs some of the critical elements * Student needs several reminders * Student can perform skill when stationary   1 Seldom demonstrates (name movement)   * Student seldom performs the critical elements * Student needs repeated reminders * Student can perform skill when stationary | * Dribbling with feet: * Use the inside of the foot. * Use small taps to control the ball. * Keep your head up. * Kicking with foot: * Identify the target. * Eye on the ball. * Contact the ball below the middle of the ball. * Contact the ball with inside of foot or shoelaces. * Follow through landing on kicking foot. | * Kicking and dribbling with foot activities: * Dribbling in pathways. * Dribbling around stationary obstacles. * Dribbling while changing directions. * Dribbling, kicking for a goal. * Approaching a rolling ball and kicking. * Traveling and kicking to a target. * Traveling and kicking to a partner. * low organized games involving kicking and dribbling with feet * Stations involving kicking. and dribbling with feet * Have students create games using manipulative skills. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: http://www.doe.virginia.gov/instruction/physed/index.shtml  http://www.pecentral.org/lessonideas/cues/CueSearchresults.asp  www.PEUniverse.com  http://www.shapeamerica.org/publications/resources/teachingtools/lesson\_plans.cfm  Graham, George. (2013). *Children moving: A reflective approach to teaching physical education. (9th ed.).* McGraw-Hill Education.  https://openphysed.org/  Health Smart Virginia | | | |

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| **VA SOL Standard:** 1.1 The student will demonstrate approaching developmentally appropriate form with at least two of the correct critical elements (small, isolated parts of the whole skill or movement) of locomotor, non-locomotor, and manipulative skills in relationship to personal space and general space.  ESSENTIAL UNDERSTANDINGS   * Creative dance for students can help develop critical thinking skills, body awareness, and social interaction.   + - * Movements can be matched to different music and sounds. * Performing movements with music/rhythms will lead to effective body management. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** | |
| **1.1.h** Perform a teacher-led rhythmic pattern or dance in personal space and general space.**Suggested Learning Targets:**  I can match my movements to different music and sounds by using the correct rhythm in my own personal space.  I can do rhythmic patterns by mirroring and performing a teacher-led dance. | **Assessment for Learning (Formative)**   * Teacher observation using skill checklist:   Sample checklist   * Student follows along with teacher. * Student maintains personal space. * Student maintains correct beat or rhythmic pattern.   **Assessment of Learning (Summative)**   * Skill checklist:   Sample   * Travels safely through general space. * Maintains good self-space. * Moves to the beat of a slow drum. * Moves to the beat of a fast drum. * Uses locomotor and non-locomotor skill combinations that flow from one movement skill to the next. * Perform a teacher-led dance. Criteria: * Must show consistency in the repetition of the performance. * Rhythm and timing of the movements are correctly performed to the music.   Sample rubric  4 (Beyond what was taught)  Consistently demonstrates all critical elements without reminders.  3 (What was explicitly taught)  Usually demonstrates the critical elements with occasional reminders.  2 (Identify basic elements)  Sometimes demonstrates some of the critical elements with several reminders.  1 (With help/prompts/cues)  Seldom demonstrates the critical elements with repeated reminders. | * Rhythm: a regular, repeated pattern of sounds or movements. * Beat: the steady pulse of a song. * Combinations: putting two or more dance moves together. * Pattern: repeating a sequence. * Mirroring/matching: copying another individual’s actions. * Quarter turn: turn toward one wall and repeat sequence. * Four wall dance: a dance containing four quarter turns. | * Locomotor and non-locomotor movement combinations with/without partner. Use locomotor skills in a rhythmic pattern for self- expression. * Rhythmic activities with manipulatives (e.g., parachutes, rhythm sticks). Example: Parachute – activities such as: ripples and waves; merry-go-round; the mountain and onside the mountain and popcorn. * Stories created by students to act out. * Movements in relation to self and various obstacles and equipment that may include moving under/over, on/off, in front/behind, near/away, around, and alongside. * Note: Music without lyrics is recommended. Music with lyrics should be reviewed and pre-approved by the school administration prior to use. | |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: http://www.doe.virginia.gov/instruction/physed/index.shtml  GoNoodle.com: create a free account for various dance videos and activities  https://www.youtube.com/watch?v=6BJBJ7DOR-Q: Pop See Koo by Koo Koo Kangaroo  www.PEUniverse.com  http://www.shapeamerica.org/publications/resources/teachingtools/lesson\_plans.cfm  Graham, George. (2013). *Children moving: A reflective approach to teaching physical education. (9th ed.).* McGraw-Hill Education.  https://openphysed.org/  Health Smart Virginia | | | |

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| **VA SOL Standard:** 1.1 The student will demonstrate approaching mature form and the correct critical elements (small, isolated parts of the whole skill or movement) of locomotor, non-locomotor and manipulative skills.  ESSENTIAL UNDERSTANDINGS   * + - * There are basic critical elements associated with the performance of jumping rope. * Skills need to be practiced and learned in isolation before applying or adapting them to higher level skills. | | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **1.1.i**  Demonstrate consecutive jumps (more than one) with a short rope (self-turn)/long rope (student-turn), and forward, backward, zigzag, hopping, and leaping over a stationary rope.  **Suggested Learning Targets:**  I can show different ways to jump over a short rope.  I can consecutively jump over a short rope.  I can show different ways to jump over a self-turned rope. | **Assessment for Learning (Formative)**   * Teacher observation. * Skill checklist. * Sample: * Forward jumping * Backward jumping * Jog step jumping * One foot jumping * “Skier” jumping * Crisscross jumping * Self/peer assessments.   **Assessment of Learning (Summative)**   * Perform a jump rope routine. Criteria: * Student selection of jump rope moves are performed with four repetitions before moving on to the next move. * The moves should be jumped continuously. * Performance of the moves can be to music or with another student.   Sample Rubric  4 (Beyond what was taught)  Consistently demonstrates all critical elements without reminders.  3 (What was explicitly taught)  Usually demonstrates the critical elements with occasional reminders.  2 (Identify basic elements)  Sometimes demonstrates some of the critical elements with several reminders.  1 (With help/prompts/cues)  Seldom demonstrates the critical elements with repeated reminders. | * Jumping stationary rope: * Face forward, eyes looking straight ahead (not down at the rope). * Hands hold rope handles at waist * Two feet take off, two feet land. * Jumping self-turn rope: * Face forward, eyes looking straight ahead (not down at the rope). * Two feet take off, two feet land. * Hands at sides, rope over the head and under feet (timed for jump to occur). * Teaching cues: * Put the ends (handles) of the jump rope into each hand. Begin with the jump rope behind your body. * Swing the jump rope gently to the front of your body and then to the back. Practice this several times, going front and back. * Swing the jump rope to the front and let it stay on the ground. Keep the rope still and jump over it. * Swing the jump rope to the front of your body and when it gets close to your feet, jump! | * Rope turn may be added by a partner or teacher. * Teaching progression for short rope: * Basic jump rope skills using a line and/or stationary rope and a self-turn rope. * Turn, catch with toes/feet and step over. * Turn, step over (no jump), repeat. * Put the ends (handles) of the jump rope into each hand. Begin with the jump rope behind your body. * Swing the jump rope gently to the front of your body and then to the back. Practice this several times, going front and back. * Swing the jump rope to the front and let it stay on the ground. Keep the rope still and jump over it. Practice this step several times. * Swing the jump rope to the front of your body and when it gets close to your feet, jump! Practice to get the timing just right. Once you get the timing, continue to jump. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: http://www.doe.virginia.gov/instruction/physed/index.shtml  http://www.shapeamerica.org/publications/resources/teachingtools/lesson\_plans.cfm  Make your own rubric using: http://www.rcampus.com/indexrubric.cfm  Mark Rothstein’s World of Jump Roping: http://www.worldofropejumping.com/  http://www.doe.virginia.gov/instruction/physed/index.shtml  http://www.shapeamerica.org/jump/peresources/adaptedjumprope1.cfm  http://www.buyjumpropes.net/resources/jump-rope-tricks-and-tips/  http://www.brighthubeducation.com/pre-k-and-k-lesson-plans/64118-kindergarten-jump-rope-lesson-plan/  www.PEUniverse.com  http://www.shapeamerica.org/publications/resources/teachingtools/lesson\_plans.cfm  Graham, George. (2013). *Children moving: A reflective approach to teaching physical education. (9th ed.).* McGraw-Hill Education.  https://openphysed.org/  Health Smart Virginia | | | | |

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| **VA SOL Standard:** 1.2 The student will identify basic anatomical structures and basic spatial awareness concepts.  ESSENTIAL UNDERSTANDINGS   * + - * Bones and muscles allow the body to move in a variety of directions.       * The health of bones and muscles depends on movement.       * The heart is a muscle that needs activity to be strong.       * The heart and lungs work together. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **1.2.a**  Identify where the brain is located.  **Suggested Learning Targets:**  I can point to where my brain is location.  **1.2.b**  Explain that muscles attach to bones to help the body move.  **Suggested Learning Targets:**  I can tell that muscles connect to bones to help me move in many ways.  **1.2.c**  Describe how the heart and lungs work together to keep the body moving.  **Suggested Learning Targets:**  I can tell that my lungs bring air into my body.  I can that my heart pumps blood in my body that has the oxygen supplied from my heart.  **1.2.d**  Explain that the heart is a muscle that grows stronger with movement. **Suggested Learning Targets:**  I can tell that the heart is a muscle that needs me to move to keep it strong. | **Assessment for Learning (Formative)**   * Teacher observation (oral questions). * Identify picture of the heart, lungs, and brain.   **Assessment of Learning (Summative)**   * Written: Identify pictures of bones, heart, lungs, and brain. * Identify (name, circle, draw a picture of) one activity that makes the heart beat faster.   Sample Rubric  4 Consistently demonstrates concepts and skills.   * Student can consistently share (muscles and bones are connected to help me move) * Student needs no cues or hints   3 Usually demonstrates concepts and  skills.   * Student can consistently share (muscles and bones are connected to help me move) * Student needs an occasional cue or hint.   2 Sometimes demonstrates concepts  and skills.   * Student can share (muscles and bones are help me move) Student needs several cues and hints.   1 Seldom demonstrates concepts and  skills.   * Student cannot share (muscles and bones help me move) even with repeated cues and hints. | * Bones: http://kidshealth.org/en/kids/bones.html * Muscles: http://kidshealth.org/en/kids/muscles.html * Heart: muscle that pumps blood throughout your body; located in your chest. * https://kidshealth.org/en/kids/heart.html * http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=152&id=1446 * Lungs: large organs that help you breathe; located in your chest. * https://kidshealth.org/en/kids/lungs.html * http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=152&id=2406 * Cardiorespiratory system**:** composed of the heart, blood vessels and respiratory system. * 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. * Cardiorespiratory endurance:  a measurement of how well your heart, lungs and muscles work together to keep your body active over an extended period of time. | * Use visuals to depict bones and muscles. * Incorporate knowledge concepts into movement activities.   http://www.heart.org/idc/groups/heartpublic/@wcm/@global/documents/downloadable/ucm\_313195.pdf   * Videos: * Bones: http://kidshealth.org/en/kids/ssmovie.html * Muscles: http://kidshealth.org/en/kids/msmovie.html?WT.ac=en-k-htbw-main-page-g * http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132892#.V0jbPcv2bIU |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: http://www.doe.virginia.gov/instruction/physed/index.shtml  www.PEUniverse.com  http://www.shapeamerica.org/publications/resources/teachingtools/lesson\_plans.cfm  Graham, George. (2013). *Children moving: A reflective approach to teaching physical education. (9th ed.).* McGraw-Hill Education.  https://openphysed.org/  Health Smart Virginia | | | |

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| **VA SOL Standard:** 1.2 The student will identify basic anatomical structures and basic spatial awareness concepts.  ESSENTIAL UNDERSTANDING   * Appropriate space is the ability to move and control the body without touching others, objects, and remaining within defined boundaries. * Body awareness, spatial awareness, and boundaries promote safety. * Movement can occur in general and personal space. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **1.2.e**  Demonstrate the appropriate use of personal and general space.  **Suggested Learning Targets:**  I can show how I can find personal space by moving and not touching anyone or anything in a physical activity/game.  I can show how I can find general space by moving and not touching anyone or anything in a physical activity/game. | **Assessment for Learning (Formative)**   * Teacher observation. * General space assessment: http://www.pecentral.org/assessment/carspaces\_mriggs.pdf   **Assessment of Learning (Summative)**   * Skill checklist. | * Personalspace: a place all by myself where I cannot touch anyone or anything. * http://www.pecentral.org/lessonideas/cues/ViewCues.asp?ID=12 * Cues for using proper self-space: * Eyes forward. * Speed check. * Move to open spaces. * Balanced stops. * Avoid contact with people or objects. * General space: All of the space in the whole room. * http://www.pecentral.org/lessonideas/cues/ViewCues.asp?ID=10 * Cues for using proper general-space: * Eyes checking surroundings to maintain personal space * Moves in personal/general space without touching anyone or anything. * Defined boundaries: The lines, marked or unmarked, that tell students where a game or activity should be played. | * Perform movements in personal space and general space in games and with music. * http://www.pecentral.org/lessonideas/Cues/ViewCues.asp?ID=245 * http://www.pecentral.org/Lessonideas/ViewLesson.asp?ID=11920#.V1h2Fbfmrct * Students pretend they are cars. They drive around in general space and then park their cars on the cue in their personal space. If they can open their car doors (put our arm straight out to the side), they have found good personal space. (See summative for lesson assessment.) |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: http://www.doe.virginia.gov/instruction/physed/index.shtml  www.PEUniverse.com  http://www.shapeamerica.org/publications/resources/teachingtools/lesson\_plans.cfm  Graham, George. (2013). *Children moving: A reflective approach to teaching physical education. (9th ed.).* McGraw-Hill Education.  https://openphysed.org/  Health Smart Virginia | | | |

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| **VA SOL Standard:** 1.3 The student will identify changes in the body that occur during moderate to vigorous physical activity.  ESSENTIAL UNDERSTANDINGS   * + - * Activities that create changes in intensity levels will change the heart and breathing rate, which results in the heart growing stronger.       * Physical activity can be done at school, home, and in the community alone, with friends and/or with family members | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **1.3.a**  Identify physical activities to do at home, individually and with others, to help the body move and grow.  **Suggested Learning Targets:**  I can draw one activity that I can do at home to keep me healthy.  I can tell what I can do at home to keep me active.  I can tell the difference between healthy and unhealthy activities to do at home.  **1.3.b**  Identify one cardiorespiratory activity that increases heart and breathing rates to make the heart stronger.  **Suggested Learning Targets:**  I can name activities that I do at home that make my heart and breathing faster.  **1.3.c**  Identify and demonstrate physical activity at two or more intensity levels that increase heart rate and breathing.  **Suggested Learning Targets:**  I can show two levels of intensity by doing activities slowly and then fast.  I can name activities that I do at home that makes my heart beat faster and makes me breathe heavier.  I can show two different activities at different levels. | **Assessment for Learning (Formative)**   * Teacher observation. Samples: * Students feeling heartbeat. * Students use fingers 1-5 to identify which level of intensity they worked in a physical activity. * Student names benefits of physical activities (tells a partner). * Select/identify/draws pictures of physical activities that have health benefits.   **Assessment of Learning (Summative)**   * Oral: Student can name one health benefit of physical activities, such as “makes me strong,” “makes my heart strong,” or “makes me feel good.” * Written: draw (or select from several pictures) one activity that can be done at home. * Draw (or select from several pictures) one activity that can be done at home with family and/or friends. | * Healthy home activities: activities that help the body move and grow, such as running, walking your dog, riding your bike, etc. * Unhealthy home activities: activities that do not physically benefit your body, such as watching TV, playing on a tablet, and playing video games that do not involve moving. * Fitness activities: activities that you can perform at home, such as push-ups, curl ups, and other exercises. * Intensity Levels (Example) * Intensity Level 1 – Standing * Intensity Level 2 – Slow, such as walking * Intensity Level 3 – Medium, such as skipping, galloping * Intensity Level 4 – Fast, such as jogging/running * Intensity Level 5 – Sprinting * Intensity: how hard a person is working during an activity. * Low intensity: working your body minimally. * High intensity: working your body at a rate in which your heart beats fast and you breathe quicker. | * Participate in physical activities at different intensity levels. Examples: * Level 1: Media Seat – Teacher discussing levels as students sit. * Level 2: Students walk and talk about the gym. * Level 3: Students skip or gallop around the gym, perform a well-known dance (one that all students know the steps), or a dance from Just Dance on YouTube. * Level 4: Students jog or perform an intensity video. * Level 5: Students sprint or perform the intensity video for a longer period of time. * Students participate in stations that vary in intensity levels. Example: At each station, the students will use their hand as if it were their heart. At the end of each station, they will open and close their hand to show how fast their heart is beating. * Station examples: Running small lap, scooters, step-ups, reading, board games, exercise specific (list five exercises the students will repeat), etc. * The students create and demonstrate an activity that can be performed at two different intensity levels. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: http://www.doe.virginia.gov/instruction/physed/index.shtml  www.PEUniverse.com  http://www.shapeamerica.org/publications/resources/teachingtools/lesson\_plans.cfm  Graham, George. (2013). *Children moving: A reflective approach to teaching physical education. (9th ed.).* McGraw-Hill Education.  https://openphysed.org/  Health Smart Virginia  http://www.heart.org/HEARTORG/Educator/Educator\_UCM\_001113\_SubHomePage.jsp | | | |

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| **VA SOL Standard:**  1.4 The student will demonstrate basic knowledge and skills for safe and cooperative play, individually and with others, without reminders from the teacher.  ESSENTIAL UNDERSTANDINGS   * + - * Safe participation is needed in all physical activity settings when participating alone or with others. * Safe participation includes cooperative, respectful, and safe behavior. * Safe participation includes good listening skills, including the ability to follow rules and directions. * Behaving well is as important as playing well. * Rules promote the safety of the activity/games and helps to keep games fair. * It is important to be aware of your surroundings, equipment, and self-space when moving. * Understand self-management skills and how to use them during physical activity. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **1.4.a** Work cooperatively with peers and demonstrate safe equipment use when working individually or with peers.  **Suggested Learning Targets:**  I can show how to share equipment and space with my class in a physical activity/game.  I can use equipment in a safe way with a group.  **1.4.b** Demonstrate safety rules for physical activites.  **Suggested Learning Targets:**  I can follow safety rules in a physical activity/game.  **1.4.c**  Demonstrate the safe and respectful use of space.  **Suggested Learning Targets:**  I can find personal and general space by moving and not touching anyone or anything in a physical activity/game.  **1.4.d**  Participate in developing classroom (procedural) rules that promote relationship skills and support a positive and safe learning environment during physical activity.  **Suggested Learning Targets:**  I can tell the teacher the procedure for [specific procedure] (i.e., collecting equipment, emergency drills, arriving late to class).  **1.4.e** Demonstrate the use of self-management skills to control emotions during physical activity.  **1.4.f** Explain that physical activity helps improve mood and brain function for learning.  **1.4.g** Participate in activities that are constructed to support inclusion.  **Suggested Learning Targets**  I can use my self-management skills to control my emotions.  I can explain how physical activity affects my mood.  I can participate in activities that make people feel included. | **Assessment for Learning (Formative)**   * Questioning to check for understanding. Samples: * What does it mean to move safely? * Name a classroom rule. * Explain what it means to be safe when using the equipment. * Explain what good equipment care looks like. * Explain the difference between personal and general space. * What does it mean to feel included? * Teacher observation. Sample: Would consist of each individual teacher’s safety rules for activities. * Drawing, cutting a picture from a magazine, or downloading a picture from the computer of a safety rule. * Drawing a picture of what it looks like to feel included.   **Assessment of Learning (Summative)**   * Teacher observation (checklist): * Active listening skills by executing procedures and instructions. * Demonstrate safety rules for classroom safety and activity-specific safety. * Ability to work productively and cooperatively with peers during practice of skills and/or during physical activity. * Ability to work independently and  on-task during physical education activities. * Move in a safe and controlled manner in personal and general space. * Written: Draw (or select from several pictures) classroom procedural rules. | * Cooperation: Working well together to achieve a goal. * Defined as: * Following rules. * Encouraging others. * Complimenting others. * Controlling temper. * Wanting everyone to play well and succeed. * Working together toward a common goal. * Helping less-skilled classmates. * Playing under control. * Sharing. * Showing concern for classmates’ feelings. * Inclusion: a sense of belonging, acceptance, and value. * Belonging: needed, important, and respected within the group. * Accepted: welcomed into the class’s community. * Valued: you are worthy and desirable. * Safety: keeping yourself and others free from harm and danger. * \*See SOL 1.2.e for information on the demonstration of appropriate use of personal and general space. * Peer: person who belongs to the same age group or social group as someone else. * Differences between rules and procedures: * Rules are concerned about how students behave and have penalties and rewards. They guide student behavior. Examples include respect your classmates in your words and actions, listen when someone else is talking, and follow the teacher’s directions. * Procedures/routines are concerned about how things are done and have no penalties and rewards, only retraining when not met. Examples include entering and leaving the classroom, collection and distribution of equipment, appropriate times for moving around the gym, emergency drills and procedures, students going to the restroom, late student arrival, asking the teacher questions, lining up for dismissal, and signals and response of students for quiet and attention. * In establishing procedures/routines, it is important to: * Ensure that students understand the reason for the procedure. Example: So we can function in an acceptable and organized manner. * Clarify the procedure through modeling. * Allow students opportunities to practice the routine through rehearsal. * Try not to overwhelm students by teaching too many routines at once. The process of establishing routines and procedures may take several days. * Revisit the procedures/routine process as often as needed. * Self-management skills: planning, thinking, decision-making, problem-solving, and managing attention. * Impulse control: “I am in charge of my emotions and actions.” * Stress management: “I realize when I’m stressed, and I know exactly how to deal with it.” * Self-discipline: “I’m staying on track.” * Goal setting: “I have short-team and long-term goals.” * Motivation: “ I can do this.” * Organization: “I can organize my thoughts and my work.” * <https://www.drpraeseributra.com/single-post/2017/09/23/5-skills-for-children-to-master-the-ultimate-self-management> | * Students and teachers create classroom rules and expectations and then practice these routines for behavior. Examples include: * http://www.pecentral.org/climate/perules.html * First Day Protocol http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=5868#.V02mKstdHIUl * Sportsmanship http://www.pecentral.org/bp/indivBPDisplay.asp?ID=2491&votes=47#.V02m5MtdHIU * Gym Gems http://www.pecentral.org/bp/indivBPDisplay.asp?ID=2312&votes=63#.V02jwctdHIU * High Five Hand http://www.pecentral.org/bp/indivBPDisplay.asp?ID=789&votes=59#.V1bJsLfmrcs * Review examples of what types of instances or activities make students feel included in class. Focus on the positive! * Review good equipment care: What it looks like (new) and what it looks like when you mistreat the equipment (broken). (\*Emphasize this throughout the year at the beginning of each unit.) * Teach and the guide students through appropriate interactions with peers such as: * Sharing, taking turns, following rules (with teacher guidance and reinforcement). * Staying on task (for short periods with teacher supervision). * Listening quietly without interruption (for short periods with teacher reinforcement). * Exhibiting self-control. * Willingness to play with any child in the class and recognize similarities, and appreciate differences in people. * Showing group cooperation. * Lessons, such as: * Incredible Encouragers http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=3596#.V02lictdHIU * Sportsperson of the Day http://www.pecentral.org/bp/indivBPDisplay.asp?ID=1043&votes=74#.V02nDstdHIU * Spatial awareness games. Examples: * Poly Spot Driving   http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=9649#.V02jRctdHIU   * Spaghetti and Meatballs   http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=11079#.V02fJstdHIU   * Hula Hoop Car Road Trip   http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=9471#.V02iWMtdHIV |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: http://www.doe.virginia.gov/instruction/physed/index.shtml  www.PEUniverse.com  http://www.shapeamerica.org/publications/resources/teachingtools/lesson\_plans.cfm  Graham, George. (2013). *Children moving: A reflective approach to teaching physical education. (9th ed.).* McGraw-Hill Education.  https://openphysed.org/  Health Smart Virginia  http://www.ncpc.org/topics/conflict-resolution/activities-and-lesson-plans/conflict-management-grades-k-1 | | | |

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| **VA SOL Standard:**  1.5 The student will identify basic nutrition concepts of energy balance.  ESSENTIAL UNDERSTANDINGS   * + - * The body uses energy from food.       * The food groups are fruits, vegetables, grains, protein, and dairy.       * Energy comes from the foods we eat.       * Fruits, vegetables, and water are important to grow and be healthy. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **1.5.a**  Name the food groups as identified by the U.S. Department of Agriculture (USDA).  **Suggested Learning Targets:**  I can tell what the five food groups are.  **1.5.b**  Name one food from each (USDA) food group.  **Suggested Learning Targets:**  I can find a picture of one fruit, one vegetable, one grain, one protein, and one dairy using food cards.  **1.5.c**  Explain why the body needs water.  **Suggested Learning Targets:**  I can explain why my body needs water to work and play.  **1.5.d**  Explain that food provides energy for physical activity.  **Suggested Learning Targets:**  I can tell how my body uses energy from food when I move.  I can tell what energy in and energy out means by drawing/circling examples of foods and activities.  I can name two foods that give me energy. | **Assessment for Learning (Formative)**   * Questioning to check for understanding. Samples: * In order for your parents to drive a car, they have to put gas in it to make it move. What do we put in our bodies to make them move? * Name two activities that use a lot of energy and two activities that use less energy. * What does energy in and energy out mean? * Brenda is always tired when she gets home from school. What should she do to give herself some energy? * Select/identify pictures of fruits and vegetables. * Student names healthy foods for different meals. http://kidshealth.org/classroom/prekto2/personal/nutrition/breakfast\_handout1.pdf   **Assessment of Learning (Summative)**   * Oral: Student can tell the teacher that foods give the body energy. * Draw three ways you can take in water. Samples: Water; milk; fruits such as oranges, watermelon, and peaches; vegetables such as celery, corn, or green beans. * Written: Draw (or select from several pictures) foods and activities that show energy balance. * <http://kidshealth.org/classroom/prekto2/personal/nutrition/energy_balance_handout1.pdf> * <http://kidshealth.org/classroom/prekto2/personal/nutrition/energy_balance_quiz.pdf> | * Fruits: provide vitamins, minerals, and fiber to help the body stay healthy. Examples: oranges, strawberries, peaches, cantaloupe, watermelon, grapes, bananas, blueberries, and raspberries.   + - * Vegetables: provide vitamins, minerals, and fiber to help the body stay healthy. Examples: broccoli, peppers, carrots, peas, corn, spinach, lima beans, potatoes, and kale.       * Grains: provide a source of fiber and give us energy. Examples: Whole grain bread, rice, pasta, oatmeal, cereals and tortillas.       * Protein: helps build muscle, skin, and bones. It is also gives us energy. Examples: Chicken, turkey, beef, lunchmeat, nuts, fish, pork and eggs.       * Dairy: helps us build strong, healthy bones. Examples: milk, cheese and yogurt.       * Balanced diet: contains the proper proportions of foods to maintain good health. * Nutrition: eating food to help your body grow and stay healthy. * Water: clear liquid you take in to help your body move, grow, and be healthy. Water makes up more than half your body weight. You can take in water from water, milk, fruits, and vegetables. * Reasons you need water: * 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. * 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. Examples: fruits, vegetables, protein, whole grains, and dairy. * Energy out: energy we burn by doing physical activity. 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: the energy in food and drinks that helps fuel our bodies. * Note: Be inclusive of food examples that may be more familiar to various cultures. | * Use names of food groups for small group activities. * Use visuals to depict food group examples. * http://www.togethercounts.com/sites/togethercounts.com/files/downloads/K\_Thru\_5/K-2\_2.1\_Healthy\_Eating\_Patterns.pdf * http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132691#.V4qZzyT6upo * http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=9549#.V4qZ\_ST6upo * Technology for small group activity stations: My Plate – Food Group Match Game – Dairy Council http://www.healthyeating.org/Healthy-Kids/Kids-Games-Activities/My-Plate-Match-Game.aspx * Open PE Curriculum – Nutrition Quick Starts   <http://openphysed.org/open_blog/nutrition-education-program>   * Incorporate poems or songs about the food groups into rhythmic activities. * <https://classroom.kidshealth.org/prekto2/personal/nutrition/energy_balance.pdf> * My Plate and Food Cards: <http://www.fns.usda.gov/sites/default/files/dmp_foodcards.pdf> * <http://www.fns.usda.gov/multimedia/tn/sump_level1.pdf> |
| **Resources:**  http://www.choosemyplate.gov/ (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.GoNoodle.com  http://www.togethercounts.com/sfts/home  https://jr.brainpop.com/health  www.fns.usda.gov/tn/serving-myplate-yummy-curriculum  [You Tube- Albert and Junior: Why do I have to drink water?](https://www.youtube.com/watch?v=gusOH0Nulok)  http://kidshealth.org/classroom/prekto2/personal/nutrition/breakfast.pdf  http://kidshealth.org/classroom/prekto2/personal/nutrition/school\_lunch.pdf  https://classroom.kidshealth.org/prekto2/personal/nutrition/energy\_balance.pdf  https://openphysed.org/  Health Smart Virginia | | | |

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| **VA SOL Standard:** 2.1The student will demonstrate developmentally appropriate form using at least two critical elements or all correct critical elements of locomotor, non-locomotor, and manipulative skills. ESSENTIAL UNDERSTANDINGS   * + - * There are basic critical elements associated with the performance of locomotor skills. * Skills need to be practiced and learned in isolation before applying or adapting them to small games/activities. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **2.1.a**  Demonstrate developmentally appropriate form for jogging, running, skipping, galloping, sliding, hopping, jumping, and leaping.  **Suggested Learning Targets:**  I can leap by taking off on one foot and landing on the opposite foot.  I can explain and show how to (include one or more specific movements: jog, run hop, jump, leap, skip, run, jog, gallop and side slide).  I canperform locomotor skills (skipping, galloping, hopping, running, walking), using pathways and speeds while maintaining body control.  I can explain and show the difference between jogging and running. | **Assessment for Learning (Formative)**   * Oral: State skill cues. * Self/peer assessments.   **Assessment of Learning (Summative)**   * Skill rubric.   \*Cues located under “Content Information”  Sample Rubric  4 (Beyond what was taught)  Consistently demonstrates all critical elements without reminders.  3 (What was explicitly taught)  Usually demonstrates the critical elements with occasional reminders.  2 (Identify basic elements)  Sometimes demonstrates some of the critical elements with several reminders.  1 (With help/prompts/cues)  Seldom demonstrates the critical elements with repeated reminders. | * Running form. * Draw your shoulders back and engage your core. * Maintain an erect spine (be straight with a slight forward lean). * Relax your arms and gaze straight ahead. * Feet should land under you with a short stride (small steps).   + https://www.pecentral.org/lessonideas/cues/ViewCues.asp?ID=230 * Skip   + Step one foot forward.   + Hop on that foot.   + Step forward on other foot.   + Hop on that foot.   + Repeat the movements. * Slide   + Point side of the body to a target.   + Keep the knees bent.   + Step sideways with the foot closest to the target.   + Quick hop off both feet.   Pull the other foot up next to the lead foot.   * + Land on both feet.   + Repeat the movements. * Jump   + Begin on two feet.   + Bend the knees.   + Take off in a forward direction.   + Flight is greater distance, as far as the student can go.   + Land on two feet.   + Repeat the movements. * Gallop   + Step one foot forward.   + Hop on that foot and at same time bring the back foot to the heel of the front foot (back foot does not go ahead of front foot).   + Repeat the movements. * Hop   + Begin on two feet.   + Bend the knees.   + Take off in a forward direction.   + Flight is a short distance.   + Land on two feet.   + Repeat the movements. * Leap   + Begin on two feet.   + Bend the knee of the takeoff leg.   + Take off on one foot.   + Flight is as far as student can leap.   + Land on the opposite foot.   + Repeat the movements. * Jogging   + It is a slower, less-intense form of running.   + It can be used a warmup or cool-down.   + Heart rate and breathing will increase moderately. * Running   + It is a faster, more intense form of jogging.   + It is very good for cardiorespiratory endurance and muscular endurance.   + Heart rate and breathing increase.   + Warming up is recommended before starting any running activity. | * Movement activities (human or animal) to distinguish the similarities/differences in movements. Example: Hop and jump.   + A jump should be done with all of the feet, be it two or four (animal/human) and that the whole body is off the ground becoming airborne. Jumping is also a means of locomotion, and some animals, such as frogs, jump to escape predators.   + A hop is most often done with only one foot to spring the body into the air. It is a light and small jump, usually on the same place but not always. A hop is performed by leaping off the ground with the body totally in the air, defying gravity for a while, usually done with only one leg especially for humans. In animals such as rabbits or kangaroos, they can use both feet to hop. * Activities for jumping, hopping, and leaping:   + Hoops, carpet squares or poly spots to spread students out and create “stepping stone” paths for jumping, hopping, and leaping on and off.   + Mark out squares with chalk or masking tape for hopscotch.   + Use folded mats for jumping on and off.   + Hang streamers up high for jumping and reaching.   + Hurdles, cones, and rods can be used for jumping and leaping over.   + Jump horizontally or vertically. Mark the distances with a tape measure, chalk, or masking tape. * Obstacle courses. Example:   + Station 1: Frog Jump – five lily pads (hoops) in a row   + Station 2: Lion Leap – run and leap over three lines or skipping ropes set apart   + Station 4: Monkey Jog – from cone to cone   + Station 5: Bunny Hop – carpet squares or poly spots set close together   + Station 5: Sliding Snails – side-slide down a line on the gym floor   + Station 6: Horse Gallop – gallop from one marker to the next.   + Station 7: Crawling Bear – crawl through the tunnel back to Station 1. * Action stories: Students move to the actions throughout a story. Can be a well-known story that incorporate movement (e.g., “The Three Little Pigs”) or a story made up by the teacher that includes different actions. Example – A day at the beach: One day [add a child’s name] was going to the beach with [another child or two]. The sand was hot, so they had to run to the water’s edge, where little waves lapped at their feet. They jumped over the waves and suddenly a big wave came. They were all knocked over, but when they stood up, they galloped away from the waves. They came to 10 jellyfish lying on the beach and they hopped over each one…. Teacher continues with the story, incorporating ideas from children and using movements inspired by the story. * Pacing: A rate of movement, especially in running and jogging. * http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12882#.V6NemMtdHIU * Relays involving running and jogging. |
| **Resources:**  http://www.choosemyplate.gov/ (See education resources and curriculum ideas)  VDOE Physical Education Instructional Resources: http://www.doe.virginia.gov/instruction/physed/index.shtml  https://openphysed.org/  Health Smart Virginia  http://www.pecentral.org/lessonideas/cues/CueSearchresults.asp; <http://cd1.edb.hkedcity.net/cd/pe/TC/rr/FM_e.pdf>  http://www.thephysicaleducator.com/resources/games/foundational-movement/  Graham, George. (2013). *Children moving: A reflective approach to teaching physical education. (9th ed.).* McGraw-Hill Education. | | | |

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| **VA SOL Standard:** 2.1 The student will demonstrate developmentally appropriate form using at least two critical elements or all correct critical elements of locomotor, non-locomotor, and manipulative skills.  ESSENTIAL UNDERSTANDINGS   * Gymnastics skills use the entire body. * Stability increases in balancing when lowering the center of the body or creating a larger base of support. * Flight can be demonstrated with jumps and leaps. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **2.1.b**  Demonstrate a simple educational gymnastic sequence, including balance, roll, transfer of weight from feet to hands, and jumping and landing horizontally (distance) and (vertically).  **Suggested Learning Targets:**  I can show how to balance and demonstrate this by performing balances at different levels.  I can show how to roll and demonstrate this by performing different rolls in a tumbling sequence.  I can transfer weight from my hands to feet by doing a mule kick/donkey kick.  I can show flight doing leaps and jumps.  I can do four skills in a row – balance, roll, turn, and leap/kick/jump – and demonstrate this by performing them in a tumbling sequence. | **Assessment for Learning (Formative)**   * Teacher observation with instructional feedback. * Skill checklist. * Oral. Teacher/peer discussion:   + How could you/your partner improve their [skill]?   + What do you think is the most important part of the [skill] we learned today?   + What is your favorite type of flight and why?   + What is your favorite [balance, roll, turn, leap, transfer of weight, jump]?   + How do you correctly perform a [skill]?   **Assessment of Learning (Summative)**   * Skill checklist. * Create and perform a tumbling sequence with five different components that travels in at least two directions.   + Gymnastics sequence components**:** * Clear beginning * Two different rolls (narrow or curled) * Three balances at two different levels * Two transfers of weight * One or more elements of flight * Clear and smooth transitions throughout with a clear ending   Sample Rubric  4 (Beyond what was taught)  Consistently demonstrates all critical elements without reminders.  3 (What was explicitly taught)  Usually demonstrates the critical elements with occasional reminders.  2 (Identify basic elements)  Sometimes demonstrates some of the critical elements with several reminders.  1 (With help/prompts/cues)  Seldom demonstrates the critical elements with repeated reminders. | * Educational gymnasticsfoundational skills include   + Rolling: weight transfer over adjacent body parts as in a forward roll or log roll.   + Step like actions: weight transfer using nonadjacent body parts as in a cartwheel.   + Flight: weight transfer involving loss of contact with a supporting surface as in a jump or leap.   + Balance: maintaining stillness over the smallest base possible as in a handstand. * Vocabulary:   + Tuck: a jump with knees to chest.   + Pike: a position where the body is bent only in the hips.   + Straddle: a sitting position with the legs wide. It can also be performed at height.   + Layout: a position in which the body is completely stretched, toes pointed and legs straight.   + Extend: to make larger or wider.   + Sequence: two or more skills performed together to create a different combination skill.   + Transitions: movement from one position to another. * 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,   + Center of gravity**:** the weight center of the body; the point around which the body weight is equally distributed.   Example: holding the arms out for better balance when walking a line or low beam. When the base is narrow or small, it is necessary to compensate by holding a pole (like a tightrope walker) or our arms out to lower our center of balance. This makes the center of balance closer to the base. Normally our center of balance is just below the ribcage.   * + Static balance: the ability to maintain one’s balance when not moving or to hold a certain position without moving.   + Dynamic balance: the ability of an object to balance while in motion or switching between positions. Examples include: stork stand, scale, tip up, tripod, and headstand. Cues are tight core. Core strength (lower back and abdominals). | * Displaying assessment rubrics/checklists when skills are introduced. * Rotation/rolling. Examples include the log roll, egg roll, forward roll, shoulder roll, tuck roll, and straddle roll.   + Forward roll: Balance on feet in tuck position, chin to chest.Tip forward, keep body rounded and tight.   + Log roll: Lie on back with legs straight and toes pointed. Arms are extended overhead with hands together. Knees are together. Keep body stiff like a log and roll with the hips. Maintain a straight pathway.   + <http://www.pecentral.org/lessonideas/cues/ViewCues.asp?ID=30>   + Egg roll: Bring your knees up to your chest and hold them with your hands. Lower your chin toward your knees as much as possible; roll down the mat.   + Rocking Horse <http://www.pecentral.org/lessonideas/cues/ViewCues.asp?ID=29> * Transfer of weigh. Examples include mule kick/donkey kick, cartwheels/round-offs. * Flight. Examples include leaps, jumps and springboards. <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=340#.V5zvQstdHIU> * Balances (one-, two-, three-, and four-point supports). Examples include using different body parts, using different body shapes, at different levels (from low to the ground to standing); gaining balance when stopping movements; and line or low beam. * Center of gravity. Examples:   + Students balance a ruler/pencil/straw/etc. on their index or pointer finger. Students are asked how they had to place the object on their finger to balance it. The middle of the object is the center of gravity.   + Students walk on a low beam and then are asked why they hold their arms out to the side. Teacher explains the narrow base and the arms compensating to lower center of balance. This makes the center of balance closer to the base. Normally the center of balance is just below the ribcage. Teacher/students use building blocks on a small base to see what happens. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <http://www.nicurriculum.org.uk/docs/foundation_stage/areas_of_learning/physical_development/FMS_Balance.pdf> (Copyright allows for noncommercial use of curriculum products)  Graham, George. (2013). *Children moving: A reflective approach to teaching physical education. (9th ed.).* McGraw-Hill Education.  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:** 2.1 The student will demonstrate developmentally appropriate form using at least two critical elements or all correct critical elements of locomotor, non-locomotor, and manipulative skills.  ESSENTIAL UNDERSTANDINGS   * Catching is the receiving and controlling of an object by an individual using their body. * Volleying is a specific striking skill using an underhand or overhand pattern. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** | |
| **2.1.c**  Demonstrate at least two critical elements of eye-hand coordination skills for dribbling with dominant/preferred hand while walking, overhand throwing, underhand throwing and catching individually and with a partner, underhand throwing and rolling to a target, and consecutive upward volleying with hand(s), with a short/long-handled implement or noodle and striking/batting ball off a tee using hard and soft force with control.  **Suggested Learning Targets:**  I can show throwing a ball underhand using the correct cues.  I can show the correct hand positions when catching a ball thrown to me at different levels.  I can [/pass] a stationary ball to a [partner/target] using the correct cues.  I can show striking a [specific activity] (e.g., balloon, beach ball, different types of balls) using the correct cues for [specific type of striking] (e.g., underhand, overhand, etc.).  I can show striking an object with a [specific implement] (e.g., paddle, bat, etc.) using the correct cues.  I can show dribbling a ball with my hand using the correct cues while stationary. | **Assessment for Learning (Formative)**   * Teacher observation with instructional feedback. * Skill checklist. * Skill rubric: Perform each manipulative skill and movement correctly.   **Assessment of Learning (Summative)**   * Teacher observation. * Identify pictures of manipulative skills. * Skill rubric.   \*Cues located under “Content Information”  Sample Rubric  4 (Beyond what was taught)  Consistently demonstrates all critical elements without reminders.  3 (What was explicitly taught)  Usually demonstrates the critical elements with occasional reminders.  2 (Identify basic elements)  Sometimes demonstrates some of the critical elements with several reminders.  1 (With help/prompts/cues)  Seldom demonstrates the critical elements with repeated reminders. | * Throwing underhand with dominant hand:   + Face target   + Pendulum swing   + Step with the opposite foot   + Throws with appropriate force   + Follows through toward the target * Catching:   + Watch the ball.   + 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 object into the body.Striking (bat/paddle):   + Watch the ball.   + Keep side to the target.   + Use a handshake grip.   + Keep a stiff wrist.   + Watch the ball.   + Bring arm back.   + Step with the opposite foot.   + Make contact with the ball with a flat surface.   + Follow through with the paddle/bat/stick to the target. * Striking/volleying with hands to self:   + Keep eyes on object.   + Stay under the object.   + Keep it up/no catch. * Hand dribble:   + Keep hand on top of the ball.   + Use finger pads.   + Push the ball to floor.   + Keep the ball at waist level.   + Keep eyes looking forward.   + Ball is under control while moving. | * Low organized/small games involving throwing underhand and/or catching, kicking, striking, volleying using various objects. * Stations involving throwing and/or catching, kicking, striking, volleying. * Catching:   + Catching an object at different levels   + Moving to catch varying distances   + Catching while traveling   + Catching to throw quickly to a stationary target   + Catching to throw quickly to a moving target   + <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=10385#.V6jFzrf6vcs>   + <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=3797#.V6jHY7f6vcs> * Underhand throwing, such as throwing at targets using varying force, level, direction, distance, and accuracy.   + <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132742#.V35oiziYbIU>   + <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132690#.V6jFfbf6vcs>   + <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8684#.V6jGdLf6vcs> * Suggestions for passing a ball with the feet:   + Using the preferred foot.   + Using the non-preferred foot.   + To stationary receivers positioned in front of and to the side of the sender.   + To a stationary receiver using varied amounts of force. * Teaching sequence for striking/volleying with hands:   + Striking with an underhand pattern.   + Striking a ball to the wall.   + Striking a ball upward continuously.   + Volleying to a partner.   + Volleying overhand to the wall.   + Volleying underhand to the wall.   + Striking a ball over a line.   + Striking over a low barrier.   + Playing one-bounce volleyball.   + Volleying over a net.   + Volleying continuously to a partner.   + Volleying three on three.   + Serving underhand over the net.   + Playing small group modified volleyball.   + <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8393#.V6jTFbf6vct> | |
| **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/physed/index.shtml>  Graham, George. (2013). *Children moving: A reflective approach to teaching physical education. (9th ed.).* McGraw-Hill Education.  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:** 2.1 The student will demonstrate developmentally appropriate form using least two critical elements or all correct critical elements of locomotor, non-locomotor, and manipulative skills.  ESSENTIAL UNDERSTANDINGS   * Kicking and passing requires accuracy, body control, point of contact, force, and direction. * Dribbling is best performed when students use the inside (instep) or outside edge of their foot. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **2.1.d**  Demonstrate at least two critical elements in eye-foot coordination skills while kicking a moving ball, foot dribbling with control while walking to open spaces, and kicking/passing to a partner or a stationary target.  **Suggested Learning Targets:**  I can [kick] a stationary ball to a [partner/target] using the correct cues.  I can dribble a ball with my feet showing control while walking. | **Assessment for Learning (Formative)**   * Teacher observation with instructional feedback. * Skill checklist. * Skill rubric: Perform each manipulative skill and movement correctly.   **Assessment of Learning (Summative)**   * Teacher observation. * Identify pictures of manipulative skills. * Skill rubric.   \*Cues located under “Content Information”  Sample Rubric  4 (Beyond what was taught)  Consistently demonstrates all critical elements without reminders.  3 (What was explicitly taught)  Usually demonstrates the critical elements with occasional reminders.  2 (Identify basic elements)  Sometimes demonstrates some of the critical elements with several reminders.  1 (With help/prompts/cues)  Seldom demonstrates the critical elements with repeated reminders. | * Kicking/passing:   + Identify the target.   + Keep your eye on the ball.   + Contact the middle of ball.   + Contact the ball with the inside or outside of the foot.   + Follow through toward your target for accuracy.   + Land on kicking foot when kicking the ball.   + Passes should be performed with the right amount of force. * Foot dribble:   + Keep the ball close to the feet.   + Use the inside and outside of the foot.   + Use small taps to control the ball.   + Look forward. | * Low organized/small games involving kicking, and dribbling with feet using various objects. * Suggestions for passing a ball with the feet:   + Using the preferred foot.   + Using the non-preferred foot.   + To stationary receivers positioned in front of and to the side of the sender.   + To a stationary receiver using varied amounts of force. * Foot dribble:   + Tap or push balls with different parts of the foot while traveling.   + Dribble balls while changing direction and force.   + Dribble a ball to a stationary target.   + Dribble balls while traveling around scattered obstacles.   + <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=7927#.V6jgLbf6vcs> |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml>;  <http://www.pecentral.org/lessonideas/cues/CueSearchresults.asp>  Graham, George. (2013). *Children moving: A reflective approach to teaching physical education. (9th ed.).* McGraw-Hill Education.  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:** 2.1The student will demonstrate developmentally appropriate form using at least two critical elements or all correct critical elements of locomotor, non-locomotor, and manipulative skills.  ESSENTIAL UNDERSTANDINGS   * + - * There are basic critical elements associated with the performance of rhythmic skills. * Skills need to be practiced and learned in isolation before applying or adapting to rhythmic/dance activities.   + - * Movements can be matched to different music and sounds. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **2.1.e**  Demonstrate moving to a rhythm by performing basic dance sequences (teacher- or student-led dances).  **Suggested Learning Targets:**  I can do a dance alone or with my classmates/partners.  I can match my movements to different music and sounds by using the correct rhythm.  I can do rhythmic patterns by mirroring and performing a teacher-led dance.  I can create a sequence of movements and demonstrate them to my partner. | **Assessment for Learning (Formative)**   * Teacher observation. * Checklist. Example:   + Student follows along with teacher/classmate.   + Student maintains general and personal space.   + Student maintains correct beat or rhythmic pattern.   + Student can demonstrate a sequence of movements. * Self/Peer assessment. * Oral. Teacher/peer discussion:   + What is a sequence?   + What are the individual movements in the sequence?   + Does the sequence follow a rhythm or beat?   + What is the rhythm or beat?   **Assessment of Learning (Summative)**   * Performance of a teacher-led dance. Criteria:   + Must show consistency in the repetition of the performance,   + Rhythm and timing of the movements are correctly performed to the music.   Sample rubric  4 (Beyond what was taught)  Consistently demonstrates all critical elements without reminders.  3 (What was explicitly taught)  Usually demonstrates the critical elements with occasional reminders.  2 (Identify basic elements)  Sometimes demonstrates some of the critical elements with several reminders.  1 (With help/prompts/cues)  Seldom demonstrates the critical elements with repeated reminders. | * Rhythm: regular, repeated pattern of sounds or movements. * Beat: steady pulse of a song. * Combinations: putting two or more dance moves together. * Pattern: repeating a sequence. * Mirroring/matching: copying another individual’s actions. * Sequence: a particular order in which related events, movements, or things follow each other. | * Rhythm progression. Example:   + Follow the rhythm of a [drum, tambourine, bell, rhythm sticks, etc.], walk forward with straight upper trunk.   + Follow the rhythm of a [drum, tambourine, bell, rhythm sticks, etc.], walk backward, keep the upper trunk straight, eyes looking sideways, and avoid colliding.   + Follow the beats of a selected music piece, walk forward, then backward.   + Walk with music and change directions in response to signals.   + Stand in pairs side by side, hold each other’s hands; walk forward or backward at the same pace as the music, change movements in response to the signals given by the teacher.   + Stand in pairs face to face, one walk forward, the other backward; change roles in response to the signals given by the teacher.   + Stand in pairs face to face, hands down; both walk four steps backward with music, then four steps forward back to the original position.   + Stepping and clapping on the spot to music.   + Facing partner, one moves forward and the other backward while stepping and clapping hands for four beats, then step four steps to turn 90° (eight beats in total), the pair standing side by side. * Rhythmic and sequential movement activities with manipulatives (e.g., rhythm sticks, noodles, basketball, hula hoop, scarf/scarves, etc.). Examples:   + <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132671#.V_kGI_3rupo>   + <http://www.pecentral.org/mediacenter/video_coredancewithsticks.html> * Locomotor and non-locomotor movement combinations with/without partner. * Use locomotor skills in a rhythmic sequence for self-expression. * Students create an original sequence of movements to music/rhythms. * Optional teacher-led dances, such as line, partner, four wall, etc. Example: * <http://www.pecentral.org/mediacenter/video_chachachallenge.html> * Note: Music without lyrics is recommended. Music with lyrics should be reviewed and pre-approved by the school administration prior to use. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  <http://www.pecentral.org/mediacenter/videolessons.html>  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://www.pinterest.com/nmacdougall72/2nd-grade-movement-breaks-music/>  <https://app.gonoodle.com/channels/the-kidz-bop-kids/best-day-of-my-life?source=explore-newest&order=2>  <http://sites.uci.edu/class/second-grade/dance-second-grade/grade-2-dance-lesson-1/>  <http://www.education.com/worksheets/the-arts-dance/>  Graham, George. (2013). *Children moving: A reflective approach to teaching physical education. (9th ed.).* McGraw-Hill Education.  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:** 2.2 The student will identify major musculoskeletal structures and the cardiorespiratory system and explain the importance of spatial awareness while moving.ESSENTIAL UNDERSTANDINGS   * + - * Body awareness and spatial awareness promote safety.       * Movement can occur in general and personal space. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **2.2.a**  Describe the concept of relationships (e.g., over, under, around, in front of, behind, through) in dynamic movement situations.  **Suggested Learning Targets:**  I can show how to move over, under, around, in front of, behind, and through objects while moving.  I can use a piece of equipment to show my understanding of over, under, around, in front of, behind, and through.  **2.2.b**  Explain the importance of spatial awareness (personal and general space) in static and dynamic movement situations.  **Suggested Learning Targets:**  I can move and not touch anyone or anything in my personal space.  I can show the teacher how I can be safe by moving and not touching anyone or anything in a physical activity/game. | **Assessment for Learning (Formative)**   * Teacher observation. * Identify pictures that are examples of over, under, around, in front of, behind, and through movements. * General space assessment:   <http://www.pecentral.org/assessment/carspaces_mriggs.pdf>   * Oral. Peer discussion:   + How does staying in personal space while moving keep you safe?   + Describe the difference between personal and general space.   **Assessment of Learning (Summative)**   * Written: Identify pictures that are examples of over, under, around, in front of, behind, and through movements * Written: Identify (name, circle, draw a picture of) examples of personal and general space. | * Space   + Territories: personal/general   + Extensions: large/small, far/near   + Directions: up/down, left/right, clockwise/anticlockwise, forward/backward   + Levels: low/middle/high   + Pathways: straight/curved/zigzag * Personal space: A place all by myself where I cannot touch anyone or anything.   + <http://www.pecentral.org/lessonideas/cues/ViewCues.asp?ID=12> * Cues for using proper personal space:   + Eyes forward.   + Speed check.   + Move to open spaces.   + Balanced stops.   + Avoid contact with people or objects. * Cues for using proper general space:   + Eyes checking surroundings to maintain personal space.   + Moves in personal/general space without touching anyone or anything. * General space: all of the space in the whole room.   + <http://www.pecentral.org/lessonideas/cues/ViewCues.asp?ID=10> * Defined boundaries: the lines, marked or unmarked, that tell students where a game or activity should be played. * Relationship actions:   + leading/following/mirroring/matching/synchronizing/contrasting   + through/pass, beneath/along   + over/under   + near/far   + in front of/behind   + meeting/parting   + nearby/around/alongside. | * Movements in relation to self and various obstacles and equipment that may include moving under/over, on/off, in front/behind, near/away, around and alongside. Examples:   + <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=10893#.V6JTtstdHIU>   + <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=11920#.V6JVCstdHIU>   + <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=308#.V_6dDLfrvct> * Movement activities in personal/general space, such as:   + Traveling at different speeds in confined spaces. <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=313#.V_6dj7frvct>   + Combining various locomotor skills into a short sequence of movements.   + Traveling through various stationary objects.   + <http://www.pecentral.org/Lessonideas/ViewLesson.asp?ID=11920#.V_6cNLfrvcu>   + Dodging people moving in confined spaces.   + Fleeing from a pursuer using speed and direction changes.   + Traveling at different speeds and in different directions to chase another person.   + <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=291#.V6j2l7f6vct>   + Using personal space and general space in games and with music using a variety of objects, such as ropes and hoops.   + Using various objects to demonstrate spatial awareness. |
| **Resources:**  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://cd1.edb.hkedcity.net/cd/pe/TC/rr/FM_e.pdf>  <http://www.thephysicaleducator.com/resources/games/foundational-movement/on_off_lines/>  Graham, George. (2013). *Children moving: A reflective approach to teaching physical education. (9th ed.).* McGraw-Hill Education.  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:** 2.2 The student will identify major musculoskeletal structures and the cardiorespiratory system and explain the importance of spatial awareness while moving.  ESSENTIAL UNDERSTANDINGS   * The body works and moves because of the brain, bones, muscles, and body systems. * The brain sends messages to various body parts telling them to move. * The brain is the control center of the body. * The body is made up of different muscles that work together to help us move. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **2.2.c** Explain that the brain sends messages to the body through the spinal cord for movement and other and other activities.  **Suggested Learning Targets:**  I can explain that my brain sends a message through my spinal cord to help me move.  **2.2.d**  Identify major muscles, including the quadriceps, biceps, abdominals, and heart  **Suggested Learning Targets:**  I can identify where the quadriceps are located.  I can identify where the biceps are located.  I can identify where the abdominals are located.  I can identify where the heart is located. | **Assessment for Learning (Formative)**   * Explain how the brain helps the body move. * Identify the quadriceps, biceps, abdominals, skull, ribs, and spine.   **Assessment of Learning (Summative)**   * Written: Identify one activity and the muscle(s) and bones that control the movement. * Identify (name, circle, draw a picture of) the heart, lungs, brain, quadriceps, biceps, abdominals, skull, ribs, and spine. | * Brain: The control center for your body. It enables us to think, speak and feel.   + Controls the muscles that move the bones.   + Controls the heart and lungs to provide energy for the working muscles.   + <https://kidshealth.org/en/kids/brain.html>   + <http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=152&id=1528> * Spinal cord: cord of nerves that run from your brain down your back; carries messages between brain and rest of the body. * Quadriceps: muscles on the top of your thighs. * Biceps: muscles on the top of your arm when you make a muscle. * Abdominals: your core muscles, located in your stomach area. * Heart: muscle that pumps blood throughout your body; located in your chest. * Three types of muscles: skeletal, smooth and cardiac.   + Skeletal muscles function to move your body during any activity, such as walking. In most cases, a skeletal muscle is attached to one end of a bone. It stretches all the way across a joint (the place where two bones meet) and then attaches again to another bone.   + Smooth muscle is found in your blood vessels and can regulate blood flow.   + Cardiac muscle is what your heart is made of and is necessary to pump blood to all of your body. | * Use visuals to depict the brain and major muscles. * Incorporate knowledge concepts into movement activities. * <http://www.e-learningforkids.org/health/lesson/brain/> * <http://kidshealth.org/en/kids/nsmovie.html?ref=search> * Videos:   + Brain: <http://kidshealth.org/en/kids/nsmovie.html?WT.ac=ctg#catmovies>   + Muscles: <http://kidshealth.org/en/kids/muscles.html> |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  <http://kidshealth.org>  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  Graham, George. (2013). *Children moving: A reflective approach to teaching physical education.* (9th ed.). McGraw-Hill Education.  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:** 2.2 The student will identify major musculoskeletal structures and the cardiorespiratory system and explain the importance of spatial awareness while moving.  ESSENTIAL UNDERSTANDINGS   * A strong core is responsible for the sense of balance. * If a sudden [pull](https://en.wikipedia.org/wiki/Muscle_pull) or stretch occurs, the body responds by automatically increasing the muscle’s tension, a reflex that helps guard against danger as well as helping to maintain [balance](https://en.wikipedia.org/wiki/Balance_disorder). * The body is made of different bones that give it structure.   + - * The body is made up of is made up of many parts that all work together to help it function. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **2.2.e**  Explain that muscles contract (tense or tighten) to keep the body in a balanced position.  **Suggested Learning Targets:**  I can explain and perform a balance and static position.  I can explain how muscles help me balance.  **2.2.f**  Identify major bones, including the skull, ribs, and spine.  **Suggested Learning Targets:**  I can identify the skull and why it is important.  I can identify the ribs and why they are important.  I can identify the spine and why it is important.  **2.2.g**  Identify the major structures of the cardiorespiratory system (heart and lungs).  **Suggested Learning Targets:**  I can identify the heart and lungs.  I can tell what structures make up the cardiorespiratory system. | **Assessment for Learning (Formative)**   * Explain how the muscles work to keep balanced and controlled movements. * Oral. Peer discussion:   + Where is your skull? What does it protect?   + Where are your ribs? What do they protect?   + Where is your spine? What does it protect? How does it help your brain send messages to your body?   + What structures work together to make up your cardiorespiratory system? * Identify the heart and lungs. * <http://www.helpteaching.com/questions/Skin_Skeleton_and_Muscles/Grade_2>   **Assessment of Learning (Summative)**   * Written: Identify one activity and the muscle(s) and bones that control the movement. * Identify (name, circle, draw a picture of) the heart, lungs, skull, ribs, and spine. | * Contract (tense or tighten)   + Tighten a muscle   + <https://kidshealth.org/en/kids/muscles.html> * Skeletal muscles come in many different sizes and shapes to allow them to do many types of jobs. Some of the biggest and most powerful muscles are in the back, near your spine. These muscles help keep you upright and standing tall. * Core muscles: Muscles that surround your trunk; includes the pelvis, lower back, hips, gluteal muscles, and abdomen. * 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 is 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. * Bones:   + <http://kidshealth.org/en/kids/bones.html> * 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.   + 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.   + The heart is a muscle and gets stronger with exercise, so a strong heart does not 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,     - * Cardiorespiratory endurance: A measurement of how well your heart, lungs, and muscles work together to keep your body active over an extended period. | * Incorporate knowledge concepts into various movement activities. * Various yoga activities, including videos and yoga position cards. Examples:   + <https://www.youtube.com/user/CosmicKidsYoga/videos>   + <http://kidshealth.org/en/kids/yoga-home.html?WT.ac=ctg#catemotion> * Students perform balancing moves and tell a partner where they believe the muscles tense to create balance while doing the move. Examples: Stand with both feet flat on the floor and keep your body straight and still. Focus the eyes ahead on a point that is not moving and spread the arms out to keep balance. Do the following:   + Balance on both feet with eyes shut.   + Stand on one foot with eyes shut.   + Stand on tiptoes without moving.   + Stand on tiptoes without moving and reach out to each side. * Videos:   + Bones: <http://kidshealth.org/en/kids/ssmovie.html>   + Muscles: <http://kidshealth.org/en/kids/msmovie.html?WT.ac=en-k-htbw-main-page-g>   + Heart and lungs: <http://kidshealth.org/en/kids/csmovie.html?WT.ac=ctg#catmovies> * Incorporate knowledge concepts into movement activities.   + <http://www.heart.org/idc/groups/heart-public/@wcm/@global/documents/downloadable/ucm_313195.pdf>   + <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132892#.V0jbPcv2bIU>   + <https://educators.brainpop.com/lesson-plan/5-major-body-systems-with-brainpop-jr/> (use of some BrainPop materials requires a subscription) * Students trace a classmate on bulletin paper. Students label various muscles and bones using a word bank. Students locate the heart, brain, and lungs by cutting and pasting them onto the correct spot on a traced body. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  [www.Kidshealth.org](http://www.Kidshealth.org); <http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=152&id=1446>  <http://www.heart.org/idc/groups/heart-public/@wcm/@global/documents/downloadable/ucm_305580.pdf>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:** 2.3 The student will describe the components of fitness and identify physical activities that promote aerobic capacity, muscular strength, endurance, flexibility and body composition. ESSENTIAL UNDERSTANDINGS   * + - * Physical activities are needed for physical fitness,       * Strength is the greatest force a muscle can exert in one effort.       * Muscular strength is important for lifting and moving heavy objects.       * Muscular endurance allows the muscles to work for a long period of time.       * Flexibility is important for moving in many directions.       * Cardiorespiratory endurance is important for maintaining a healthy heart. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **2.3.a**  Describe muscular strength as important in lifting/moving heavy objects.  **Suggested Learning Targets:**  I can tell how muscular strength affects my ability to lift heavy objects.  I can describe the importance of muscular endurance.  **2.3.b**  Describe muscular endurance as important in moving throughout the day.  **Suggested Learning Targets:**  I can explain why the ability of muscles to work for a long period helps me move throughout the day.  **2.3.c**  Describe flexibility as important in moving in many directions.  **Suggested Learning Targets:**  I can describe how flexibility is important throughout the day.  **2.3.d**  Describe cardiorespiratory endurance as important for maintaining a healthy heart and lungs.  **Suggested Learning Targets:**  I can identify which component of fitness focuses on maintaining a healthy heart and lungs. | **Assessment for Learning (Formative)**   * Teacher observation. Examples:   + Students feeling heartbeat.   + Students use fingers 1-5 to identify which level of intensity they worked in a physical activity. * Oral. Teacher/peer discussion:   + Activities for muscular strength/endurance.   + Activities that help maintain a healthy heart.   + Each component of fitness.   **Assessment of Learning (Summative)**   * + Oral: student can identify and describe each component of fitness.   + Written: matches the fitness component to its description. | * Muscular strength: The ability of the muscle to exert force during an activity. * Importance of muscular strength:   + It affects everyday chores, such as helping to clean the house and yard work.   + It affects how easily one can carry a bag of groceries or lift a younger brother or sister.   + It affects physical skill and sports performance, such as how hard one can swing a softball bat, or how long one can play on the tennis court. * Muscular endurance: The ability of the muscle to continue to perform without fatigue. * Importance of muscular endurance:   + Gives one the ability to perform repetitious physical activity, such as gardening, raking leaves, and washing the car.   + Muscular endurance will also limit injuries that can happen from physical exertion and from the overuse of active muscles throughout the day.   + With good muscular endurance, you will be able to continue working for longer and your muscles will be able to recover more quickly so that the next day you can get on with what you usually do.   + If your muscular endurance is poor, you may have to take frequent rests and may not be able to finish the job. * Flexibility: the range of motion around a joint. * Why is flexibility important in moving in many directions?   + Improves performance in physical activities.   + Decreases the risk of injuries.   + Helps muscles work most effectively.   + Improves posture and creates a healthier back.   + Maintains healthy joints.   + Improves balance during movement. * Cardiorespiratory endurance is important for maintaining a healthy heart:   + 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.   + With a strong heart your cells get oxygen faster and your body works more efficiently, * Intensity: In fitness, it is the degree of determination or the amount of effort expended during an activity; how hard you work. Example intensity levels:   + Intensity Level 1–Standing   + Intensity Level 2–Slow, such as walking   + Intensity Level 3–Medium, such as skipping, galloping   + Intensity Level 4–Fast, such as jogging/running   + Intensity Level 5–Sprinting | * Small group/station work to complete several muscular strength activities. Examples:   + Pull-up bar/peg board – Complete pull-ups or move across/up the peg board.   + Push-ups – Complete a given number of push-ups.   + Heavy bag lift – Lift the heavy bag from floor and carry it across the gym and back. (Teach how to safely lift heavy objects from the floor.)   + Groceries station – Carry the gallon of milk (use a milk container but fill it with water or some sand) to the next group member. * Participate in muscular endurance activities, such as wall sits, planks, shoulder taps, lunges, jumping rope, step ups, etc. * Participate in flexibility activities, such as yoga. <https://www.youtube.com/user/CosmicKidsYoga> * Activities that begin at a low intensity, build to a high intensity and return back to a low intensity. Examples:   + Walk around the perimeter of the gym, then jog, then return to a walk.   + Complete low-intensity level activities, such as walking, minimal amounts of curl ups, or step ups. Then complete high-intensity activities, such as sprinting, wall sit, followed by a sprint to next wall, speed jump roping, etc. Then return to different low-intensity activities, * Teacher calls out activities that strengthen or weaken the heart. If the activity strengthens the heart, students will respond by jumping 10 times and then run in place while the teacher calls out the next activity. If the activity weakens the heart, students will respond by squatting 10 times and then run in place while the teacher calls out the next activity. Examples (can also be used as a formative assessment):   + Riding a bike – (jump)   + Walking your dog – (jump)   + Taking the elevator – (squat)   + Never going outside to play and watching TV all the time – (squat) |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  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.teachpe.com/fitness/health.php>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:** 2.3 The student will describe the components of fitness and identify physical activities that promote aerobic capacity, muscular strength, endurance, flexibility and body composition. ESSENTIAL UNDERSTANDINGS   * + - * Improving muscular strength and endurance, flexibility, and cardiorespiratory endurance will also improve body composition.       * Physical activities can be performed at home, as well as at school.       * Cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition are the components of physical fitness needed for health. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **2.3.e**  Describe body composition as the component that makes up a person’s body weight (percentages of fat, bone, water and muscle in the human body).  **Suggested Learning Targets:**  I can match the term body composition with its meaning.  **2.3.f** Identify one activity to promote each component of fitness (i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition).  **Suggested Learning Targets:**  I can describe muscular strength and an activity that connects to it.  I can describe muscular endurance and an activity that connects to it.  I can describe flexibility and an activity that connects to it.  I can describe cardiorespiratory endurance and an activity that connects to it.  I can describe body composition.  **2.3.g**  Identify opportunities of self-interest to participate in regular physical activity inside and outside school, individually and with others.  **Suggested Learning Targets:**  I can list and perform physical activities that I can do in school and out of school.  I can identify situations after school where I can perform physical activities.  I can list activities I can perform at home, which will improve each component of fitness. | **Assessment for Learning (Formative)**   * Peer discussion:   + What is body composition?   + What are the ways to measure body composition?   + Why is good body composition important?   + Discuss activities that can be performed at home or at school. * List or draw activities the student can participate in for each component of fitness.   **Assessment of Learning (Summative)**   * Circle the pictures that show activities that help keep maintain a healthy heart. * Circle the pictures that would lead to good body composition. * Draw a line from an activity to the component of fitness. * Draw a picture of or list an activity that you can participate in outside school for each component of fitness. | * Cardiorespiratory endurance: the ability of the heart and lungs to supply oxygen to the muscles during long periods of physical activity. * Muscular endurance: the ability of the muscles to repeat a movement many times or hold a position without stopping to rest. * Muscular strength: the ability of the muscle or muscles to push or pull with its total force. * Flexibility: the muscle’s ability to move a joint through a full range of motion. * Body composition: the relationship between fat-free mass and fat mass.   + Fat mass: fat   + Fat-free mass: muscles, bones organs * Activity opportunity: A situation in which something can be done toward physical activity throughout the day. Examples:   + Guardian comes home early, so now we have time to go for a walk.   + A friend(s) come over after school to play outside. | * Activities that involve the fitness components and nutrition with an added connection to body composition. * Stations for the components of fitness. Examples:   + Cardiorespiratory endurance: running, walking, skipping, jumping rope, etc.   + Flexibility: yoga, stretching, gymnastics, dance, etc.   + Muscular endurance: shoulder taps, calf raises, crunches, etc.   + Muscular strength**:** push-ups, pull-ups, lifting heavy objects such as weights, etc.   + Body composition: any activities that promote any of the other four components of fitness and pictures of different foods for students to pick healthy examples that help toward good body composition. * Introduce activity opportunities outside school:   + Through class discussions or basic introductions to outdoor pursuits, such as cycling, skating, fishing, canoeing, hiking, kayaking, rock climbing, sailing, skiing, surfing, swimming, etc., and lifetime 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 school.   + By bringing in local instructors to introduce lessons on activities available outside school, such as martial arts, dance, etc.   + Introducing where local physical activity opportunities exist, such as bike trails, parks, playgrounds and community centers. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  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.teachpe.com/fitness/health.php>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:** 2.3 The student will describe the components of fitness and identify physical activities that promote aerobic capacity, muscular strength, endurance, flexibility and body composition. ESSENTIAL UNDERSTANDINGS   * + - * Improving muscular strength and endurance, flexibility, and cardiorespiratory endurance will also improve body composition.       * Physical activities can be performed at home, as well as at school.       * Cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition are the components of physical fitness needed for health. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **2.3.h**  Identify and demonstrate three different physical activities that increase heart rate and breathing.  **Suggested Learning Targets:**  I can describe physical activities that can increase my heart rate and breathing | **Assessment for Learning (Formative)**   * Peer discussion:   + What is physical activity?   + What are ways I can increase my heart rate and breathing?   + Discuss activities that can be performed at home or at school. * List or draw activities the student can participate in and outside of class time.   **Assessment of Learning (Summative)**   * Circle the pictures that show activities that can increase my heart rate. * Circle the pictures that would increase my breathing. * Draw a picture of or list an activity that you can participate in outside school that would increase my heart rate or breathing. | * Activity opportunity: a situation in which something can be done toward physical activity throughout the day. Examples:   + Guardian comes home early, so now we have time to go for a walk.   + A friend(s) come over after school to play outside. * Physical activity: any bodily movement produced by skeletal muscles that requires energy. Example: walking to class, taking the stairs, cleaning your room, etc. | * Activities that involve the fitness components and increase of heart rate or breathing. * Stations for the different physical activities. Examples:   + Cardiorespiratory endurance: running, walking, skipping, jumping rope, etc.   + Flexibility: yoga, stretching, gymnastics, dance, etc.   + Muscular endurance: shoulder taps, calf raises, crunches, etc.   + Muscular strength: push-ups, pull ups, lifting heavy objects such as weights, etc.   + Body composition: any activities that promote any of the other four components of fitness and pictures of different foods for students to pick healthy examples that help toward good body composition. * Introduce activity opportunities outside school:   + Through class discussions or basic introductions to outdoor pursuits, such as cycling, skating, fishing, canoeing, hiking, kayaking, rock climbing, sailing, skiing, surfing, swimming, etc., and lifetime 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 school.   + By bringing in local instructors to introduce lessons on activities available outside school, such as martial arts, dance, etc.   + Introducing where local physical activity opportunities exist, such as bike trails, parks, playgrounds and community centers. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  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.teachpe.com/fitness/health.php>  Graham, George. (2013). *Children moving: A reflective approach to teaching physical education. (9th ed.).* McGraw-Hill Education.  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:**  2.4 The student will identify, demonstrate, and apply cooperative, respectful, and safe behaviors in physical activity settings.  ESSENTIAL UNDERSTANDINGS   * + - * Daily physical activity is important for health. * Learning new activities can be difficult and require practice. * Practice will make challenging activities easier. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **2.4.a**  Identify one activity that is enjoyed and done with friends outside the physical education class.  **Suggested Learning Targets:**  I can name/identify one physical activity that I like doing at home.  **2.4.b** Identify one collaborative group activity that is challenging, and demonstrate one way to improve communication skills.  **Suggested Learning Targets:**  I can name/identify one physical activity that I like doing but is hard for me.  I can name/identify one way to help me get better at an activity that I like to do. | **Assessment for Learning (Formative)**   * Oral. Peer discussion on: * Physical activities enjoyed outside school. * Physical activities that are hard to do. * Ways to practice an activity/component of an activity to get better.   **Assessment of Learning (Summative)**   * Draw:   + A picture of a physical activity done at home.   + A picture of a physical activity that is hard. * Written assessment: <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=1155#.V26VHxL2ZD8> | * Recreation: activity done for enjoyment when one is not in school or doing homework; games and activities, such as tennis, golf, bowling, fishing, Frisbee, badminton, hopscotch, jump rope, bocce, croquet, etc. * Challenge: to invite someone to do something that one thinks will be difficult or impossible. Examples:   + “I challenged them to make up their own minds.”   + Test their abilities: “He needed something both to challenge his skills and to regain his crown as the king of the thriller.” * Improvement: the process of getting better. * Communication skills:   + Listening.   + Eye contact.   + Speak clearly.   + Take turns; do not interrupt.   + Pay attention.   + Be aware of nonverbal communication. * https://whatsfordinner.net/articles/article-Six-Communication-Skills-Every-Child-Should-Know.html | * Participate in lifelong physical recreational activities that can be done alone or with a family member or friend at home. Examples:   + <http://www.pecentral.org/LessonIdeas/ViewLesson.asp?ID=132742#.V26W9xL2ZD8>   + <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8710#.V26XTBL2ZD8>   + <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=9289#.V26XvRL2ZD8> * When new activities are introduced, after activity discussions on how challenging the new activity was and ways they could improve on the activity, * Communication games for kids   + <https://positivepsychology.com/communication-activities-adults-students/> |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  <http://www.pecchallenge.org/default.asp>  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:** 2.4 The student will identify, demonstrate, and apply cooperative, respectful, and safe behaviors in physical activity settings.  ESSENTIAL UNDERSTANDINGS   * + - * Students demonstrate cooperative skillsby not only being responsible for learning the material for the day but also for helping their group-mates learn.       * Behaving well is as important as playing well.       * Safe participation is needed in all physical activity settings when participating alone or with others. * Safe participation includes cooperative, respectful, and safe behavior. * Safe participation includes good listening skills, including the student’s ability to follow rules and directions for all activities and equipment use. * Rules help keep games and activities safe and fair. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **2.4.c**  Demonstrate cooperative skills, including taking turns and sharing equipment.  **Suggested Learning Targets:**  I can share equipment and space with my class.  I can participate safely in class.  I can be a good listener.  **2.4.d**  Demonstrate safe participation and proper care of equipment individually and with others.  **Suggested Learning Targets:**  I can follow directions.  I can follow rules.  I can stay on task.  I can move safely and in control.  **2.4.e**  Demonstrate an understanding of the established classroom safety rules and procedures.  **Suggested Learning Targets:**  I can name two rules to be safe in physical education.  **2.4.f** Demonstrate the use of responsible decision-making steps to resolve conflict in physical activity settings.  **Suggested Learning Targets:**  I can name one way to resolve a conflict in a physical activity setting.  **2.4.g**  Identify the characteristics of inclusion as belonging, acceptance, and value.  **Suggested Learning Targets:**  I can describe what feeling included feels like and when I feel it. | **Assessment for Learning (Formative)**   * Teacher observation. * Drawing a picture of a safety rule. * Questioning to check for understanding. Examples of teacher/peer discussion:   + What are different ways we show cooperation when doing an activity?   + What does it mean to be respectful?   + What does it mean to move safely?   + Name two classroom rules that help keep you safe.   + What does it mean to feel included?   + What does it feel like to be included? * Oral. Quiz-Quiz-Trade: Use flash cards of different cooperative skills (skill written out on one side for the person holding the card to see, a picture on the other side to help a partner guess what cooperative skill is written out on the other side). Students show their picture to another peer for them to guess the cooperative skill. Then they trade cards and move to another person.   Examples: taking turns, sharing equipment, raising a hand before speaking, working together as a team, helping others improve their skills, using encouraging words, etc.  **Assessment of Learning (Summative)**   * Teacher observation (checklist) * Active listening skills by executing procedures and instructions. * Demonstration of safety rules for classroom safety and activity-specific safety. * Ability to work productively and cooperatively with peers during practice of skills and/or during physical activity. * Ability to work independently and on-task during physical education activities. * Moving in a safe and controlled manner in personal and general space. * Written: Draw (or select from several pictures) physical education safety rules. | * Cooperation: working together to achieve a goal in which success depends on a combined effort. Skills include:   + Listening.   + Sharing decision-making.   + Taking responsibility.   + Learning to give and receive appropriate feedback.   + Learning to encourage each other.   + Solving problems. * Teaching good feedback to others:   + It sounds like – good job, nice pass, you really tried hard, etc.   + It looks like – a thumbs-up, an air high five * Inclusion: feeling a sense of belonging, acceptance, and value.   + Belonging: feeling needed, important, and respected within the group.   + Accepted: being welcomed into the class’s community.   + Valued: knowing you are worthy and desirable. * Cooperative tasks that encourage students to rely on each other to complete the tasks; where the success of one student should be positively related to the success of the other students. Examples include mutual goals, shared resources, communication, and assigned roles. * Safety: keeping yourself and others free from harm and danger. * Respect: relation to something; considered of deserving high regard. * How to be respectful:   + Treat others the way you want to be treated.   + Accept people who are different from you.   + Be polite and use good manners.   + Think about the feelings of others.   + Stay calm when angry. * Appropriate interactions with peers.   + Sharing, taking turns, following rules (with teacher guidance and reinforcement).   + Staying on task (for short periods with teacher supervision).   + Listen quietly without interruption (for short periods with teacher reinforcement).   + Exhibit self-control.   + Willingness to play with any child in the class; and recognize similarities and appreciate differences in people. | * Different cooperative skills such as:   + Listen carefully to others and be sure you understand what they are saying.   + Share when you have something that others would like to have.   + Take turns when there is something that nobody wants to do or when more than one person wants to do the same thing.   + Compromise when you have a serious conflict.   + Do your part the very best that you possibly can. This will inspire others to do the same.   + Show appreciation to people for what they contribute.   + Encourage people to do their best.   + Make people feel needed. Working together is a lot more fun that way.   + Don’t isolate or exclude anyone. Everybody has something valuable to offer and nobody likes being left out. * Ask students to describe instances where they felt included. Be specific, and ask about times that they felt valued, accepted, and that they belonged. Ask students to differentiate each term. * Students and teachers create safety rules. Examples:   + Stop on signal.   + Do not touch or use equipment until teacher directs or until it is safe.   + Share equipment.   + Follow safety directions for each activity.   + Check safety of equipment prior to use. * Practicing routines and expectations for safe behaviors:   + <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12760#.V26YjBL2ZD8>   + <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12760#.WADf5Lfrvct> * Activities that allow students to use personal and general space. * Cooperative games and activities:   + <http://elementaryhealthphysicalactivity.wiki.westga.edu/file/view/Cooperative+Games.pdf>   + <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8755#.V-kbe7frvcs>   + <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=3893#.V-kcCLfrvcs> * Encouraging others in activities: <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=3596#.V02lictdHIU> * Respecting others: <https://www.youtube.com/watch?v=FY4qNs4onYQ&index=25&list=PL7f4GshrpmEMWSg7FTN3-RKbZvDWWg0Kr>   + Safe share link: <https://safeshare.tv/x/ss580f5e504bf8f> * Sportsmanship: What it looks like in your class with a continued emphasis throughout the school year.   + <http://www.pecentral.org/bp/indivBPDisplay.asp?ID=2491&votes=47#.V02m5MtdHIU>   + <http://www.pecentral.org/bp/indivBPDisplay.asp?ID=1043&votes=74#.V02nDstdHIU> |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  Graham, George. (2013). *Children moving: A reflective approach to teaching physical education. (9th ed.).* McGraw-Hill Education.  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:** 2.5 The student will describe the effects of balancing energy intake and physical activity output.  ESSENTIAL UNDERSTANDINGS   * + - * Dairy is important for bone growth.       * Snacks choices between meals are important to good nutrition.       * Water and other healthy drinks keep the body hydrated and are important for body functions. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **2.5.a**  Explain that calcium is important for bone growth.  **Suggested Learning Targets:**  I can explain that dairy helps my bones grow.  **2.5.b**  Identify examples of healthy snacks.  **Suggested Learning Targets:**  I can identify healthy foods to eat between meals.  **2.5.c**  Identify different hydration choices.  **Suggested Learning Targets:**  I can identify healthy drinks.  I can explain why water is the best drink choice for my body. | **Assessment for Learning (Formative)**   * Oral. Teacher/peer discussions:   + Why does the body need dairy?   + What foods and beverages are in the dairy food group?   + Name some healthy snacks.   + Name some healthy hydration choices. * Select/identify pictures of healthy drinks and snacks.   **Assessment of Learning (Summative)**   * Oral: Student can explain that dairy helps bones grow. * Student can explain what snacks and drinks are healthy. * Written: Draw (or select from several pictures) healthy snacks and drinks. | * Dairy: fluid milk products or products made from milk, such as milk, cheese, string cheese, yogurts, pudding, ice cream, frozen yogurt, etc. * Calcium: found in dairy products; helps us build strong teeth and bones. * Snacks: help you refuel your body in between meals.   + Examples of healthy snacks: yogurt, fruit, veggies, whole grain granola, string cheese, etc.   + <http://kidshealth.org/en/kids/snack-attack.html?ref=search> * Hydration choices:   + Water: A clear liquid that has zero calories and contains no sugar.   + Milk: A dairy drink that helps build strong teeth and bones.   + Unhealthy drink choices that contain too much sugar and calories. Examples include: sports drinks, sodas, juice drinks, and energy drinks. | * Use names of food groups and nutritious hydration choices for small group activities. * Use visuals to depict food group and hydration examples. * Incorporate nutrition concepts into movement activities. * Incorporate poems or songs about the food groups and water/nutritious hydration into rhythmic activities. * Healthy drinks:   + <http://www.pbslearningmedia.org/resource/225f51a8-05ee-4219-803c-6358fea924c2/225f51a8-05ee-4219-803c-6358fea924c2/> |
| **Resources:**  <http://www.choosemyplate.gov/healthy-eating-tips/sample-menus-recipes/sample-meal-snack-patterns.html>  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.choosemyplate.gov/MyPlate>  <http://www.education.com/magazine/article/tips-kid-hydrated/>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:** 2.5 The student will describe the impact of balancing energy intake and physical activity output.  ESSENTIAL UNDERSTANDINGS   * + - * The body functions best with a balance of good nutrition choices and physical activity (balancing what you eat and drink with physical activity).       * A healthy lifestyle requires daily physical activity and proper nutrition. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **2.5.d**  Explain that choosing nutritious foods and being physically active are components of being healthy.  **Suggested Learning Targets:**  I can explain that my body needs healthy foods, healthy drinks, and physical activity to grow and be healthy.  I can explain what “energy in” and “energy out” means.  I can name two ways I use energy.  I can explain that my body uses energy from food when I move.  I can name two foods that give me energy.  **2.5.e** Explain how fruits and vegetables provide energy for physical activity.  **Suggested Learning Targets:**  I can identify fruits and vegetables.  I can explain how fruits and vegetables provide energy for physical activity. | **Assessment for Learning (Formative)**   * Oral. Teacher/peer discussions:   + Name two activities that use a lot of energy and two activities that use less energy.   + What does “energy in” and “energy out” mean?   + Sarah is always tired when she gets home from school. What can she do to give herself some energy? * Select/identify pictures healthy foods, drinks and activities.   **Assessment of Learning (Summative)**   * Oral: Student explain that the body needs healthy foods, healthy drinks, and physical activity to grow and be healthy. * Written: Draw (or select from several pictures) healthy foods, healthy drinks, and physical activities. | * Nutrition: eating food to help your body grow and stay healthy. * 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.   + Examples: fruits, vegetables, protein, whole grains and dairy. * Energy out: the energy we burn by doing physical activity.   + 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: energy in food and drinks that helps fuel our bodies. * Balanced diet: contains the proper proportions of foods to maintain good health. * Fruits: provides vitamins, minerals, and fiber to help the body stay healthy.   + Examples: oranges, strawberries, peaches, cantaloupe, watermelon, grapes, bananas, blueberries and raspberries. * Vegetables: provide vitamins, minerals, and fiber to help the body stay healthy.   + Examples: broccoli, peppers, carrots, peas, corn, spinach, lima beans, potatoes, kale, and tomatoes. * Grains: provide a source of fiber and gives us energy.   + Examples: whole grain bread, rice, pasta, oatmeal, cereals, and tortillas. * Protein: helps build muscle, skin, and bones; gives us energy.   + Examples: Chicken, turkey, beef, lunchmeat, nuts, fish, pork and eggs. * Dairy: helps us build strong, healthy bones.   + Examples: milk, cheese, yogurt. | * Use the names of food groups, nutritious hydration choices, and healthy activities for small group activities * Use visuals to depict food groups, hydration, and physical activity examples * Incorporate concepts into movement activities. * Incorporate poems or songs about nutrition and physical activity into rhythmic activities. * Lesson examples:   + <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=10080#.WAFf47frvcs>   + <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=9433#.WAFgLbfrvcs>   + <http://www.togethercounts.com/sites/togethercounts.com/files/downloads/K_Thru_5/K-2_2.3_Food_For_Thought.pdf> |
| **Resources:**  <http://www.choosemyplate.gov/> (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>  <https://jr.brainpop.com/health/>; <https://www.gonoodle.com/>  <https://kids.usa.gov/exercise-and-eating-healthy/index.shtml>  <http://www.fns.usda.gov/multimedia/tn/sump_level1.pdf>; <http://www.choosemyplate.gov/games>  <http://www.pbhfoundation.org/pub_sec/edu/cur/rainbow/>  <http://www.togethercounts.com/sites/togethercounts.com/files/downloads/K_Thru_5/K-2_2.3_Food_For_Thought.pdf>  <https://lesson-plans.theteacherscorner.net/health/food-plate-game.php>  <http://www.learningtogive.org/units/helping-others-feed-themselves/what-my-plate>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:** 3.1 The student will demonstrate progression toward the use of all critical elements for various skills and apply skills in increasingly complex movement activities.  ESSENTIAL UNDERSTANDINGS   * A controlled dribble hand/foot allows movement in various 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 (i.e., hand[s], foot, or head) and/or different implements. * Force, trajectory, and accuracy can determine/promote success in throwing. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **3.1.a** Demonstrate the critical elements of eye-hand coordination skills for dribbling with dominant/preferred hand while finding open spaces, overhand/underhand throwing and catching with a partner, underhand throwing and rolling at a target, and volleying consecutive upward with hand(s) or with an short/long implement/noodle and striking/batting ball off tee using hard and soft force with control.  **Suggested Learning Targets:**  I can throw overhand and catch a ball thrown overhand to me.  I can control, stop, and pass a ball to partners who are moving.  I can dribble with my dominant/preferred hand and pass a ball to a moving partner.  I can hit a ball with correct form and aim it in different directions.  I can jump forward for distance and jump up for height and land safely.  **3.1.b** Demonstrate progress toward the use of all critical elements used in eye-foot coordination skills while kicking a moving ball, foot dribbling with control while walking to open spaces, and kicking/passing to a partner or a stationary target.  I can dribble with my dominant/preferred hand and pass a ball to a moving partner.  I can dribble or pass with control and stop and pass a ball to partners who are moving. | **Assessment for Learning (Formative)**   * 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: * What should you do with an object after you catch it? * Why is safety important when throwing? * Why is safety important when kicking? * 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 * Identify stationary/moving target/partner. * Eye on the ball. * Contact middle of ball. * Support leg placed next to ball. * Contact the ball with the inside or outside of the foot. * Follow through toward your target/partner for accuracy. * Land on kicking foot. * Performed with the right amount of force to reach target.   **Assessment of Learning (Summative)**   * Skill rubric.   Sample  4 (Beyond what was taught)  Displays consistent and correct performance of all elements during unpredictable game situations; includes smooth transitions between skills/movements.  3 (What was explicitly taught)  Performs all critical elements appropriately and consistently.  2 (Identify basic elements)  Performs critical elements in isolation.  1 (With help/prompts/cues)  With teacher cues, student can demonstrate some/most of the critical elements in isolation. | * Overhand throw * 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: * 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. * Force: strength or energy exerted on an object. * Trajectory: the curved path along which an object moves through the air. * Striking (bat/paddle): * 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. * Differential trunk rotation. * Make contact with the ball (with a flat surface). * Follow through with the paddle/bat/stick to the target (desired direction). * Hand dribble: * Hand on top of the ball. * Use finger pads. * Push the ball to the floor. * Ball at waist level on side of body. * Eyes looking forward. * Ball under control while moving. * Kicking/passing: * Identify the target. * Eye on the ball. * Contact the middle of the ball. * Contact the ball with the inside or outside of the foot. * Follow through toward your target for accuracy. * Land on kicking foot when kicking the ball. * Passes should be performed with the right amount of force. * Foot dribble: * Keep the ball close to the feet. * Use both the inside and outside of the foot. * Use small taps to control the ball. * Look forward. | * 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): * 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. * 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 and striking. * Conduct peer teaching of skills with partners or in small groups of students. \*See 3.4.e for additional information on peer teaching. * Foot dribble: * Tap or push balls with different parts of the foot while traveling. * Dribble balls while changing direction and force. * Dribble a ball to a stationary target. * Dribble balls while traveling around scattered obstacles. |
| **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/physed/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>  Graham, George. (2013). Children moving: A reflective approach to teaching physical education. (9th ed.). McGraw-Hill Education.  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:**  3.1 The student will demonstrate progression toward the use of all critical elements for various skills and apply skills in increasingly complex movement activities.  ESSENTIAL UNDERSTANDINGS   * + - * 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. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **3.1.c** Perform an educational gymnastic sequence with balance, transfer of weight, travel, and change of direction.  **Suggested Learning Targets:**  I can show four skills in a row: balance, roll, weight transfer, and leap/kick/jump. | **Assessment for Learning (Formative)**   * Peer assessment skill checklist with feedback. \*See 3.4.e for information on teaching peer assessment with feedback. * Example: Cartwheel * 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: * 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.   Which base of support is more stable?  \_\_ A wide base of support.  \_\_ A narrow base of support.  Which center of gravity is more stable?  \_\_ A higher center of gravity.  \_\_ A lower center of gravity.   * Performance tasks. Examples: * 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   **Assessment of Learning (Summative)**   * Create and perform a tumbling sequence using the following criteria: * Two changes of direction. * Two different rolls (narrow or curled). * Four balances (one upright, one inverted, one symmetrical, one asymmetrical). * Three transfers of weight. * One or more elements of flight. * Clear and smooth transitions throughout with a clear beginning and ending.   Sample Rubric  4 (Beyond what was taught) Consistently demonstrates all critical elements without reminders  3 (What was explicitly taught) Usually demonstrates the critical elements with occasional reminders  2 (Identify basic elements) Sometimes demonstrates some of the critical elements with several reminders  1 (With help/prompts/cues) Seldom demonstrates the critical elements with repeated reminders | * 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. * Foundational skills include: rolling (weight transfer over adjacent body parts [i.e., a forward roll]); steplike actions (weight transfer using nonadjacent body parts [i.e., a cartwheel]); flight (weight transfer involving the 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: * Upright: head higher than hips. * Inverted: head lower than hips. * 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 form a piece of apparatus. * Counter-tension: involves two (or more) students pulling away from each other. * Center of gravity:the point around which the body weight is equally distributed. * The lower the center of gravity to the base of support, the greater the stability. 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. 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 the individual’s base of support he or she can go without losing control of the center of gravity. | * Displaying assessment rubrics/checklists when skills are introduced. * Balances, including: * 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. * Losing 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). * Sequencing/blending movements. Examples: * 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. * 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: * 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. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  <https://www.youtube.com/watch?v=PO-htHAUzyk>  Safe Share Link <https://safeshare.tv/x/PO-htHAUzyk>  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <http://www.kgbanswers.co.uk/what-is-counter-tension-ad-what-is-counter-balance/16700875>  <https://www.youtube.com/watch?v=MXcOyp_OjLo>  Graham, George. (2013). Children moving: A reflective approach to teaching physical education. (9th ed.). McGraw-Hill Education.  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:**  3.1 The student will demonstrate progression toward the use of all critical elements for various skills and apply skills in increasingly complex movement activities.  ESSENTIAL UNDERSTANDINGS   * + - * Dance is a type of movement that includes rhythms, patterns, and sequences. * Dance promotes social skills and creativity. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE ACTIVITIES** |
| **3.1.d**  Demonstrate dance patterns for various dance movements and create a pattern/combination of movements into a repeatable sequence.  **Suggested Learning Targets:**  I can do a [square/folk/international/line] dance with my classmates/partners.  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 eight that match the music. | **Assessment for Learning (Formative)**   * Teacher observation. * Checklist. * Example: Folk Dance * 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 the creation of a dance sequence. \*See 3.4.e for information on teaching peer assessment with feedback. Example: * Rhythm and timing of the movements are performed to the music. * Movements are performed as a sequence. * There are various pathways and well-defined patterns. * There are several levels and various body shapes.   **Assessment of Learning (Summative)**   * Performance of a dance sequence that incorporates at least two formations. Criteria: * 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 various pathways and incorporate well-defined patterns. * Show exploration of all levels and include various body shapes.   Sample Rubric  4 (Beyond what was taught)  Displays consistent and correct performance of all elements with flow and smooth transitions between movements.  3 (What was explicitly taught)  Performs all critical elements appropriately and consistently to counts of 4/8.  2 (Identify basic elements)  Performs critical elements with stops between movements.  1 (With help/prompts/cues)  With teacher cues, student can demonstrate some/most of the critical elements in isolation. | * 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, continuous way. * Dance genre * Folk * Square * Social * International * Aerobic | * Provide various dance genre experiences. * Use each dance experience to demonstrate/instruct each concept, such as counts, flow, and pathways. * Do rhythmic activities with manipulatives – rhythm sticks, scarves, ribbons. * Students create movements to music/rhythms. * Invite the music teacher and their classes to learn dances together. (See VBOE Music Standards of Learning for Grade 3: 3.6.) * Use various music styles and genres. * Optional teacher/video-led dances. Example: * <http://www.pecentral.org/mediacenter/video_chachachallenge.html> * <https://www.youtube.com/watch?v=VevE4v065sA> * <https://safeshare.tv/x/ss589cd419a12cc> * <https://www.youtube.com/watch?v=uMuJxd2Gpxo> * <https://safeshare.tv/x/ss589cd46f6659f> * Note: Music without lyrics is recommended. Music with lyrics should be reviewed and pre-approved by the school administration prior to use. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes; <http://www.pecentral.org/mediacenter/videolessons.html>;  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml>;  PE Central (key term – Dance) <http://www.pecentral.org/>  Graham, George. (2013). Children moving: A reflective approach to teaching physical education. (9th ed.). McGraw-Hill Education.  https://openphysed.org/; [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:**  3.1 The student will demonstrate progression toward the use of all critical elements for various skills and apply skills in increasingly complex movement activities.  ESSENTIAL UNDERSTANDINGS   * Jumping rope improves coordination and promotes cardiorespiratory endurance. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **3.1.e**  Demonstrate at least two critical elements for four different jumps with a short rope (self-turn) or long rope (student turn) and jumping/landing horizontally (distance) and vertically (height) using proper takeoff and landing form).  **Suggested Learning Targets:**  I can show four different jumping skills in a row.  I can jump over a self-turn rope many different ways. | **Assessment for Learning (Formative)**   * Teacher observation of consecutive jumps using a checklist. Example: * Forward jumping * Backward jumping * Jog step jumping * One foot jumping * “Skier” jumping * Criss-cross jumping * Oral. Teacher/peer discussion: * 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: * Head up, eyes forward * Elbows in * Hands at waist level * Turn with wrist and hands * Knees bent * Jump 1-2 inches off ground * Soft landing on balls of feet   **Assessment of Learning (Summative)**   * Perform a jump rope routine. Criteria: * 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.   Rubric Sample  4 (Beyond what was taught)  Displays consistent and correct performance of all elements with flow and smooth transitions between movements.  3 (What was explicitly taught)  Performs all critical elements appropriately and consistently, performing each skill four times without stopping.  2 (Identify basic elements)  Performs critical elements with stops between movements.  1 (With help/prompts/cues)  With teacher cues, student can demonstrate some/most of the critical elements in isolation. | * Jump rope skills and tricks, including * 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.buyjumpropes.net/resources/jump-rope-tricks-and-tips/> * <http://www.heart.org/HEARTORG/Educator/FortheGym2/JumpRopeSkills/Jump-Rope-Skills_UCM_001270_Article.jsp#.WIjT4rcizct> * Jump rope tips * <http://www.builtlean.com/2010/08/06/learn-how-to-jump-rope-like-a-pro-7-tips/> | * 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 and provide 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> |
| **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.buyjumpropes.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>  Graham, George. (2013). Children moving: A reflective approach to teaching physical education. (9th ed.). McGraw-Hill Education.  https://openphysed.org/, [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:**  3.2 The student will identify major structures of the body, including body systems, muscles, and bones and identify basic movement principles.  ESSENTIAL UNDERSTANDINGS   * + - * 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. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE ACTIVITIES** |
| **3.2.a**  Apply the concept of creating space while moving.  **Suggested Learning Targets:**  I can move to open spaces without bumping into others.  I can move to open spaces, creating passing lanes with teammate(s).  I can create space between myself and another student. | **Assessment for Learning (Formative)**   * Teacher observation. * Oral. Teacher/peer discussion: * Why is moving to open space important in movement activities?   **Assessment of Learning (Summative)**   * Skill rubric.   Sample  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.  3 (What was explicitly taught)  Demonstrates ability to move to open spaces in groups with and without manipulatives.  2 (Identify basic elements)  Demonstrates ability to move to open spaces in groups without manipulatives.  1 (With help/prompts/cues)  With teacher cues, student can move to open spaces. | * Creating space: distancing oneself from a defender. * Open space: space where no one else is around. Tactics include: * 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. | * Practice and discuss movement to create space. Examples: * 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 partner activities and small-sided games with opportunities for movement in groups with and without manipulatives for passing. |
| **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>  Graham, George. (2013). Children moving: A reflective approach to teaching physical education. (9th ed.). McGraw-Hill Education.  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:**  3.2 The student will identify major structures of the body, including body systems, muscles, and bones and identify basic movement principles.  ESSENTIAL UNDERSTANDINGS   * Bones and muscles allow the body to move in various directions.   + - * The health of bones and muscles depends on movement.       * Bones support muscles and muscles move bones. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **3.2.b**  Identify major muscles, including the hamstrings and triceps.  **Suggested Learning Targets:**  I can choose/select/identify pictures of hamstrings and triceps.  **3.2.d**  Identify major bones, iincluding the femur, tibia, fibula, humerus, radius, and ulna.  **Suggested Learning Targets:**  I can identify pictures of the femur, tibia, fibula, humerus, radius, and ulna.  **3.2.e**  Identify one activity and the muscles and bones that help the body perform the activity.  **Suggested Learning Targets:**  I can name the bones and muscles used in a specific physical activity (examples: throw, kick, push-ups). | **Assessment for Learning (Formative)**   * 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>.  **Assessment of Learning (Summative)**   * Written/oral: Identify one physical activity and the muscle(s) and bones that control the movement. Examples: * Kicking * Bones include femur, tibia. * Muscles include hamstrings, gluteal muscles, quadriceps. * Walking * Bones include femur, tibia. * Muscles include quadriceps, hamstrings, gastrocnemius, gluteal and abdominal muscles. * 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 [specific skill/activity].   Sample Rubric  4 (Beyond what was taught)  Consistently identifies the correct muscles and bones that move them during the activity/skill, without cues or hints.  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.  2 (Identify basic elements)  Sometimes identifies the correct muscles and bones but needs several cues and hints.  1 (With help/prompts/cues)  Seldom identifies the correct muscles and bones that move them during the activity/skill with hints not helping. | * Major muscles: * 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 toward 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. * Core muscles: muscles that surround your trunk. They include the pelvis, lower back, hips, gluteal muscles, and abdomen. * Major bones: * 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](https://en.wikipedia.org/wiki/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: * Skull: the head or cranium; protects the brain. * Ribs: they make up the ribcage in your chest and protect the heart and lungs. * Spine: 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. | * 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 warmup activities and bones and muscles used in skills/exercises. * <http://www.pecentral.org/lessonideas/MusclesandBonesworkout.pdf>   + - * Use manipulatives or task cards during activities to identify bones and muscles.       * Videos (muscles) * <http://kidshealth.org/en/kids/msmovie.html?WT.ac=en-k-htbw-main-page-g>   + - * Use visuals to depict bones and muscles. * <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=2188#.WGvz-bcizcs>   + - * Partner students for 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. |
| **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>  Graham, George. (2013). Children moving: A reflective approach to teaching physical education. (9th ed.). McGraw-Hill Education.  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:**  3.2 The student will identify major structures of the body, including body systems, muscles, and bones and identify basic movement principles.  ESSENTIAL UNDERSTANDINGS   * 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. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **3.2.c**  Describe the components and function of the cardiorespiratory system, including the heart, lungs, and blood vessels.  **Suggested Learning Targets:**  I can identify pictures of the heart, lungs, and blood vessels and explain what the cardiorespiratory system does for the body.  I can explain that my lungs bring air into my body.  I can explain that my heart pumps oxygen-rich blood throughout my body. | **Assessment for Learning (Formative)**   * Oral. Teacher/peer discussion: * 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.   **Assessment of Learning (Summative)**   * 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. | * 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. * 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> * 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> * 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> | * Videos * 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. * 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:   * Physical activities work 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. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  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>  https://openphysed.org/; [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:**  3.3 . The student will describe and explain how to measure each of the components of health-related fitness.  ESSENTIAL UNDERSTANDINGS   * + - * 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 physical activity. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **3.3.a**  Explain the health-related components of fitness (i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition).  **Suggested Learning Targets:**  I can explain each health-related component of fitness (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition).  **3.3.b**  Identify one physical activity to improve each component of health-related fitness.  **Suggested Learning Targets:**  I can identify an activity for each health-related component of fitness (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition).  I can explain how the PACER test measures the health component of fitness, cardiorespiratory endurance.  I can explain how the push up and curl up tests measure the health component of fitness, muscular strength and endurance.  I can explain how the back saver sit and reach and the trunk lift measures the health component of fitness, flexibility.  **3.3.c**  Demonstrate one activity for each component of health-related fitness.  **Suggested Learning Targets:**  I can demonstrate one activity for each health-related component of fitness (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition) | **Assessment for Learning (Formative)**   * Oral. Teacher/peer discussion: * Name and describe each component of fitness. * Name one measure for each component of fitness. * Name one activity for each component of fitness. * Teacher observation. Teacher names each health related component of fitness and students demonstrate a measure/activity as each is named.   **Assessment of Learning (Summative)**   * 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:   * cardiorespiratory endurance (CE) * muscular strength (MS) * muscular endurance (ME) * Flexibility (F) * 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. | * 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. * 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. * Curl-ups: assessing abdominal muscular strength and endurance. * Characteristics of muscular strength and endurance exercises: * 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 the whole body. * Examples include sit-ups, pull-ups, mountain climbers, push-ups and weight lifting. * Flexibility: the muscles’ ability to move a joint through a full range of motion. * Back-saver 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: * Slow, deliberate and controlled movements. * Body part is moved until tension is felt in the muscle. * Hold for 5-15 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. * PACER: assessing aerobic capacity. * Aerobic capacity activities at moderate to vigorous levels. * Characteristics of cardiorespiratory activities: * Continuous, not stop and start. * Increases breathing. * Can do for 10-15 minutes or longer. * Examples include jogging and bicycling. * Body composition: the relationship between fat-free mass and fat mass. * 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). | * 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: * 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: * Aerobic capacity/cardiorespiratory endurance: * [PACER test](http://www.topendsports.com/testing/tests/pacer-test.htm): a 20-meter progressive, multistage shuttle run set to cadence. * Body composition: * [Body mass index](http://www.topendsports.com/testing/tests/BMI.htm) (calculated from [height](http://www.topendsports.com/testing/tests/height.htm) and [weight](http://www.topendsports.com/testing/tests/mass.htm)). * Muscular strength and endurance: * [Curl up](http://www.topendsports.com/testing/tests/curl-up-fitnessgram.htm) – abdominal strength and endurance test set to cadence. * [Push up](http://www.topendsports.com/testing/tests/pushup.htm) – upper-body strength and endurance set to cadence. * Flexibility: * [Back-saver sit and reach](http://www.topendsports.com/testing/tests/sit-and-reach-backsaver.htm) – measures the flexibility of the hamstring muscles. * [Trunk lift](http://www.topendsports.com/testing/tests/trunk-lift.htm) – 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> * \*Note: While students should experience fitness tests by the end of Grade Three, 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)**. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  <http://www.healthline.com/health/fitness-exercise/muscular-endurance-exercises#2>  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://neisd.net/athletics/PE/documents/4FC78102.pdf>  <http://rtips.cancer.gov/rtips/viewProduct.do?viewMode=product&productId=539715>  <https://wikis.engrade.com/physicalfitnesstest>  Graham, George. (2013). Children moving: A reflective approach to teaching physical education. (9th ed.). McGraw-Hill Education.  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:**  3.3 .The student will describe and explain how to measure each of the components of health-related fitness.  ESSENTIAL UNDERSTANDINGS   * + - * 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. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **3.3.d**  Participate in four or more activities and reach a moderate to vigorous physical activity (MVPA) range for each activity.  **Suggested Learning Targets:**  I can name/identify levels of intensity for physical activity.  I can participate in moderate and vigorous physical activities. | **Assessment for Learning (Formative)**   * Oral. Teacher/peer discussion: * Name the levels of intensity. * Describe activities for each level of intensity. * Describe the connection between heart rate and levels of intensity.   **Assessment of Learning (Summative)**   * Written: Draw (or select from several pictures) one activity for each level of intensity. * Oral: Group members discuss their heart rate while doing the following: * Sitting/relaxed. * Standing. * Running in place one minute.   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. | * Intensity: how hard a person is working. * Intensity levels: * 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: * 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. * 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. * Benefits of warming up: The most important reason to warm up is to prevent injuries. Additional benefits include: * 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: * 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 heartbeat to the standard rate in a systematic manner, preventing hyperventilation. | * 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. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  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>  Graham, George. (2013). Children moving: A reflective approach to teaching physical education. (9th ed.). McGraw-Hill Education.  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:**  3.3 The student will describe and explain how to measure each of the components of health-related fitness.  ESSENTIAL UNDERSTANDINGS   * + - * 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. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **3.3.e**  Identify the carotid artery and the radial artery for measuring heart rate.  **Suggested Learning Targets:**  I can name/identify the carotid and radial arteries. | **Assessment for Learning (Formative)**   * Oral. Teacher/peer discussion: * Name the carotid artery and the radial artery. * Identify the location for carotid and radial artery.   **Assessment of Learning (Summative)**   * Written: Locate (or select from several pictures) the radial or carotid artery. * Oral: Group members discuss their heart rate and how they can use radial or carotid to measure their heart rate. | * Carotid artery: This artery is in the neck and supplies blood to the brain, neck, and face. * <https://kids.kiddle.co/Carotid_artery> * Radial artery: This artery is in the wrist. | * How can I measure my heart rate by using the carotid or radial artery? * 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. Students can also use their first two fingers to measure their hear heart on their wrist. * How to take your pulse at the carotid and radial artery. * <https://kidshealth.org/Nemours/en/parents/take-pulse.html> |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  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>  Graham, George. (2013). Children moving: A reflective approach to teaching physical education. (9th ed.). McGraw-Hill Education.  <https://openphysed.org/>; [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **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.  ESSENTIAL UNDERSTANDINGS   * + - * Rules help keep games and activities safe and fair. * Achieving goals with others requires cooperation. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **3.4.a**  Explain the importance of rules for activities.  **Suggested Learning Targets:**  I can explain why rules are important for activity name.  **3.4.b**  P Participate in in the development of classroom rules and guidelines for appropriate behavior that support a positive, safe, and inclusive environment in physical activity settings.  **Suggested Learning Targets:**  I can create rules for an activity in physical education.  I can demonstrate how to follow the rule for an activity in physical education.  **3.4.c** Describe the importance of cooperating and working cooperatively with peers to achieve a goal.  **Suggested Learning Targets:**  I can explain why it is important to cooperate with classmates to meet a goal.  I can cooperate with classmates.  **3.4.g**  Differentiate between inclusive and non-inclusive activities/environments.  **Suggested Learning Targets:**  I know the difference between an inclusive and a non-inclusive activity.  I know the difference between an inclusive and non-inclusive environment. | **Assessment for Learning (Formative)**   * Oral. Teacher/peer discussion: * 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. * 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: * 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 leader’s ideas, I … * 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/waystoencouragesomeoneassess.pdf>   **Assessment of Learning (Summative)**  Sample Rubric  4 (Beyond what was taught)  Displays ability to follow rules and cooperate with classmates and is able to lessen instances of conflict and/or resolve conflict  3 (What was explicitly taught)  Demonstrates ability to follow rules and cooperate with classmates to meet a goal  2 (Identify basic elements)  Demonstrates ability to follow rules  1 (With help/prompts/cues)  With teacher cues, student can follow rules   * Written: List rules for an activity and explain why the rules are needed; explain why cooperation is important to meet a goal. | * 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: * Rules should be in the form of a positive statement and explain what students should be doing. Examples:   + 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:   + 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. * Cooperation: working together to achieve a goal in which success depends on a combined effort. * Cooperative can be described as: * 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. | * Provide activities that include cooperation toward a common goal and modified games/activities for students to create rules. * Teach appropriate interactions with peers that show cooperation. Examples: * 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: * 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 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. * Students come up with consequences for refusing and failing to follow classroom/physical activity rules. * Cooperative games and activities: * <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/> |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=859#.WIj0Krcizct>  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>  Graham, George. (2013). Children moving: A reflective approach to teaching physical education. (9th ed.). McGraw-Hill Education.  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **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.  ESSENTIAL UNDERSTANDINGS   * + - * Appropriate feedback is important to improve performance.       * Effort and practice are important to improve skill performance. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **3.4.d**  Implement teacher feedback to improve performance.  **Suggested Learning Targets:**  I can use feedback from the teacher to perform a skill better.  **3.4.e**  Provide clear and specific feedback to a classmate to improve performance in an individually selected physical activity opportunity.  **Suggested Learning Targets:**  I can help a partner by giving them feedback to perform a skill better. | **Assessment for Learning (Formative)**   * 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 and 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 * 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: * Was the assessment positive? Give an example. * Was the assessment specific, clear, and did it provide a description of where specifically improvement is needed? * Was a skill rubric or checklist used by the assessor?   **Assessment of Learning (Summative)**   * Written: Identify a 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 the student observed do to improve the skill/skill cue?). | * Teacher feedback: supports the development of self-regulated learning, critical thinking and reciprocal learning. * Two corrections at the most should be identified for feedback. * Should be specific and meaningful. * When feedback is specific to motor skills: * 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: * Empowers students to take responsibility for, and manage, their own learning. * Enables students to learn to assess and to develop lifelong assessment skills. * Enhances students’ learning through knowledge diffusion and exchange of ideas. * Motivates students to engage with course material more deeply. * Considerations when incorporating self/peer-assessments: * 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: * 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. | * Teacher modeling of effective feedback with multiple opportunities for practice in skill and/or activity settings. Modeling examples: * 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 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. * Peer assessment teaching points: * Position yourself so you can really see what the person is doing. * Ask your partner to perform the movement/skill/activity again so you are sure of what you saw. * Be sure to focus on the person’s movements, whether any implements are being used, and 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. |
| **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>  Graham, George. (2013). Children moving: A reflective approach to teaching physical education. (9th ed.). McGraw-Hill Education.  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **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.  ESSENTIAL UNDERSTANDINGS   * Finding physical activities that are enjoyable is an important component of daily physical activity. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **3.4.f**  Describe how group and individual physical activity can bring enjoyment to self and peers.  **Suggested Learning Targets:**  I can name/list/draw one activity that I enjoy doing with family/friends/others that encourages me be active.  I can list and perform physical activities that I can do in school and out of school.  I can identify situations after school where I can perform physical activities with others. | **Assessment for Learning (Formative)**   * 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 school with others.   **Assessment of Learning (Summative)**   * Written: list/draw an activity being performed outside school with others for enjoyment. Example: <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=1155#.V26VHxL2ZD8> | * Opportunities for group physical activities in school and outside school: * 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 unstructured. 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. | * Introduce group activity opportunities for inside and outside school: * Through class discussions or basic introductions for group outdoor pursuits, such as cycling, skating, fishing, canoeing, hiking, kayaking, rock climbing, sailing, skiing, surfing, swimming, and bicycling; and recreational sports, such as soccer, T-ball, beach volleyball, badminton, table tennis, bowling, handball, disc golf, and duckpin bowling. * Through short videos on physical activities for outside school. * By offering group activities in school for student to choose 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. * 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. |
| **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>  Graham, George. (2013). Children moving: A reflective approach to teaching physical education. (9th ed.). McGraw-Hill Education.  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:**  3.5 The student will describe energy balance.  ESSENTIAL UNDERSTANDINGS   * + - * Energy balance is achieved by balancing what one eats and drinks with what they do.       * Everything we do, from sleeping to running, requires energy. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **3.5.a**  Explain that energy balance relates to good nutrition (energy in) and physical activity (energy out).  **Suggested Learning Targets:**  I can explain that energy balance includes good nutrition (energy in) and physical activity (energy out). | **Assessment for Learning (Formative)**   * Oral. Teacher/peer discussion: * What does the word “energy” mean to you? * Explain energy balance as good nutrition (energy in) and physical activity (energy out).   **Assessment of Learning (Summative)**   * 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 9-year-old snack intake for the day was:   * One apple (95 calories) * One small bag of pretzels (108 calories) * One candy bar (210 calories)   Based on the activity list with expended calories, show how many calories the 9-year-old ate and how much activity they must do to burn the calories. Then explain how this relates to energy balance.   * Explain the components of energy balance. | * 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. * Examples: fruits, vegetables, protein, whole grains, and dairy. * Energy out: the energy we burn by doing physical activity. * 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: 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> * 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 (see table below). | * Make connections to activity level and calorie intake. Example * 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 –   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   * Incorporate nutrition concepts into movement activities. * Use manipulatives or task cards during activities to demonstrate understanding of energy balance concepts. * Stations that make connections to nutrition (energy in) and physical activity (energy out). Example: * Station 1: Relays to collect food/drink cards to develop three 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 tablet computers 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> |
| **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>  Graham, George. (2013). Children moving: A reflective approach to teaching physical education. (9th ed.). McGraw-Hill Education.  https://openphysed.org/; [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

**Physical Activity Levels and Calorie Intake**

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| **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 |

\*USDA 2015-2020 Dietary Guidelines for Americans

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| **VA SOL Standard:** 3.5 The student will describe energy balance.  ESSENTIAL UNDERSTANDINGS   * + - * 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. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **3.5.b**  Identify one food per group to create a healthy meal that meets USDA guidelines.  **Suggested Learning Targets:**  I can create a healthy meal with one food from each food group (dairy, protein, fruit, vegetable and grain) | **Assessment for Learning (Formative)**   * Oral. Peer discussion: * 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   **Assessment of Learning (Summative)**   * Draw (or select) several pictures of 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> | * 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> * Fruits: provide 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 fiber and give 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, and yogurt. * 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. * 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. * 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: It’s important to eat a balanced dinner using foods from all the five food groups. Fruits and vegetables should make up half of your plate. The other half should be 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. * Examples: fish, chicken, vegetables, fruit, whole grain rolls or tortillas, milk | * 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=cZ60zhvMlGk> * Use visuals to depict 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 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, or tennis ball to show healthy portion sizes for different foods. \*See below.) * A serving of nuts is a small handful. * For meat, a serving is 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. |
| **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>  <http://www.heart.org/idc/groups/heart-public/@wcm/@fdr/documents/downloadable/ucm_447449.pdf>  [http://kidshealth.org/en/kids/fit-kid.html#](http://kidshealth.org/en/kids/fit-kid.html)  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:**  3.5 The student will describe energy balance.  ESSENTIAL UNDERSTANDINGS   * + - * Water and other healthy drinks keep the body hydrated and are important for body functions. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **3.5.c**  Identify healthy hydration choices and the amount of water needed for the body to function, using the formula of one ounce of water per two pounds of body weight.  **Suggested Learning Targets:**  I can calculate the amount of water needed by the body for someone who weighs (80) pounds.  I can identify healthy hydration choices.  I can identify how much water I need daily. | **Assessment for Learning (Formative)**   * Oral. Teacher/peer discussion: * 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.   **Assessment of Learning (Summative)**   * Calculate hydration needed for a variety weights. * Written: Super Crew Drink Tracker <http://www.superkidsnutrition.com/kidsactivities/> | * 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> * Water: A clear liquid that has zero calories and contains no sugar. Water represents 50-75% 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. * Caffeine drinks: <http://kidshealth.org/en/parents/child-caffeine.html?WT.ac=p-ra> * 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. * <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: * 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. | * Use nutritious hydration choices for small group activities * Use visuals to depict hydration examples. * Incorporate poems or songs about water/nutritious hydration into rhythmic activities. * Videos: * <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: * With every meal and throughout the day. * When it is warm outside. * When you are exercising or playing sports. * When your mouth is dry and you’re thirsty. |
| **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/>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:** 3.5 The student will describe energy balance.  ESSENTIAL UNDERSTANDINGS   * + - * The body needs macronutrients to function.       * Macronutrients include fats, proteins and carbohydrates. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **3.5.d**  Identify the macronutrients (i.e., fat, protein, carbohydrates).  **Suggested Learning Targets:**  I can name/list the macronutrients.  **3.5.e**  Identify foods that are beneficial before and after physical activity.  **Suggested Learning Targets:**  I can identify food that I should eat before physical activity and after physical activity that are good for me. | **Assessment for Learning (Formative)**   * Oral. Teacher/peer discussion: * 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.   **Assessment of Learning (Summative)**   * Written: List/select the term for each macronutrient. * Draw (or select from several pictures) healthy foods for each macronutrient. | * 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 three macronutrients: carbohydrates, proteins, and fats. * Fats: The calories from fats help fuel our bodies. There are good fats and bad fats. * 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, brown rice, and whole grain tortillas. * <http://kidshealth.org/en/kids/carb.html?WT.ac=ctg> * 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. * Healthy choices: lean meats such as chicken, turkey, and fish; nuts, eggs, Greek yogurt, lean lunch meat, peanut butter, and cheese. * <http://kidshealth.org/en/kids/protein.html?WT.ac=ctg> * Foods to eat before and after physical activity * Before: granola bars, trail mix, etc. (food that can be quickly digested). * After: protein bars, sandwiches (i.e., peanut butter and banana, or turkey and cheese) (foods that are lower in sugar). * <https://kidshealth.org/en/parents/feed-child-athlete.html> * <https://www.foodnetwork.com/healthyeats/2016/09/pre-and-post-game-fuel-for-kids> | * Use names of macronutrients and food sources for small group activities. * Use visuals to depict foods for each macronutrient. * Use manipulatives or task cards during activities to demonstrate understanding of macronutrients. |
| **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](http://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#.WIjmsbcizct>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:** 4.1 The student will refine movement skills and demonstrate the ability to combine them in increasingly complex movement environments/activities.  ESSENTIAL UNDERSTANDING   * + - * Gymnastics promotes body management skills through various movement experiences. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **4.1.b** Create and perform an educational gymnastic sequence that combines four or more of the following movements: traveling, balancing, rolling, and other types of weight transfer with smooth transitions from one movement to the other.  **Suggested Learning Targets::**  I can create and show a sequence with (four) skills in a row: balance, roll, [weight transfer], and [leap/kick/jump]. | **Assessment of Learning (Formative)**   * Teacher observation. * Skill checklist. * Skill rubric.   **Assessment for Learning (Summative)**   * Skill checklist. * Skill rubric. | * Review previous years vocabulary and critical elements, as appropriate. * Balance. * Rotation. * Traveling movements (Chassé, full turn, lunge). | * Balance * Low balance beam * Rotation/Rolling * Vertical Axis * Jump Turn (90°, 180°, 270°, 360°) * Seat Spin * Log Roll * Horizontal Axis * Rolls using different starting and ending shapes (e.g., pike, straddle, squat) * Forward roll * Shoulder roll * Transverse Axis * Cartwheel * Traveling movements * Chassé, leap * Students copy sequence created by teacher/other students. * Warmups and cool-downs that develop flexibility. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  Graham, George. (2013). *Children moving: A reflective approach to teaching physical education. (9th ed.).* McGraw-Hill Education.  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:** 4.1 The student will refine movement skills and demonstrate the ability to combine them in increasingly complex movement environments/activities.  ESSENTIAL UNDERSTANDINGS   * + - * Dance is movement in rhythms, patterns, and sequences. * Dance promotes social skills and creativity. * Dance sequences are made of different movements. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** | |
| **4.1.c** Create and perform a routine to music that has smooth transitions with an apparent beginning, middle, and end, and integrates shapes, levels, pathways, and locomotor patterns.  **Suggested Learning Targets::**  I can create and perform a dance to music with a partner/group/by myself with a beginning, middle, and end that has different movements, levels, pathways, shapes, and flow using counts of eight that match the music. | **Assessment of Learning (Formative)**   * Teacher observation. * Skill checklist. * Skill rubric.   **Assessment for Learning (Summative)**   * Skill checklist. * Skill rubric.   4 (Beyond what was taught)  Creates and displays dance sequence with apparent beginning, middle, end and is consistent and correct when performing a variety of all elements with flow and smooth transitions between movements  3 (What was explicitly taught)  Creates and displays dance sequence with apparent beginning, middle, end and is consistent and correct when performing all elements with flow and smooth transitions between movements  2 (Identify basic elements)  Performs critical elements with stops between beginning, middle, and end of dance sequence.  1 (With help/prompts/cues)  With teacher cues, student can demonstrate some/most of the critical elements in isolation | * Review previous years critical elements. * Rhythm: regular, repeated pattern of sounds or movements. * Beat: the steady pulse of a song. * Rhythm: In general, movements should be in counts of 4/8. * Transitions: moves are connected with smooth changes. * Flow: to move in a steady and continuous way. * Choreography. | * Use each dance experience to demonstrate/instruct each concept, such as counts, flow, and pathways. * Demonstrate or create with the class dance sequence with a beginning, middle, and end. * Students work in groups to create dance sequences and perform for other groups. | |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  PE Central (key term – Dance): <http://www.pecentral.org/>  Graham, George. (2013). *Children moving: A reflective approach to teaching physical education. (9th ed.).* McGraw-Hill Education.  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:** 4.1 The student will refine movement skills and demonstrate the ability to combine them in increasingly complex movement environments/activities.  ESSENTIAL UNDERSTANDINGS   * Jumping rope improves coordination and promotes cardiorespiratory endurance. * Performing various movements will lead to effective body management. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **4.1.d** Perform a jump rope routine/challenge (e.g., self-turn, long rope, jump bands).**Suggested Learning Targets::**  I can do a routine turning the rope by myself, on a long rope or with jump bands. | **Assessment of Learning (Formative)**   * Teacher observation. * Skill/routine checklist. * Skill/routine rubric (self and peer).   **Assessment for Learning (Summative)**   * Skill checklist. * Skill/routine rubric.   4 (Beyond what was taught)  Creates and displays consistent and correct performance of all elements with flow and smooth transitions between movements with a variety of jumps  3 (What was explicitly taught)  Creates and displays consistent and correct performance of all elements with flow and smooth transitions between movements  2 (Identify basic elements)  Displays consistent and correct performance of most elements with flow and smooth transitions between movements (routine provided by teacher/other student)  1 (With help/prompts/cues)  With teacher cues, student can demonstrate some/most of a routine (created by teacher/other student) | * Critical elements * Review previous years critical elements * Individual skills are at the discretion of the teacher, such as: * Hop, skip, side-to-side (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) * Rocker | * Intermediate jump rope skills using a self-turn rope and/or long jump as appropriate to develop skills. * Short rope turn may be aided by a partner or teacher as appropriate for learning. * Introduce routines. Play copycat with students–have them mimic a routine that teacher/other student provides. |
| **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>  Graham, George. (2013). Children moving: A reflective approach to teaching physical education. (9th ed.). McGraw-Hill Education.  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:** 4.1 The student will refine movement skills and demonstrate the ability to combine them in increasingly complex movement environments/activities.  ESSENTIAL UNDERSTANDINGS   * The ability to participate in cardiorespiratory activities requires knowledge of pacing, speed and endurance. * Participating in cardiorespiratory endurance activities will lead to a healthier body. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **4.1.e** Demonstrate the use of pacing, speed, and endurance in various activities.**Suggested Learning Targets::**  I can change my pass, speed, and endurance while performing a variety of activities. | **Assessment of Learning (Formative)**   * Teacher observation. * Skill/routine checklist. * Skill/routine rubric (self and peer).   **Assessment for Learning (Summative)**   * Skill checklist. * Skill rubric. * Oral: Understand the difference between pace and speed when performing cardiorespiratory endurance activity. * Written: Complete heart rate to understand pace and speed during various physical activities. | * Vocabulary * Pacing * Speed * Endurance * Feedback * Heart rate * Pace: when you modify your movement (going fast or slow) in order to meet your goal; being able to perform a workout at a consistent pace or intensity. * How to pace yourself during a workout: * Slow down at first. * Check your breathing (Are you breathing too fast?). * Tune in to what your body is tealling you. * Don’t compare yourself to others. | * Students check heart rate during activities to know whether they are in the heart health intensity level. * Students experiment with cardiorespiratory activities and muscular strength activities to find out how heart rate changes as activity levels increase/decrease. * Students conduct self/peer assessments in fitness using various types of assessment equipment to understand pace and speed. |
| **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: [www.americanheart.org](http://www.americanheart.org)  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <https://www.edutopia.org/article/teaching-students-give-peer-feedback> Graham, George. (2013). Children moving: A reflective approach to teaching physical education. (9th ed.). McGraw-Hill Education. | | | |

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| **VA SOL Standard:** 4.2 The student will identify major structures and begin to apply knowledge of anatomy to explain movement patterns.  ESSENTIAL UNDERSTANDINGS   * The body can perform physical activities because of the cardiorespiratory system, bones, and muscles. * The pulse can be found on different places of the body. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **4.2.a** Identify the major components of the cardiorespiratory system and describe the relationship between the heart, lungs, and blood vessels.  **Suggested Learning Targets:**  I can identify pictures of the heart, lungs, and blood vessels and explain what the cardiorespiratory system does for the body.  **4.2.b** Identify the major muscle groups, including the deltoid and gluteal.  **Suggested Learning Targets:**  I can choose/select/identify pictures of deltoids and gluteal.  **4.2.c** Identify the major components of the skeletal system, including the sternum, vertebrae, patellae, and phalanges.  **Suggested Learning Targets:**  I can identify pictures of sternum, vertebrae, patellae, and phalanges.  4.2.d Locate the radial and/or carotid pulse.  **Suggested Learning Targets:**  I can find my pulse on my neck and/or wrist.  **4.2.e** Identify the bones and muscles needed to perform one fitness activity and one skilled movement.  **Suggested Learning Targets:**  I can name the bones and muscles used to [kick a ball]. | **Assessment of Learning (Formative)**   * Identify pictures of deltoid and gluteals; heart, lungs, and blood vessels; sternum, vertebrae, patellae, phalanges; radial pulse location, carotid pulse location.   **Assessment for Learning (Summative)**   * Written: Identify one activity and the muscle(s), bones, that control the movement. * Identify (name, circle, draw a picture of) deltoid and gluteal; heart, lungs, and blood vessels; sternum, vertebrae, patellae, phalanges; radial pulse location, carotid pulse location. * Observation: Matching activity where students run to collect names/vocabulary corresponding to a picture. | * Review vocabulary from previous year: * Hamstrings * Triceps * Blood vessels * Femur * Tibia * Fibula * Radius * Ulna * New vocabulary: * Deltoid * Gluteal * Sternum * Vertebrae * Patella/patellae * Phalange/phalanges * Radial pulse * Carotid pulse | * Use visuals to depict bones and muscles. * Incorporate knowledge concepts into movement activities, such as having students identify the muscles being used in warmup activities and bones and muscles used in discrete skills. * Periodically throughout activities, have students check their pulse (radial and/or carotid). |
| Resources:  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  Kids Health: <http://kidshealth.org/kid/htbw/>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:** 4.2 The student will identify major structures and begin to apply knowledge of anatomy to explain movement patterns.  ESSENTIAL UNDERSTANDINGS   * + - * The ability to stop/confront/tag/play defense in an activity or game requires the ability to move and close spaces.       * Closing spaces prevents opponents from passing to others and receiving passes from others. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **4.2.f** Apply the concept of closing space during movement sequences.  **Suggested Learning Targets:**  I can move into space eliminating open spaces for my opponents. | **Assessment of Learning (Formative)**   * Teacher observation. * Skill checklist. * Skill rubric.   **Assessment for Learning (Summative)**   * Skill checklist. * Skill rubric.   Sample Rubric  4 (Beyond what was taught)  Displays consistent and correct performance of closing space concepts with and without manipulatives with smooth transitions between movements and movement patterns  3 (What was explicitly taught)  Demonstrates ability to move to close spaces in groups with and without manipulatives  2 (Identify basic elements)  Demonstrates ability to move to close spaces in groups without manipulatives  1 (With help/prompts/cues)  With teacher cues, student can move to close spaces | * Review vocabulary from previous year: * Open space * Passing lanes. * New vocabulary: * Closing space: how to approach a defender in a controlled movement pattern. | * Provide activities with opportunities for movement in groups with and without manipulatives. * Provide activities where students are able to be in small-side games and learn how to be on a peer for defense and off a peer when their player does not have the possession. |
| **Resources:**  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://www.ccsoh.us/site/handlers/filedownload.ashx?moduleinstanceid=10900&dataid=14738&FileName=3-5%20Invasion%20Basics.pdf>  Graham, George. (2013). Children moving: A reflective approach to teaching physical education. (9th ed.). McGraw-Hill Education.  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:**  4.3 The student will apply knowledge of health-related fitness, gather and analyze data, and set measurable goals to improve fitness levels.  ESSENTIAL UNDERSTANDINGS   * + - * Physical fitness can be evaluated by measuring each component (cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition).       * SMART goals can be used to target and improve one or multiple areas of health-related fitness.       * Baseline and post data can be analyzed and compared to determine areas of improvement/progress as well as design future programs. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **4.3.a** Describe the components of health-related fitness (cardiorespiratory endurance/aerobic capacity, muscular strength and endurance, flexibility, body composition) and list at least three physical activities associated with each component..  **Suggested Learning Targets:**  I can describe each health-related component of fitness (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) and how to measure them.  **4.3.b** Determine personal baseline data using data from a standardized health-related criterion-referenced test (e.g.Virginia wellness-related criterion-referenced fitness standards ).  **Suggested Learning Targets:**  I can use guidelines (Virginia wellness-related criterion-referenced fitness standards) to understand my health-related fitness levels.  **4.3.c** Create a SMART (specific, measurable, attainable, realistic, timely) goal for at least one health-related component of fitness to improve or maintain fitness level.  **Sugggested Learning Targets:**  I can create a SMART goal to improve or maintain one area of health-related fitness.  **4.3.d** Identify two physical activities that can be done at school and two physical activities that can be done at home to meet fitness goals.  **Suggested Learning Targets:**  I can name activities I can do at school or at home to help me reach my SMART goal(s).  **4.3.e** Analyze post-fitness testing results and reflect on goal progress/attainment.  **Suggested Learning Targets:**  I can use guidelines (Virginia wellness-related criterion-referenced fitness standards, CDC guidelines) to see and understand my progress in health-related fitness levels.  **4.3.f** Define the FITT (frequency, intensity, time, and type of exercise) principles.  **4.3.g** Calculate resting and activity heart rate during various physical activities.  **Suggested Learning Targets:**  I can define the FITT principles.  I can calculate my resting and activity heart rate while performing various physical activities. | **Assessment of Learning (Formative)**   * Student describes each component of fitness and names measurements for each (tell a partner, exit tickets).   **Assessment for Learning (Summative)**   * Oral: student names and describes each component of fitness and names measurement for each. * Written: matches the fitness component to its description; matches the fitness component to its measurements. * Students write a SMART goal for at least one health-related component of fitness based on baseline data from standardized health-related criterion-referenced test. * Students create wellness portfolios (see Suggested/Sample Activities for details). * Activity: Students select stations/activities during PE targeting a specific health-related component of fitness associated with their SMART goal(s). | * Review vocabulary and critical elements from previous years. * Muscular strength * Pushups * Pushup variations, stretch band activities * Muscular endurance * Curl-ups * Core fitness activities * Flexibility * Back saver sit and reach * Stretches, flexibility activities * Cardiorespiratory endurance * PACER * Aerobic capacity activities at moderate to vigorous levels * Body composition * Body mass index (BMI) * activities that involve strength, endurance, and aerobic capacity * New vocabulary/content * SMART (specific, measurable, attainable, realistic, timely) goal * Specific: What exactly do you want to accomplish? * Measurable: How will you know when you meet your goal? * Attainable: Is it possible to meet this goal with effort by your timeline? * Relevant: Is this goal worth working hard to accomplish? * Timely: What is the dealine you se to meet your goal? * FITT principle: * Frequency: How often you do the physical activity (days per week)? * Intensity: How hard your body is working during physical activity (light, moderate, vigorous)? * Time: How long you spend doing the physical activity? * Type: The kind of activity you choose to gain a specific benefit (example, jogging, swimming, biking, body weight exercises, yoga, etc.). * <https://openphysed.org/wp-content/uploads/2020/03/Final-Packet-MS-wk3.pdf> * Resting heart rate: how fast your heart beats at rest. * Activity heart rate: how fast your heart beats when performing physical activities. The heart will beat faster the more intense the activity. | * Participate in standardized health-related criterion-referenced test measuring muscular strength, muscular endurance, flexibility, cardiorespiratory endurance, and body composition at the beginning and end of the year. * Set up stations targeting specific health-related fitness components (optional: allow students to pick stations based on the SMART goals they design). * Students pick an “accountability buddy” for the duration of the year. Buddies check in (walk and talk, closure, etc.) to see how each other is progressing toward reaching their SMART goal. * Students create wellness portfolios with the following information: baseline data, SMART goal(s), activities targeting specific health-related components students are looking to improve; journals documenting thoughts/improvement; post-fitness testing results; and graphs/charts depicting progress. * Note: It is an inappropriate practice to grade students on fitness test results * Resting and Activity Heart rate activity * https://discoverycentre.telethonkids.org.au/siteassets/pdfs/lets-get-active/for-teachers/4---lesson-plan---how-does-your-heart-rate-final.pdf |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  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>  Graham, George. (2013). Children moving: A reflective approach to teaching physical education. (9th ed.). McGraw-Hill Education.  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:** 4.4 The student will demonstrate positive interactions with others in cooperative and competitive physical activities.  ESSENTIAL UNDERSTANDINGS   * + - * Conflict resolution strategies are important for any group activity (PE or other). * Achieving goals with others requires cooperation and teamwork. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **4.4.a** Identify a group goal and the strategies needed for successful completion while working productively and respectfully with others.  **Suggested Learning Targets:**  I can explain ways to show teamwork to reach a group goal.  **4.4.b** Identify and demonstrate conflict-resolution strategies for positive solutions in resolving disagreements in physical activity settings.  **Suggested Learning Targets:**  I can show ways to positively resolve disagreements. | **Assessment for Learning (Summative)**   * Student identifies group goal and explains strategies to reach goal (tell a partner, exit tickets). * Student shows ways to positively resolve disagreements. * Demonstration of conflict resolution strategies (self/peer assessments).   **Assessment of Learning (Formative)**   * Written: list strategies needed for successful completion of a group goal. * List conflict resolution strategies. * Activity: Demonstrate strategies needed for successful goal completion as well as conflict resolution strategies. | * Review vocabulary and content from previous year. * Rules * Procedures * Respectful behavior * Conflict resolution strategies: * Identify the issue (be clear about the problem). * List the possible solutions. * Evaluate the options. * Select an option. * Agree on contingencies, monitoring, and evaluation. | * Provide activities that include cooperation toward a common goal and modified games/activities for students to create rules. * Stoplight strategy for conflicts * A visual red, yellow and green stoplight is especially helpful for little kids. If a little kid looks at the stoplight and points to the red zone, then the feelings are so big that they’re probably not going to be able to act in a way that’s going to resolve the conflict yet. Yellow means the intensity of the emotion is beginning to subside, and by the time they get to green, they’re going to be able to engage in actual conflict resolution skills. It’s about helping kids to not act in a way that’s going to make the situation bigger or worse. [Childmind.org](https://childmind.org/article/teaching-kids-how-to-deal-with-conflict/%23:~:text=The%20stoplight%3A%20A%20visual%20red,conflict%20yet%2C%E2%80%9D%20says%20Werley.) |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  Graham, George. (2013). Children moving: A reflective approach to teaching physical education. (9th ed.). McGraw-Hill Education.  https://openphysed.org/; [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:** 4.4 The student will demonstrate positive interactions with others in cooperative and competitive physical activities.  ESSENTIAL UNDERSTANDINGS   * An understanding of etiquette and integrity is needed to maintain a quality learning environment. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **4.4.c** D­efine etiquette and demonstrate appropriate behavior when participating in physical activity settings as well as application of rules and procedures.  **Suggested Learning Targets:**  I can define etiquette and show acceptable behaviors in physical education.  **4.4.d** Define integrity and describe its importance in a physical activity setting.  **Suggested Learning Targets:**  I can define integrity and describe why it is important in PE.  **4.4.e** Identify how participation in physical activity improves mood and positively affects the brain.  **Suggested Learning Targets:**  I can identify ways to improve my mood when participating in a variety of physical activities.  **4.4.f** Differentiate and be able to communicate about activities that facilitate feelings of inclusion and those that do not.  **Suggested Learning Targets:**  I can tell my teacher what instances and activities make me feel included and which do not. | **Assessment for Learning (Summative)**   * Oral or written: student defines etiquette and integrity and explain their importance in PE.   **Assessment of Learning (Formative)**   * Oral: students define etiquette and integrity and explain their importance in PE. * Activity: students peer assess one another using a rubric depicting etiquette and integrity. * Oral: student defines inclusion, the tenets of inclusion (acceptance, belonging, and value), and reflects on times when they felt, and did not feel, included. | * Vocabulary: * Etiquette: customary code of polite behavior in society–PE, specifically. Synonyms: protocol, acceptable behaviors, rules of conduct. * Integrity: honesty and strong moral principles. Synonyms: honesty; ethical. * Inclusion: feeling a sense of belonging, acceptance, and value. * Belonging: feeling needed, important, and respected within the group. * Accepted: being welcomed into the class’s community. * Valued: knowing you are worthy and desirable. | * Walk and talk: students define etiquette and discuss “etiquette” in various settings (i.e., cafeteria, hallways, PE). * Mission Impossible: students begin on the edges of a play space and use equipment provided (scooters, poly spots, etc.) to try to reach the mats in the middle, without touching the floor. Students must go back to their starting space if they touch the floor. Discuss why integrity is important for this game. * Ask students to reflect about prior PE experiences and to note instances where they felt included and those that they did not. Also, ask students to think about what could make experiences more inclusive for them. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  Graham, George. (2013). Children moving: A reflective approach to teaching physical education. (9th ed.). McGraw-Hill Education.  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:** 4.5 The student will explain the nutrition and activity components of energy balance.  ESSENTIAL UNDERSTANDINGS   * + - * Macronutrients provide the body with energy in the form of calories.       * The body needs macronutrients for various functions. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **4.5.a** Define calorie and identify the number of calories per gram of fat (nine), protein (four), and carbohydrates (four).  **Suggested Learning Targets:**  I can match the calories per gram (4 or 9) to the correct macronutrient.  **4.5.c** Identify examples of each macronutrient (i.e., fat, protein, carbohydrates).  **Suggested Learning Targets:**  I can describe how the body uses fat, protein, and carbohydrates.  **4.5.d** Calculate the calories per gram of macronutrients for various foods.  **Suggested Learning Targets:**  I can calculate the calories per gram of macronutrients for various foods. | **Assessment of Learning (Formative)**   * Oral or written (tell a partner/teacher, exit tickets): * Student matches calories per gram for each macronutrient. * Student can describe how the body uses each macronutrient * Student calculates the calories per gram of macronutrients for various foods.   **Assessment for Learning (Summative)**   * Written. Matching: students match calories per gram to each macronutrient. * Draw (or select from pictures) exercises/activities burning calories from each macronutrient. * Calculate calories per gram of macronutrients various foods. | * Review vocabulary and content from previous year: * Macronutrient (fats, carbohydrates, protein) * New vocabulary and content: * Calorie: a unit to measure heat/energy. * Macronutrients: provide the body with energy. * Fats: 9 calories per gram; the body burns fat calories during low-intensity physical activity. * Carbohydrates: 4 calories per gram; the body’s main source of energy; the body burns carbohydrates during high-intensity activities. * Protein: 4 calories per gram; the body uses calories from protein to build and repair muscle cells. | * Use names and calories per gram of macronutrients and food sources for small group activities * Use visuals to depict a variety of foods for each macronutrient. * Use any activity where students (as individuals or a group) work to acquire food/nutrition cards specifying calories from each macronutrient. Set up additional activities around a play space which will use calories from each macronutrient. Students may select activities to complete to burn macronutrients acquired from food/nutrition cards. |
| **Resources:**  <http://www.choosemyplate.gov/food-groups/>  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://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:**  4.5 The student will explain the nutrition and activity components of energy balance.  ESSENTIAL UNDERSTANDINGS   * Water and other healthy drinks keep the body hydrated and are important for body functions. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **4.5.b** Explain the uses of salt and sugar and the harm of excessive salt and sugar intake.  **Suggested Learning Targets:**  I can explain the uses of salt and sugar and why it is bad to eat too much of them.  **4.5.e** Explain the importance of hydration.  **Suggested Learning Targets:**  I can explain why hydration is important.  **4.5.f** Compare and contrast different hydration choices.  **Suggested Learning Targets:**  I can compare different drink choices.  **4.5.h** Identify different portion sizes for each food group.  **Suggested Learning Targets:**  I can give examples of different portion sizes for the different food groups. | **Assessment of Learning (Formative)**   * Oral or written (tell a partner, exit tickets): * Students name the uses of salt and sugar. * Students explain the harm of excessive salt and sugar.   **Assessment for Learning (Summative)**   * List/select uses for sugar and salt as well as the harm of consuming too much. * Use a Venn diagram to compare different hydration choices. | * Review vocabulary and content from previous year: * Hydration * Hydration choices (low-fat milk, water, avoid sugar added or diet beverages) * The importance of water * https://www.superhealthykids.com/parenting/myplate-guide-portion-sizes/ * New vocabulary and content: * Sugar * Salt * Portion size: The amount of food or drink that is served. Children are smaller, so their portion sizes are also smaller. The closed fist of a child is equal to a cup for their age. This is the amount recommended for pasta, rice, cereal, vegetables, and fruit. * https://www.superhealthykids.com/parenting/myplate-guide-portion-sizes/ | * Use visuals depicting amounts of sugar and salt in foods commonly eaten (consider population). * Use visuals to depict hydration examples. * Use visuals to help students understand different portion sizes for the different food groups. * Create an activity showing what extra salt or extra sugar can do to the body. |
| **Resources:**  <http://www.choosemyplate.gov/> (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>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:** 4.5 The student will explain the nutrition and activity components of energy balance.  ESSENTIAL UNDERSTANDINGS   * + - * Moderate to vigorous physical activity (MVPA) represents half the scale needed for energy balance. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **4.5.g** Explain the role of moderate to vigorous physical activity (MVPA) for energy balance.  **Suggested Learning Targets:**  I can explain how MVPA is important for energy balance.  I can explain the difference between moderate activities and vigorous activities. | **Assessment of Learning (Formative)**   * Oral or written (tell a partner/teacher, exit tickets).   **Assessment for Learning (Summative)**   * Written: students complete an exit ticket explaining the importance of MVPA for energy balance. * Oral: students explain the importance of MVPA for energy balance to the teacher. * Activity: Students demonstrate MVPA to burn the calories acquired by individual/group during game. | * Review vocabulary and content from previous year. * Energy balance: balancing what one eats and drinks with what one does. * Moderate physical activity: * Gets your heart rate up and benefits your heart by improving cardiorespiratory fitness. When done at moderate intensity, your heart will beat faster and you’ll breathe harder than normal, but you’ll still be able to talk. Think of it as a medium or moderate amount of effort. * Vigorous physical activity: * Vigorous-intensity activities will push your body a little further. They will require a higher amount of effort. You’ll probably get warm and begin to sweat. You won’t be able to talk much without getting out of breath. | * Use any activity where students (as individuals or a group) work to acquire food/nutrition cards specifying a number of calories. Set up addition activities (requiring MVPA) around/in a play space, which will burn a certain amount of calories. Students may select activities to complete to burn enough calories to balance their energy. * <https://www.heart.org/en/healthy-living/fitness/fitness-basics/aha-recs-for-physical-activity-in-adults> |
| **Resources:**  <http://www.choosemyplate.gov/> (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>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:** 5.1 The student will demonstrate developmentally appropriate movement forms, create movement patterns, and begin to describe movement principles.  ESSENTIAL UNDERSTANDINGS   * Development of movement patterns occurs during dynamic and unpredictable movement experiences. * Understanding key elements of fundamental movement skills and movement concepts allows for efficient and effective movement that can be applied to a variety of activities. * Performing various movements in activities/games will lead to effective body management. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **5.1.a** Demonstrate progress toward the use of all critical elements in locomotor, non-locomotor, and manipulative skill combinations in dynamic environments, modified sports activities, small-sided games, and lifetime activities including overhand and underhand throwing and catching, execution to a target with accuracy, hand dribbling with non-dominant/dominant hand at various speeds and control to open spaces, consecutive volleying with a partner over a net or against a wall with proper force, striking a ball with short- and long-handled implements while stationary or moving with the proper force, direction, and accuracy, dribbling and passing soccer ball with dominant foot with varying speed while moving to open spaces with proper control and accuracy.  **Suggested Learning Targets:**  I can overhand throw and catch with a partner while moving.  I can overhand throw to a target that is far away.  I can dribble and pass a ball while moving at different speeds.  I can dribble with my dominant/preferred hand/foot at different speeds.  I can dribble with my non-dominant/non-preferred hand/foot while walking.  I can hit a ball while still or moving.  I can volley a (ball) with a partner or over a net.  I can move into space eliminating open spaces for my opponents.  I can move to open spaces creating passing lanes with teammate(s). | **Assessment of Learning (Formative)**   * Teacher observation. * Skill checklist. * Skill rubric.   **Assessment for Learning (Summative)**   * Skill rubric. * Teacher observation.   Sample rubric  4 (Beyond what was taught)  Displays consistent and correct performance of all elements during unpredictable game situations; accurate with appropriate application of force  3 (What was explicitly taught)  Performs all critical elements appropriately and consistently  2 (Identify basic elements)  Performs critical elements in isolation  1 (With help/prompts/cues)  With teacher cues, student can demonstrate some/most of the critical elements in isolation | * Review previous years critical elements, as appropriate. * Overhand throw to moving partner. * Aim slightly ahead of your partner in the path of travel if they are moving slowly and farther ahead of your partner in the path of travel if they are moving quickly, * Striking (bat/paddle) * Keep non-dominant/non-preferred side to the target. * Use a 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/foot dribble while moving. * Keep ball close to body. * Use body as shield/barrier to protect ball. * New vocabulary and content. * Force * Accuracy * Review vocabulary from previous year. * Open space * Passing lanes * Closing space | * Modified games involving each of the skills and a variety of situations. * Use a variety of implements and objects appropriate to the student’s skill level and appropriate for student safety. * Small-sided games throughout place space highlighting the same skill(s) in different activities. * Display cues with visuals. * Display assessment rubrics when skills are introduced. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional <http://www.doe.virginia.gov/instruction/physed/index.shtml>  Graham, George. (2013). Children moving: A reflective approach to teaching physical education. (9th ed.). McGraw-Hill Education.  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:** 5.1 The student will demonstrate mature movement forms, create movement patterns, and begin to describe movement principles.  ESSENTIAL UNDERSTANDING   * + - * Gymnastics promotes body management skills through various movement experiences. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **5.1.b** Create and perform an educational gymnastic sequence that combines three or more of the following movements: traveling, rolling, balancing, and other types of weight transfer, with smooth transitions and changes of direction, shape, speed, and flow.  **Suggested Learning Targets:**  I can create and perform a gymnastics sequence including travel, roll, balance, and weight transfer, with smooth transitions and changes of direction, shape, speed, and flow. | **Assessment of Learning (Formative)**   * Teacher observation. * Skill checklist. * Skill rubric.   **Assessment for Learning (Summative)**   * Skill checklist. * Skill rubric. | * Review previous years vocabulary and critical elements as appropriate * Balance * Rotation * Weight transfer   + - * New vocabulary and content * Smooth transition: showing flow between movements; not choppy. | * Students copy a sequence created by teacher/other students.   + - * Students work in groups to create a gymnastics routine (using all criteria) and showcase to classmates. Allow students enough time to create nd practice their routine before showcasing. * Create a routine that includes movements where there there is a change of direction, shape, speed, and flow. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  Graham, George. (2013). Children moving: A reflective approach to teaching physical education. (9th ed.). McGraw-Hill Education.  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:**  5.1 The student will demonstrate mature movement forms, create movement patterns, and begin to describe movement principles.  ESSENTIAL UNDERSTANDINGS   * + - * Dance is movement in rhythms, patterns, and sequences. * Dance promotes social skills and creativity as well as an understanding for diverse cultures. * Jumping rope improves coordination and promotes cardiorespiratory endurance. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **5.1.c** Create and perform individual or group rhythm/dance sequences.  **Suggested Learning Targets:**  I can create and perform a dance to music with a partner/group/by myself.  **5.1.d** Perform multicultural and social dances.  **Suggested Learning Targets:**  I can perfrom multicultural and social dances.  **5.1.e** Create and perform a jump rope routine/challenge (self-turn, long rope, or jump bands).  **Suggested Learning Targets:**  I can do a routine turning the rope by myself or on a long rope. | **Assessment of Learning (Formative)**   * Teacher observation. * Skill checklist. * Skill rubric.   **Assessment for Learning (Summative)**   * Skill checklist. * Skill rubric.   Sample Rubric  4 (Beyond what was taught)  Creates and displays American and international dance sequence and creates and displays jump rope routine with consistent and correct performance, flow and smooth transitions between movements, and a variety of jumps.  3 (What was explicitly taught)  Creates and displays American and international dance sequence and creates and displays jump rope routine with flow, smooth transitions between movements, and a variety of jumps.  2 (Identify basic elements)  Performs critical elements with stops between movements of American and international dance sequence and jump rope routine.  1 (With help/prompts/cues)  With teacher cues, student can demonstrate some/most of the critical elements in isolation | * Review the previous years critical elements. * Dance sequence. * Routine. * Intermediate jump rope skills. | * Demonstrate or create with the class a dance/jump rope sequence. * Students work in groups to create dance sequences and perform for other groups. * Play copycat with students. Have them mimic a routine provided by the teacher or another student. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  PE Central (key term–Dance): <http://www.pecentral.org/>  <http://www.heart.org/HEARTORG/Educator/FortheGym2/JumpRopeSkills/Jump-Rope-Skills_UCM_001270_Article.jsp>  <http://www.doe.virginia.gov/instruction/physed/index.shtml>; American Heart Association resources  Graham, George. (2013). Children moving: A reflective approach to teaching physical education. (9th ed.). McGraw-Hill Education.  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:** 5.2 The student will apply anatomical knowledge and movement strategies in complex movement activities.  ESSENTIAL UNDERSTANDINGS   * The cardiorespiratory, vascular, muscular, and skeletal system combine to allow various body movements. * A variation of force and direction will change the accuracy in movement situations. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** | |
| 5.2.a Identify the major components of the cardiorespiratory, muscular, and skeletal systems.  **Suggested Learning Targets:**  I can identify pictures of parts of major body systems, including cardiorespiratory, vascular, muscular, and skeletal.  5.2.b Apply knowledge of skeletal and muscular systems to accurately describe a variety of specific movements, such as a ball strike, overhand throw, or running.  **Suggested Learning Targets:**  I can describe the way bones and muscles work together to move.  5.2.c Understand the concept of flexibility as it relates to bones, muscles, and joints.  **Suggested Learning Targets:**  I can describe flexibility and how it is used when discussing bones, muscles, and joints. | **Assessment of Learning (Formative)**   * Exit ticket. * Peer discussion. * Peer observation.   **Assessment for Learning (Summative)**   * Written: Identify pictures of parts of major body systems. * Discuss with partner ways bones and muscles work together to move. * Discuss skeletal and muscular systems within specific movements, such as ball strike, overhand throw, and running. * Be able to describe how flexibility relates to different bones, muscles, and joints. | * Review vocabulary from previous year   + Cardiorespiratory, muscular and skeletal systems   + Force   + Accuracy * Flexibility | * Incorporate knowledge concepts into movement activities, such as having students identify the muscles being used in warmup activities and bones and muscles used for a variety of skills. * Partner students up for a variety of skills and have them observe one another, noticing the ways bones and muscles work together * With a partner, be able to explain different skeletal and muscular movements are within a ball strike, overhand throw, and running movements. | |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  Kids Health: <http://kidshealth.org/kid/htbw/>  Graham, George. (2013). Children moving: A reflective approach to teaching physical education. (9th ed.). McGraw-Hill Education.  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:** 5.3 The student will use personal fitness assessment data to enhance understanding of physical fitness.  ESSENTIAL UNDERSTANDINGS   * + - * Physical fitness can be evaluated through a variety of methods, including health-related criterion referenced tests, heart rate, and pedometer data.       * SMART goals can be used to target and improve one or multiple areas of health-related fitness.       * The FITT principle can be used to design a personal fitness plan for achieving SMART goal. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **5.3.a** Identify methods for evaluating and improving personal fitness, such as health-related criterion-referenced tests, heart rate, accelerometer, and pedometer data.  **Suggested Learning Targets:**  I can determine how to improve my personal fitness using health-related criterion-referenced tests, heart rate, and pedometer data.  **5.3.b** Compare and analyze personal fitness data to health-related criterion-referenced standards (Virginia wellness-related fitness standards, Fitnessgram, Centers for Disease Control and Prevention guidelines) to assess levels of personal fitness and identify strengths and weaknesses.  **Suggested Learning Targets:**  I can use guidelines (Virginia wellness-related criterion-referenced fitness standards, Fitnessgram, CDC guidelines) to understand my health-related fitness levels.  5.3.c Apply the FITT (frequency, intensity, time, and type of exercise) principles to a personal fitness plan.  **Suggested Learning Targets:**  I can explain the FITT principle. | **Assessment of Learning (Formative)**   * Matching. * Exit ticket. * Peer share.   **Assessment for Learning (Summative)**   * Oral: students name methods for evaluating personal fitness levels. * Written: students apply the FITT principle to a personal fitness plan in order to achieve a SMART goal(s). * Students create wellness portfolios (see Suggested/Sample Activities for details). * Activity: students select stations/activities during PE and outside PE compatible with their personal fitness plan to improve their SMART goal(s). | * Review vocabulary and critical elements from previous years. * SMART (specific, measurable, attainable, realistic, timely) goal * Heart rate * New vocabulary/content   + Health-related criterion criterion-referenced tests.   + FITT principle. * Frequency: how often; commonly measured in days per week. * Intensity: how hard; commonly measured in intensity levels. * Time: how long; commonly measured in minutes/hours. * Type: what kind; measured in specific health-related component of fitness. | * Provide students with multiple opportunities to gather personal fitness data throughout the year using health-related criterion-referenced tests, heart rate, body mass index (BMI), and/or pedometers. * Set up stations targeting specific health-related fitness components where students select stations based on their personal fitness plan. * Students pick an “accountability buddy” for the duration of the year. Buddies check in (walk and talk, closure, etc.) to see how each other is progressing with their fitness plan and SMART goal. * Students create wellness portfolios with the following information: baseline data; SMART goal(s); activities targeting specific health-related components students are looking to improve; journals documenting thoughts/improvement; post-fitness testing results; and graphs/charts depicting progress. * Note: It is an inappropriate practice to grade students on fitness test results. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  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>  Graham, George. (2013). Children moving: A reflective approach to teaching physical education. (9th ed.). McGraw-Hill Education.  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:** 5.3 The student will use personal fitness assessment data to enhance understanding of physical fitness.  ESSENTIAL UNDERSTANDINGS   * Heart rate can be used to help determine personal fitness levels. * As a person’s cardiorespiratory fitness levels increase, their heart rate (and resting heart rate) will decrease. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **5.3.d** Calculate the resting, activity, and recovery heart rate and calculate heart rate during various physical activities.  **Suggested Learning Targets:**  I can calculate my resting heart rate and heart rate during activities.  I can calculate my recovery heart rate.  **5.3.e** Explain the relationship between heart rate and cardiorespiratory fitness.  **Suggested Learning Targets:**  I can explain the connection between heart rate and cardiorespiratory fitness. | **Assessment of Learning (Formative)**   * Exit ticket. * Peer share.   **Assessment for Learning (Summative)**   * Written: Calculate resting heart rate and heart rate during a variety of activities. * Oral: students describe the connection between heart rate and cardiorespiratory fitness. | * Review vocabulary from previous year.   + Radial pulse   + Carotid pulse * New vocabulary and content.   + Heart rate: measured in beats per minute; count pulse for 10 seconds, multiply by 6 to find your beats per minute.   + Resting heart rate; when your body is pumping the lowest amount of blood you need because you are not exercising. | * Students sit at the beginning of class and calculate their resting heart rate. * Give students a chart with various activities listed and empty spaces. Have students predict which activities will yield higher/highest heart rates. Students complete various activities and log their own heart rate. Discuss whether their predictions were correct. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  Kids Health: <http://kidshealth.org/kid/htbw/>  Graham, George. (2013). Children moving: A reflective approach to teaching physical education. (9th ed.). McGraw-Hill Education.  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:** 5.4 The student will participate in establishing and maintaining a safe environment for physical activities.  ESSENTIAL UNDERSTANDINGS   * + - * Rules and etiquette are important for the safety of all participants.       * All students, regardless of ability, when possible should be included in physical activity settings. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **5.4.a** Create and implement safety rules and responsibilities for one or more activities.  **Suggested Learning Targets:**  I can create and show safety rules for one or more activity.  **5.4.b** Describe and demonstrate respectful behavior in physical activity settings.  **Suggested Learning Targets:**  I can demonstrate respectful behavior when participating in physical activities.  **5.4.c** Implement etiquette for at least two activities.  **Suggested Learning Targets:**  I can create and show polite behavior for one activity.  I understand what etiquette means for various physical activities.  **5.4.d** Identify how engaging in physical activity can improve mental health and reduce stress.  **Suggested Learning Targets:**  I can describe how physical activity can help me to improve my mental health and reduce my stress.  I know how to reduce my stress.  **5.4.e** Explain the importance of inclusion in physical activity settings.  **Suggested Learning Targets:**  I can explain why inclusion in PE is important.  5.4.f Participate in developing classroom activities led by the teacher that promote feelings of inclusion, which supports feelings of acceptance, belonging, and being valued for all students.  **Suggested Learning Targets:**  I can explain why inclusion in PE is important.  I can support feelings of inclusion and acceptance for all of my classmates. | **Assessment for Learning (Summative)**   * Tell a partner. * Exit ticket. * Self/peer assessments.   **Assessment of Learning (Formative)**   * Oral: Create rules and consequences, safety rules, and polite behavior for one or more activities; discuss with a partner. * Explain the importance of inclusion in PE (and other physical activity settings). * Observation: Demonstrate rules and etiquette needed in PE and other physical activity settings.   **Assessment for Learning (Summative)**   * Oral: Discuss inclusion, and co-construct activities based on the students’ experiences with feelings of inclusion that they believe would facilitate these feelings for all students. Test the activities. | * Review vocabulary and content from previous year. * Etiquette. * Inclusion: feeling a sense of belonging, acceptance, and value. * Belonging: feeling needed, importance, and respected within the group. * Accepted: being welcomed into the class’s community. * Valued: knowing you are worthy and desirable. * Stress-reduction techniques: * Take time to breathe. * Make time to relax. * Talk to a trusted adult. * Make sure to get enough sleep. * Use a reflective journal. | * Students design a game or activity that should facilitate feelings of acceptance, belonging, and value. In design, students must provide rules, safety guidelines, and etiquette. * Partner walk talk: Discuss different levels of abilities for a variety of activities. * Group talk: Discuss the importance of understanding and accepting differences. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  Graham, George. (2013). Children moving: A reflective approach to teaching physical education. (9th ed.). McGraw-Hill Education.  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:** 5.5 The student will identify and explain the nutrition component and activity guidelines for energy balance.  ESSENTIAL UNDERSTANDING   * Recommended dietary allowances and other guidelines can be used to form healthy eating and activity habits. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **5.5.a** Explain Recommended Dietary Allowance (RDA).  **Suggested Learning Targets:**  I can explain recommended dietary allowance (RDA).  I can read food labels to include macronutrients, RDA, and portion size.  **5.5.b** Explain that there are different RDAs for children, teens, and adults.  **Suggested Learning Targets:**  I can explain the different RDAs for children, teens, and adults and gender differences.  **5.5.f** Explain that physical activity guidelines recommend 60 minutes of moderate to vigorous physical activity (MVPA) every day.  **Suggested Learning Targets:**  I can explain the recommendations for daily moderate to vigorous physical activity (MVPA). | **Assessment for Learning (Summative)**   * Oral. * Witten/exit ticket. * Partner share.   **Assessment of Learning (Formative)**   * Oral: Explain RDA, the variations for different age groups, as well as the recommendations for daily MVPA. * Written: Students write down RDA, acknowledging the variations for different age groups and the recommendations for daily MVPA. | * Review vocabulary from previous year. * Moderate to vigorous physical activity (MVPA). * New vocabulary and content.   + Recommended dietary allowance (RDA).   + A balanced diet or different kinds of food and quantities that include the correct amount of proteins, minerals, vitamins, vegetables, fruits, and carbohydrates.   + 1,400-2,000 calories per day (a lot depends on how active the student is).   + Portion size: <https://www.superkidsnutrition.com/portion-sizes-for-kids/>   + <https://www.healthychildren.org/English/healthy-living/nutrition/Pages/Portions-and-Serving-Sizes.aspx> | * Use food/nutrition cards in activities where students attempt to collect meals to meet the RDA. * Students create an informational brochure for other students (younger or older), the public, or parents explaining the RDA and recommendations for MVPA. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <http://www.heart.org/HEARTORG/GettingHealthy/Dietary-Recommendations-for-Healthy-Children_UCM_303886_Article.jsp>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:**  5.5 The student will identify and explain the nutrition component and activity guidelines for energy balance.  ESSENTIAL UNDERSTANDINGS   * + - * Vitamins and minerals help the body grow and develop normally.       * Food labels provide important information such as macronutrients, RDA, and portion size. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **5.5.c** Explain the purpose of vitamins and minerals.  **Suggested Learning Targets:**  I can explain the difference between vitamins and minerals.  I can explain the purpose or viatmins and minerals.  5.5.d Describe how the body uses each macronutrient (fat, protein, carbohydrates).  **Suggested Learning Targets:**  I can describe how the body uses fat.  I can describe how the body uses protein.  I can describe how the body uses carbohydrates. | **Assessment of Learning (Formative)**   * Oral or written (tell a partner/teacher, exit tickets).   **Assessment for Learning (Summative)**   * Written/oral: Explain the purpose of vitamins and minerals. * Read a food label and label the macronutrients, RDA, and portion size. * Activity: Match the food label with a task card specifying macronutrients, RDA, and portion size. | * Review vocabulary and content from previous year. * Macronutrient (fats, carbohydrates, protein).   New vocabulary and content   * + Portion size.   + Recommended dietary allowance (RDA).   + Vitamins.   + Vitamins are substances that our bodies need to develop and function normally. They include vitamins A, C, D, E, and K, choline, and the B vitamins (thiamin, riboflavin, niacin, pantothenic acid, biotin, vitamin B6, vitamin B12, and folate/folic acid)   + Minerals.   + Minerals are those elements on the earth and in foods that our bodies need to develop and function normally. Those essential for health include calcium, phosphorus, potassium, sodium, chloride, magnesium, iron, zinc, iodine, chromium, copper, fluoride, molybdenum, manganese, and selenium. | * Use visuals to depict a food label specifying macronutrients, RDA, and portion size. * Use any activity where students (as individuals or a group) work to acquire food/nutrition cards specifying macronutrients, RDA, and portion size. Have students try to match the food labels with task cards listing the macronutrients, RDA, and portion size. * How to read a food label?   + https://www.fda.gov/food/new-nutrition-facts-label/read-label-youth-outreach-materials |
| Resources:  <http://www.choosemyplate.gov/food-groups/>  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <http://www.fda.gov/Food/IngredientsPackagingLabeling/LabelingNutrition/ucm274593.htm>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:** 6.1 The student will demonstrate all critical elements in various movement forms and demonstrate the six components of skill-related fitness.  ESSENTIAL UNDERSTANDINGS   * Understanding movement skills and concepts allows for efficient and effective movement that can be applied to activities. * Manipulative skills are basic to the development of sport skills. * Individuals who learn to move effectively and efficiently and who feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **6.1.a** Combine and apply manipulative skills into small-sided games , for overhand and underhand throwing and catching, throwing and catching to a target with accuracy and control, and hand and/or foot dribbling with accuracy at varying speeds while applying spatial awareness within partner and small-group modified game-play.  **Suggested Learning Targets:**  I can perform the skills needed to be successful in [specific activity] (e.g., golf, tennis, softball) and demonstrate my ability to be successful through a skill checklist.  I can combine and locomotor and manipulative skills accurately in [specific activity] (e.g.; volleyball, soccer, hockey) and demonstrate them in unpredictable game play situations using a rubric. | **Assessment of Learning (Formative)**   * Video: Analyze the critical skill elements of manipulative skill sequences and make suggestions for skill improvement. * Self/peer assessment of skill sequences for throwing and catching. * Checklist for foot dribbling. * Analyze for spatial awareness in activity * Checklist to record/self-assess individual skill performance.   **Assessment for Learning (Summative)**   * Skill checklist. * Skill rubric.   Sample Rubric  4 (Beyond what was taught)  Displays consistent and correct performance of all elements during modified game-play situations that include dynamic and unpredictable situations.  3 (What was explicitly taught)  Performs all critical elements appropriately and consistently.  2 (Identify basic elements)  Performs critical elements in isolation.  1 (With help/prompts/cues)  With teacher cues, student can demonstrate some/most of the critical elements in isolation. | * Accuracy: when you have precision with a movement. For example: being able to throw and object at a specific target consistently.   + - * Spatial awareness: a student’s ability to make a decision regarding how to move in personal/self-space and general space.   + In sport, having spatial awareness allows people and objects move safely through the environment.     - * Varying speeds: slow, medium, and fast using throwing, foot dribbling.       * Small-sided games: Playing with fewer players on the field   + Reduce the size of the playing space, modify the rules of the games, reduce the number of players that are on each team, change the size of objects/equipment.     - * Manipulative skill is one in which a person handles an object with the hands, feet, or other body parts. Manipulative skills require control of body and object.       * Locomotor skills are when the body moves from one place to another within vertical plane.       * Skill: The ability to perform a particular movement well. Skill criteria: * Goal-directed with an end result. It is vital that the performer is aware of this and the reasons for trying to achieve it. * Skills are learned. They require practice and experience to produce a permanent change to the performance. * It is efficient in terms of the outlay in energy/time. * It is internal processing as well as a physical action. The situation is analyzed, a decision is then computed within the brain, and then an appropriate skill/technique is selected and performed.   + - * Unpredictable game-play promotes discovery but also advances adaptability. | * Diagnostic assessments to pre-test cognitive knowledge and skill performance of mature movement forms and skill combinations. Example: Cognitive knowledge of critical skill cues or skill combination performance of throwing. * Throwing patterns to moving targets: * Turn of the trunk away from intended direction of the throw. * Long stride forward with opposite foot. * Throwing arm swings backward and upward for overhead throw, sideward for side arm throw, and downward for underhand throw. * Hips, spine, and shoulders rotate in direction of throw as arm is whipped forward. * Reach toward target and follow through. * Throwing patterns: * Stationary and throwing to a stationary target. * Stationary and throwing to a moving target. * Moving and throwing to a stationary target. * Moving and throwing to a moving target. * Modified games and activities involving locomotor and manipulative skills in situations such as: overhand and underhand throwing and catching; execution to a target; hand and/or foot dribbling; volleying/striking and/or batting a ball. Example lessons: * <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=5610#.V4zL57f6vcs> * <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=1810#.V4zSSLf6vcs> * <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=2100#.V4zStrf6vcs> * <http://www.sparkpe.org/wp-content/uploads/2011/05/06FlyingDiscDurangoBoot.pdf> * Displaying assessment rubrics/checklists when skills are introduced. Examples: * Catching cues: * Body moves into position in line with trajectory of the object to be caught. * Eyes focus on object to be caught. * Arms outstretched and relaxed with elbows, slightly bent, and facing downward. * Hands and fingers extended and relaxed. * Contact with objects is with hands only. * Arms, shoulders, and elbows give to absorb the force of the object. * Basketball shooting cues: <http://www.pecentral.org/lessonideas/cues/ViewCues.asp?ID=72> * Soccer dribbling cues: <http://www.pecentral.org/lessonideas/cues/ViewCues.asp?ID=119> * Inside foot pass cues: <http://www.pecentral.org/lessonideas/cues/ViewCues.asp?ID=84> * Physical activities that emphasize accomplishing a task, reaching a goal, or following a set sequence to be successful (skills circuits, bio-mechanically breaking down various movements or skills, practicing the individual parts, gradually putting the parts together to produce an improved performance). |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes;  <http://www.pecentral.org/lessonideas/cues/cuesmenu.asp>  https://www.bbc.co.uk/bitesize/guides/z99w6fr/revision/9  <http://www.thephysicaleducator.com/resources/games/invasion/>  <http://www.thephysicaleducator.com/resources/games/net-wall/>  <http://www.thephysicaleducator.com/resources/games/striking-fielding/>  <http://www.thephysicaleducator.com/resources/games/target/>  <https://www.basketballforcoaches.com/reasons-small-sided-games/> | | | |

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| **VA SOL Standard:** 6.1 The student will demonstrate all critical elements in movement forms in various and demonstrate the six components of skill-related fitness.  ESSENTIAL UNDERSTANDINGS   * Understanding movement skills and concepts of force, accuracy, and direction applied within volleying activities. * Manipulative skills of volleying used within smaller-sided games. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** | |
| **6.1.b** Combine and apply the manipulative skills of volleying with a partner over a net or against a wall with changes in force, accuracy, and direction into small-sided games.  **Suggested Learning Targets**:  I can demonstrate volleying over a net or against a wall.  I can volley using different forces and with accuracy in a small-sided game. | **Assessment of Learning (Formative)**   * + - * Teacher observation: performance of a volleying for force, accuracy, and direction in small-sided games.       * Peer assessment: evaluate teacher/peer/group volleying activities.   **Assessment for Learning (Summative)**   * + - * Teacher checklist for volleying skills during a small-sided game. | * + - * Volleying: making contact with an object before it touches the ground.       * Force: a push or a pull. A force can make things move, can change the speed, and can change the direction.       * Accuracy: when you have precision with a movement. For example: being able to throw and object at a specific target consistently.       * Direction: For example, with running being able to accelerate or decelerate when moving, or throwing an object forward, backward, right, or left.       * Small-sided games: playing with fewer players on the field.   + Reduce the size of the playing space, modify the rules of the games, reduce the number of players that are on each team, and change the size of objects/equipment. | * Video clips of volleying to analyze the cues.   + - * Volleying to the wall (overhead pattern).       * Setting: lines taped on the wall at heights of 5-7 feet.       * Task: Stand approximately 4 feet from the wall at the tape height you choose. Toss the ball slightly in front and above your head, then volley it to the wall with both hands.       * Volleying over a high net (overhead pattern).   + Setting: nets at no greater than 7-foot height; a variety of beach balls, 8-inch plastic balls, and volleyball trainers.   + Task: Select a partner, stand on either side of the net, and face each other. Partner 1 tosses the ball over the net; partner 2 volleys the ball back over the net to partner 1 with the two-hand overhead hit. Partner 1 catches the ball and then tosses again. After 10 tries, partner 2 tosses, and partner 1 volleys.     - * Volleying working to change direction and placement to be able to set or pass to different areas on the court.       * Use of small-sided volleying games using two or three players per team to increase the repetitions and contacts for the individual players. | |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes;  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml>;  Graham, George. (2013). Children moving: A reflective approach to teaching physical education. (9th ed.). McGraw-Hill Education.  <https://www.dkfindout.com/us/science/forces-and-motion/what-is-force/>  <https://www.sportsciencesupport.com/change-of-direction/>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:** 6.1 The student will demonstrate all critical elements in movement forms in various activities and demonstrate the six components of skill-related fitness.  ESSENTIAL UNDERSTANDINGS   * Understand force, accuracy, and direction in small-sided games using short- and long-handled implements. * The ability to perform the manipulative skills for short- and long-handled implements. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** | |
| **6.1.c** Combine and apply the manipulative skills of striking/batting an object with a short and long implement with changes in force, accuracy, direction in small-sided games.  Suggested Learning Targets:  I can strike or bat using force, accuracy, and direction in a small-sided game.  I can swing a golf club for direction and accuracy. | **Assessments of Learning (Formative)**   * Peer assessment: evaluate teacher/peer/group striking/batting activities. * Video/digital analysis: partners videotape each other while striking a ball thrown by a pitcher. They review the tape and self-assess according to the criteria presented to them in class. * Video analysis for full swing for a golf club   **Assessment for Learning (Summative)**   * Teacher checklist for striking/batting skills during a small-sided game. | * Striking rackets (badminton, tennis, pickleball). * Striking with a long-handled implement. * Swinging a golf club. * Force: strength or energy exerted. The difference in force (range of motion) to use force to throw or strike an object for distance or accuracy. Accuracy: when you have precision with a movement. For example: being able to throw and object at a specific target consistently. * Direction: For example, with running being able to accelerate or decelerate when moving, or throwing an object forward, backward, right, or left. * Open skills: Involve movement skills that are affected by the environment. Examples: * When the receiver in badminton/tennis is unaware where the shuttlecock/tennis ball will be returned so they will have to react to their opponents move to select the correct return. * Stopping, starting, and changing direction in badminton and tennis, moving around the court quickly to reach the shuttlecock/ball in time. * Balance: ability to control or stabilize the body when a person is standing still or moving. Examples: Standing still – athletic stance. Moving – most notably in gymnastics and ballet but also contact sports where having good balance may prevent you being tackled to the floor. Balance is linked to agility. In order to quickly and efficiently change direction you must be balanced. * Static balance: when a person is controlling their center of gravity without moving. * Dynamic balance: when a person is controlling their center of gravity while still moving. * Coordination: ability to use the senses together with body parts during movement. * Examples: ping pong, hand-eye coordination in racket sports and the co-ordination to use the opposite arm and leg when sprinting. * Reaction time: ability to reach or respond quickly to what you hear, see, or feel. * Examples: a badminton player reacting to a smash shot. * Speed: ability to move your body or parts of your body quickly. Speed is not always about how quickly you can move your whole body (e.g., 50-meter run). It also relates to body parts (e.g., golfing – the speed of your arms and upper body in creating the swing are vital in driving the ball over a long distance). | * Directing the pathway, distance, and speed of an object: * Setting: groups of five: one batter, one pitcher, and three fielders; one plastic bat and ball per group; space large enough for groups to bat without interfering with other groups marked with ropes or cones * Tasks/challenges:  1. Before the pitcher pitches the ball; they call out the type of hit and the placement. The batter must hit the ball the way the pitcher calls it. 2. Change batters after five hits. 3. Each player keeps their own score – one point for every ball that was hit as the pitcher called it.  * Small-sided hockey invasion game. * Setting: groups of four or six, two or three players on each team; hockey sticks for every player; one ball or puck per group; milk crates, cones, or boxes for goals; a space at least 20 feet by 15 feet. * The players on the teams decide the boundaries and width of the goal. There should be one goal on each end of the space. * One team gets the ball first. * The ball can be stolen only on the pass. * No contact. * Extension: Add goals * Small-sided net game. * Partners start with a tosser and a hitter, and the tosser tosses over the net, working on critical cues for swinging a racket. * Plus 1: partners, step 1: start with partner 1 toss to partner two. Partner 2 strikes the ball back to partner 1, and partner 1 catches the ball. Step 2: partner 2 tosses to partner 1, partner 1 strikes the ball back to partner 2, and partner 2 strikes the ball back to partner 1, partner 1 catches the ball. Try to get 10 in a row. | |
| **Resources:**  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml>  Glencoe Health Books–Copyright by the McGraw Hill Companies, Inc. <http://www.glencoe.com/sites/common_assets/health_fitness/gln_health_fitness_zone/pdf/heart_rate_monitor_activities/health_skill_related_itness/health_skill_related_fitness_activity_4.pdf>  Graham, George. (2013). Children moving: A reflective approach to teaching physical education. (9th ed.). McGraw-Hill Education.  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:** 6.1 The student will demonstrate all critical elements in movement forms in various activities and demonstrate the six components of skill-related fitness.  ESSENTIAL UNDERSTANDINGS   * The ability to understand spatial awareness when dribbling/passing in a small-sided games. * The critical elements for manipulative skills for dribbling/passing | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **6.1.d** Combine and apply manipulative skills in small-sided games dribbling/passing with accuracy at varying speeds while applying spatial awareness to a partner or within a small group.  **Suggested Learning Targets:**  I can analyze movement situations in [specific activity] (e.g., dribbling or passing) to improve performance and demonstrate it through a video self-assessment. | **Assessment of Learning (Formative)**   * Videotape: Analyze various specialized movement situations and make suggestions for skill improvement. * Self/peer assessment of critical elements for dribbling/passing.   **Assessment for Learning (Summative)**   * Written: Choose a movement situation and research how direction, speed, accuracy, and pathways are involved in a good performance. Compare the findings to a self/peer-assessment of the same movement situation and develop a plan of improvement.   Sample Rubric  4 (Advanced)  Thoroughly evaluates all direction, speed, accuracy, and pathways in a chosen movement situation and develops a personal plan of improvement based on personal weaknesses.  3 (Proficient)  Evaluates all direction, speed, accuracy, and pathways in a chosen movement situation and develops a personal plan of improvement based on personal weaknesses.  2 (Emerging)  Minimal evaluation of all direction, speed, accuracy, and pathways in a chosen movement situation and somewhat develops a personal plan of improvement based on personal weaknesses.  1 (Novice)  Incomplete attempt to evaluate direction, speed, accuracy, and pathways in a chosen movement situation and does not develop a personal plan of improvement based on personal weaknesses. | * Speed. * Spatial awareness: knowing where your body is in space in relation to other objects/people. * Dribbling: with foot or hands – keeping the object in control and close to the body. * Passing: with hands (chest or bounce) or with feet (push pass)   Open skills: Involve movement skills that are affected by the environment. Examples:   * Passing in basketball. * Pathways: (e.g., curved, straight, spiral, zigzag). * Space (open/closed). | * Modified small-group activities/games. Examples: * Attention to form, power, accuracy, speed, and follow-through in performing movement skills (e.g., target games: selects offensive pathway shot based on opponent’s location and varies placement, force, and timing of return to prevent anticipation by opponent.) * Dribbling a ball with dominant and non-dominant hand/foot while starting, stopping, changing directions, and passing. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes;  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <http://www.thephysicaleducator.com/resources/skillposters/volleyball/>  <http://mrgym.com/SportsandLead1.htm>  <http://www.thephysicaleducator.com/resources/skillposters/basketball/>  <http://www.thephysicaleducator.com/resources/skillposters/hockey/>  Graham, George. (2013). Children moving: A reflective approach to teaching physical education. (9th ed.). McGraw-Hill Education.  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:** 6.1 The student will demonstrate all critical elements in movement forms in various activities and demonstrate the six components of skill-related fitness.  ESSENTIAL UNDERSTANDINGS   * Rhythmic movements can take on different looks, styles, and forms. * The ability to dance can be an advantage in social situations. * Creative dance or jump rope moves can help develop critical thinking skills, body awareness, and social interaction. | | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **6.1.e** Create and perform a movement sequence in a jump rope or dance activity.  **Suggested Learning Targets**:  I can demonstrate rhythmic patterns by mirroring and performing a teacher/student-led sequence of steps in movement combinations.  I can create and perform a dance/rhythmic sequence and demonstrate this through a group presentation. | **Assessment of Learning (Formative)**   * + - * Teacher observation: performance of a simple dance step in keeping with a specific tempo.       * Peer assessment: evaluate teacher/peer/group taught dance for accuracy, revise, and refine.   **Assessment for Learning (Summative)**   * + - * Create a dance sequence using basic dance elements (select length) and demonstrate it to the class.   Sample Rubric  4 (Beyond what was taught)  Creates and displays a rhythmic movement sequence with various movements.  3 (What was explicitly taught)  Creates and displays a rhythmic movement sequence.  2 (Identify basic elements)  Performs critical elements of a rhythmic movement sequence.  1 (With help/prompts/cues)  With teacher cues, student can demonstrate some/most of the critical elements in isolation. | * + - * Movement: counts of 4/8. * Combinations: putting two or dance moves together. * Pattern: repeating a sequence. * Flow: the direction of movement. * Transitions: when a movement, phrase, or section of a dance progresses into the next. * Leading/following: leading or following others’ actions. * Mirroring/matching: copying another individual’s actions. * Routine: a sequence of movements in a fixed program. * Sequence: a particular order in which related movements follow each other. * Beat: the basic unit of a rhythmic measure. * Rhythm: regular, repeated pattern of sounds or movements. * Tempo: the speed of music or a dance. | * + - * Travel to various rhythms, changing time, force, and flow. * Video clips of dances and rhythmic movements. * Groups create dance/rhythmic movement sequences and perform them for others. * Mimic a routine provided by a teacher or other student. * Teacher-presented dances that have movement combinations with/without a partner. * Teacher-presented dances that have movements with a partner, such as leading/following and mirroring/matching. * Dance/rhythmic sequences done in small groups, partners, or by individuals. * Rhythmic movement activities: * <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132778#.V5d24Lf6vcs> * <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=11093#.V5d3lrf6vcs> * <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132855#.V5d38bf6vcs> * Jump rope routines to music. * <https://www.youtube.com/watch?v=q7V4I7262nc>   Note: Music for use with students should be pre-approved by the teacher for appropriate lyrics. |
| **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>  PE Central (key term – Dance) <http://www.pecentral.org/>  <http://www.humankinetics.com/excerpts/excerpts/large-group-activities-for-teaching-rhythmic-activities-and-dance>; <http://sequencedancing.co.uk/dancelist.htm>  Graham, George. (2013). Children moving: A reflective approach to teaching physical education. (9th ed.). McGraw-Hill Education.  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | | |

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| **VA SOL Standard:** 6.1 The student will demonstrate all critical elements in movement forms in various activities and demonstrate the six components of skill-related fitness.  ESSENTIAL UNDERSTANDINGS   * Skill-related components of fitness are not skills but the building blocks of exercise and physical activity. * Mastery of the six skill-related components of fitness will increase success in movement activities. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **6.1.f**  Demonstrate and apply the six components of skill-related fitness (agility, balance, coordination, power, reaction time, and speed).  **Suggested Learning Targets:**  I can name the six components of skill-related fitness and demonstrate this through an exit ticket.  I can define and give one example for each of the six skill-related components of fitness and demonstrate this through a graphic organizer. | **Assessment of Learning (Formative)**   * Written: List the six skill-related components of fitness. * Match each skill-related component of fitness with the correct picture/definition.   **Assessment for Learning (Summative)**   * Written: Define and give one example for each of the six skill-related components of fitness. | * Agility: ability to change and control direction and position of the body while maintaining a constant, rapid motion. Examples: Stopping, starting, and changing direction to avoid a defender, such as in football where the player with the ball dodges a defender, or in badminton and tennis, moving around the court quickly to reach the shuttlecock/ball in time. * Balance: ability to control or stabilize the body when a person is standing still or moving. Examples: Standing still – athletic stance. Moving – most notably in gymnastics and ballet but also contact sports where having good balance may prevent you being tackled to the floor. Balance is linked to agility. In order to quickly and efficiently change direction ,you must be balanced. * Static balance: When a person is controlling their center of gravity without moving. * Dynamic balance: When a person is controlling their center of gravity while still moving. * Coordination: ability to use the senses together with body parts during movement. Examples – Juggling, ping pong, hand-eye coordination in racket sports, and the coordination to use the opposite arm and leg when sprinting. * Power: ability to move the body parts swiftly while applying the maximum force of the muscles. Examples: vertical or long jump, sprint start, javelin throw. * Reaction time: ability to reach or respond quickly to what you hear, see, or feel. Examples: catching a fast pitch, responding to the gun at the start of a race, a goalkeeper saving a penalty, or a badminton player reacting to a smash shot. * Speed: ability to move your body or parts of your body quickly. Speed is not always about how quickly you can move your whole body (e.g., 50-meter run). It also relates to body parts (e.g., golfing – the speed of your arms and upper body in creating the swing are vital in driving the ball over a long distance). | * Games/activities that apply to the components of skill related fitness. Examples: * Agility: Divide class into two teams. Place cones all about the gym. One team are the bulldozers knocking down all the cones. The other team are the builders that put them back up again. Reverse roles. * Balance: Tag game where the students tagged must freeze in a balance position. To be unfrozen, another student must mimic the balance for five seconds. * Coordination: variety of juggling activities using scarves, balls, rings, etc. * Power: Circuits that include vertical jump and reach, long jump, ball throw for distance, medicine ball throw, kick for distance. * Reaction time: Students work with a partner. One student holds a piece of paper 10 cm above their partner’s thumb and forefinger. The student drops the paper and the partner tries to catch it between the thumb and forefinger without moving the hand down. * Speed: Students (individually or with a partner) count the number of rope jumps they can do in one minute. * Stations with activities highlighting specific skill-related components of fitness. * Use demonstrations or video clips to explain skill-related components of fitness. * Leading students to a predetermined goal using questions in which they have to physically explore possible answers. Example – Balance: What happens to your balance when you make your center of gravity higher? Center of gravity lower? Base of support wider? Base of support narrower? Center of gravity over the center of the base of support? Center of gravity over the edge of the base of support? |
| **Resources:**  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml>  Glencoe Health Books (copyright, McGraw Hill Cos. Inc.): <http://www.glencoe.com/sites/common_assets/health_fitness/gln_health_fitness_zone/pdf/heart_rate_monitor_activities/health_skill_related_itness/health_skill_related_fitness_activity_4.pdf>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:** 6.1 The student will demonstrate all critical elements in movement forms in various activities and demonstrate the six components of skill-related fitness.  ESSENTIAL UNDERSTANDINGS   * Skill-related components of fitness are not skills, but the building blocks of exercise and physical activity. * Mastery of the six skill-related components of fitness will increase success in movement activities. | | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **6.1.g** Demonstrate basic offensive and defensive strategies in noncomplex, modified, and small-sided activities.  **Suggested Learning Targets:**  I can demonstration basic offensive strategies (i.e., give and go) in a small-sided game.  I can demonstration basic defensive strategies (on ball or off ball) in a small-sided game. | **Assessment of Learning (Formative)**   * Draw an offensive strategy for a small-sided game. * Perform an offensive strategy during a small-sided game. * Perform an off ball defensive strategy during a small-sided game.   **Assessment for Learning (Summative)**   * Explain a basic offensive and defensive strategy in a small-sided game. * Skill rubric.   Sample Rubric  4 (Beyond what was taught)  Describes consistently the correct basic offensive and defensive strategies in non-complex, modified, and small-sided activities.  3 (What was explicitly taught)  Describes most of the basic offensive and defensive strategies in non-complex, modified, and small-sided activities.  2 (Identify basic elements)  Somewhat describes most of the basic offensive and defensive strategies in non-complex, modified, and small-sided activities.  1 (With help/prompts/cues)  Inadequately describes the basic offensive and defensive strategies in non-complex, modified, and small-sided activities. | * Small-sided games. * Offensive skills. * Give and go * Fakes (ball/head) * Pivots * Changing (direction/speed) * Defensive skills. * Player to player * Reducing size of passing lane * Reducing space * Transitioning from offense to defense quickly * Communicating with teammates * Selecting appropriate tactics to gain defensive advantage * Player to player defense: matching players against opponents of equal size, skill, and quickness. Each player is assigned a particular opponent and held defensively responsible, for that player. * Zone defense: corresponds the number of players on the front of the zone (farthest from the goal) and works its way to the back of the zone. Example: A 2-3 zone is a zone defense in which two defenders are covering areas in the top of the zone while three defenders are covering areas near the baseline. | * Games/activities that apply to the components of offensive and defensive strategies. * 21 Football (PE Central) * Use demonstrations or video clips to explain skill-related components of fitness. * [Brain Bites - Skill Related Fitness](https://www.youtube.com/watch?v=28tO4NPo65Y) * Perform in groups of two to three offensive strategies without defense. * Modified and small-sided activities that develop movement competencies necessary to successfully apply the movement solutions required of a tactical problem. Includes activities such as: offensive tactics to create open space (moves to create open space on and off the ball; a variety of passes, fakes and pathways; and give and go. Examples: * Create teams of defenders and offenders. Offenders must dribble up to the cones and pass through the cones to their partner on the other side. Defenders must prevent the offenders from scoring by stealing the ball. If the ball gets stolen, the defending pair become the offenders and vice versa. For every pass that is successfully passed through the cones to a partner, it is a point. After passing through the cone to a partner, dribble to another set of cones. Switch roles to allow everyone to have a turn in being the defender and offender. * <http://www.sparkpe.org/wp-content/uploads/2011/05/03Basketball3CatchWPost.pdf> * Capture the Flag Basketball Style <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132866#.V3VTl9IrLIU> * Sneak Attack <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=534#.V3VMp9IrLIU> * Frisbee Keep Away <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=5684#.V3VUPdIrLIU> * 21 Football <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=817#.V3VUl9IrLIU> * Student-created games/activities that use locomotor skills, object manipulation, an offensive and defensive strategy, and is taught to others. * Basic offensive and defensive strategies. Example: basketball defensive technique cues: <http://www.pecentral.org/lessonideas/cues/ViewCues.asp?ID=219> |
| **Resources:**  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml>  PE Central [PEC: Lesson Plans for Physical Education (pecentral.org)](https://www.pecentral.org/lessonideas/ViewLesson.asp?ID=817#.YWBCLGLMLIU)  Graham, George. (2013). Children moving: A reflective approach to teaching physical education. (9th ed.). McGraw-Hill Education.  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | | |

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| **VA SOL Standard:** 6.2 The student will apply both movement principles and concepts including the knowledge of anatomical structures to movement-skill performance.  ESSENTIAL UNDERSTANDINGS   * Successful movement includes knowledge of, and the ability to create, direct, and stabilize movements in different movement situations. * Direction, force, and accuracy affect performance. * Speed describes only how quickly the body is moving; velocity describes how quickly and in which direction. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **6.2.a** Refine and adapt individual and group activity skills by applying concepts of relationships, effort, spatial awareness, direction, speed, accuracy, and pathways to improve performance.  **Suggested Learning Targets**:  I can show how to move in space using different speeds and effort and demonstrate it by performing jump rope skills listed on a checklist.  I can recognize how changing my speed, pathway, and effort affects my performance in a group activity and explain it through a self-assessment.  I will be able to control the speed and pathway of the ball in a modified small-group activity and demonstrate it through a peer assessment.  I can refine and adapt my activity skills in [specific activity] (e.g., basketball, softball, soccer) and demonstrate it through a rubric. | **Assessment of Learning (Formative)**   * Teacher observation and questioning. Examples: * Body awareness – What body parts move and in what way do they move? * Spatial awareness – Where does the body move? * Effort awareness – How does the body move? * Relationship – With whom or with what does the body move? * Skill checklist. * Self/peer assessment.   **Assessment for Learning (Summative)**   * Skill rubric.   Sample rubric  4 (Beyond what was taught)  Displays consistent and correct performance of individual/group activity skills by applying concepts of relationships, effort, spatial awareness, speed, and pathways.  3 (What was explicitly taught)  Demonstrates individual and group activity skills by applying concepts of relationships, effort, spatial awareness, speed, and pathways.  2 (Identify basic elements)  Demonstrates some individual and group activity skills by applying some concepts of relationships, effort, spatial awareness, speed, and pathways.  1 (With help/prompts/cues)  With teacher cues, student can demonstrate individual and group activity skills by applying some concepts of relationships, effort, spatial awareness, speed, and pathways. | * Peer assessment. * Position yourself to see the critical components of the activity skills. Use multiple vantage points. * Observe performance several times to identify consistent performance problems. * Use the whole-part-whole observation method. * Be sure to focus on the performer and any implements. * Evaluate the overall effectiveness of the movement. * Use a performance checklist to guide your efforts. | * Individual and group activities with opportunities for movement at varying speeds and pathways such as: * Jump-rope activities that can develop specialized motor skills such as visual–tactile coordination. Progressions from individual movements using rope patterns to long-rope jumping with turners to individual rope-jumping challenges. * Dribbling a ball with dominant and non-dominant hand/feet while starting, stopping, changing directions, and passing. * Modified possession games with an emphasis on offensive/defensive skills, such as pivots, fakes, jab steps, cutting, dodging, and feinting. * Games that involve spatial awareness, speed, and pathways. Example: * <http://www.thephysicaleducator.com/resources/games/pursuit-evade/> * Opportunities to self/peer assess to refine and adapt skills. Example: * <http://www.pecentral.com/assessment/pdf/forehandgroundstrokeassess.pdf> |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  <http://www.thephysicaleducator.com/resources/games/pursuit-evade/>  <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12110#.Vvp_yrnmqpo>  Jump Rope Lesson Idea; <http://acarey2.wiki.westga.edu/file/view/Jump+Rope+Skills.pdf>  Jump ropes skills, sample task cards and rubric  Graham, George. (2013). Children moving: A reflective approach to teaching physical education. (9th ed.). McGraw-Hill Education.  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:** 6.2 The student will apply both movement principles and concepts including the knowledge of anatomical structures to movement-skill performance.  ESSENTIAL UNDERSTANDING   * Different joints in the body allow different types of movement to occur. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** | |
| **6.2.b** Demonstrate knowledge of the skeletal system by identifying major joints associated bones, and types of joints, including ball-and-socket and hinge joint.  **Suggested Learning Targets:**  I can identify pictures of ball-and-socket joints and hinge joints and demonstrate it by pointing to each of them on a poster when asked to.  I can observe movement skills and identify which joints are involved through an exit ticket. | **Assessment of Learning (Formative)**   * Observation: teacher asks students to point out certain bones/joints on posters. * Oral: partner discussions on ways joints work to move. * Teacher observation. Example: Basic defensive skills (i.e., athletic “ready” stance, staying with their attacker, moving, staying in a goal-side position, etc.) in modified/small-sided activities. * Written: list basic offensive and defensive strategies. * Student drawing: have students create diagrams that identify types of joints.   **Assessment for Learning (Summative)**   * Written: Identify pictures of different joints in the body. | * Skeletal system. * Ball-and-socket joint. * Movement at the joint: external rotation and flexion/extension/adduction/abduction/internal * Example: shoulder/hip. * Hinge joint: * Movement at the joint: flexion/extension. * Example: elbow/knee. * Range of motion: the normal range of movement of all body joints. * Types of connective tissue in and around joints. * Cartilage: sits on the ends of [bones](http://www.teachpe.com/gcse_anatomy/bones.php) within a joint to stop the two ends from rubbing. * Ligaments: connect bones to bones and help keep the joint together. * Tendons: connect [muscle](http://www.teachpe.com/gcse_anatomy/muscles.php) to bone and usually cross a joint so that the associated muscle can cause movement at the joint. | * Partner students for various skills and have them observe one another, noticing the way joints work to allow movement. * Activity games to teach joints. Example: Tag game such that when the person is tagged they freeze and place a hand over a joint in the body. To become unfrozen, another student must identify the type of joint and associated bones. * Play individual sport games and determine which joints are needed when playing different sports * Incorporate knowledge concepts into movement activities, such as identifying the joints being used in a skill/activity, and abduction versus adduction in leg/arm movements. * Applying knowledge of anatomy during instruction of skill activities. Examples: * Volleyball serve to project the ball over the net and into the opposite court specifically requires a coordinated summation of forces produced by: trunk rotation, shoulder extension (ball and socket joint), elbow extension (hinge joint), and forward translation of the total body, center of gravity, as well as contacting the ball at an appropriate height and angle. * A volleyball spike is a relatively fast, jump primarily vertical, and is it high enough for the player to contact the ball above the net. The hitting arm positioned with the upper arm in maximal horizontal abduction prior to arm swing to allow a full range of arm motion. The hitting movement initiated by trunk rotation followed by shoulder flexion (ball and socket joint), then elbow extension (hinge joint), then snap-like wrist flexion. * <https://www.heart.org/idc/groups/heart-public/@wcm/@fc/documents/downloadable/ucm_306500.pdf> * Moveable Joint Charades * Incorporate knowledge concepts into movement activities such as having students identify the joints being used in warmup activities and various skills. | |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes;  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml>  Kids Health <http://kidshealth.org/kid/htbw/>  <http://classroom.kidshealth.org/classroom/6to8/body/parts/bones.pdf>  <http://www.teachpe.com/gcse_anatomy/bones.php>  <http://www.teachpe.com/gcse_anatomy/joints.php>  <http://www.exrx.net/Lists/Articulations.html>  Joint articulations and movements  <https://www.fix.com/blog/flexibility-mobility-stability/>  [Bones, Muscles, and Joints (for Teens) - Main Line Health (teenshealth.org)](https://teenshealth.org/MainLine/en/teens/bones-muscles-joints.html)  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:** 6.3 The student will apply skills of measurement, analysis, goal setting, problem solving, and decision making to improve or maintain physical fitness.  ESSENTIAL UNDERSTANDINGS   * + - * Physical fitness can be evaluated through methods including criterion-referenced health-related fitness standards, Internet, software data-management systems, heart-rate monitors, pedometers, and skinfold calipers.       * Self-assessments allow you to determine the factors that you can alter to make changes toward a healthy lifestyle.       * Relevant fitness data helps a good planner know when and where to make adjustments to improve physical fitness. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **6.3.a** Create a basic personal fitness plan for at least one health-related component of fitness, including baseline fitness data, a SMART goal, activities that will address the goal, a log of activities inside and outside school, reassessment data (post-data) and reflection of goal progress/attainment.  **Suggested Learning Targets:**  I can create personal fitness plan (including baseline fitness data, a SMART goal, activities that will address the goal, a log of activities inside and outside school, reassessment data [post-data], and reflection of goal progress/attainment) to improve or maintain one area of health-related fitness. | **Assessment of Learning (Formative)**   * Oral: student names methods for evaluating personal fitness levels. * Written: students apply the FITT principle to personal fitness plan in order to achieve SMART goal. * Students create wellness portfolios (see Suggested/Sample Activities for details). * Activity: students select stations/activities during PE and outside PE compatible with their personal fitness plan to improve their SMART goal(s). * Written: Develop a data analysis journal to address at least two components of health-related fitness to improve/maintain, including intermediate (quarterly) and long-term SMART goals and reassessments.   Sample Rubric  4 (Advanced)  Thoroughly evaluates all measurement, assessment tools and data in at least two fitness components. Determines personal weaknesses, develops goals, and explains in detail the connection and need for improvement to achieve a healthy body.  3 (Proficient)  Evaluates all measurement, assessment tools and data in at least two fitness components. Determines personal weaknesses, develops goals, and demonstrates the connection and need for improvement to achieve a healthy body.  2 (Emerging)  Minimal evaluation of all measurement, assessment tools and data in at least two fitness components. Somewhat determines personal weaknesses, develops goals, but demonstrates inadequately the connection and need for improvement to achieve a healthy body.  1 (Novice)  Incomplete attempt to evaluate measurement, assessment tools and data in at least two fitness components. No understanding of personal weaknesses. Does not develop goals. Does not show a connection and need for improvement to achieve a healthy body. | * SMART (specific, measurable, attainable, realistic, timely) goal. * Log activities. * Reassessment. * Reflection. * New vocabulary/content   + Health-related criterion-referenced tests   + Body mass index (BMI)   + FITT principle   + Frequency: how often; commonly measured in days per week   + Intensity: how hard; commonly measured in intensity levels   + Time: how long; commonly measured in minutes/hours   + Type: what kind; measured in specific health-related component of fitness * Health-related fitness components: * Cardiovascular fitness: the ability to work continuously for extended periods. * Flexibility: the range of motion that your joints have during movement. * Muscular strength: the maximal force that you can exert when you contract your muscles. * Muscular endurance: the ability to contract your muscles several times without excessive fatigue. * Body composition: the ratio of water, bone, muscle, and fat in the body. | * Provide students with multiple opportunities to gather personal fitness data throughout the year using health-related criterion referenced tests, heart rate, body mass index (BMI), and/or pedometers * Set up stations targeting specific health-related fitness components where students select stations based on their personal fitness plan. * Students pick an “accountability buddy” for the duration of the year. Buddies check in (walk and talk, closure, etc.) to see how each other are progressing with fitness plan and SMART goal. * Students create wellness portfolios with the following information: baseline data; SMART goal(s); activities targeting specific health-related components students are looking to improve; journals documenting thoughts/improvement; post-fitness testing results; and graphs/charts depicting progress |
| **Resources:**  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>  [ttp://www.shapeamerica.org/standards/pe/upload/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf](http://www.shapeamerica.org/standards/pe/upload/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf)  <http://www.livestrong.com/article/95271-normal-pulse-rate-teenager/#ixzz1YV5chxVS>  <https://www.vbcps.com/Apps/WelNet/Pages/default.aspx>  https://openphysed.org/; [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:** 6.3 The student will apply skills of measurement, analysis, goal setting, problem solving, and decision making to improve or maintain physical fitness.  ESSENTIAL UNDERSTANDING   * + - * There are a variety of resources used to evaluate, monitor, and evaluate fitness activities. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **6.3.b**  Identify resources, including available technology, to evaluate, monitor, and record activities for fitness improvement.  **Suggested Learning Targets:**  I can identify technology used to monitor and record activities for improvement. | **Assessment of Learning (Formative)**   * Questioning to check for understanding. * Demonstration of appropriate and accurate use of technology. * Pose/Define Problems * Collaborate * Conclude * Practice * Refine   **Assessment for Learning**  **(Summative)**   * **Written. Example:** Research resources, including available technology, to evaluate, monitor, and record activities for fitness improvement. | * Evaluation tools: * Heart/pulse monitors: used primarily to assess and monitor exercise intensity; predict the energy expenditure associated with various durations, intensities, and frequencies of physical activity. * Pedometer: tracks distance and pace. * Computers: internet resources such as pictures, videos, and proper instruction on hundreds of exercises, which can help individuals plan workouts or check their form when following recommended programs on their own. An important source of health and fitness-related information but validity of information depends on the source. * Skin calipers: method of determining [lean body mass](http://www.medicinenet.com/script/main/art.asp?articlekey=25887). Involves measuring the skinfold thickness of the layer of fat just under the skin in several parts of the body with [calipers](http://www.medicinenet.com/script/main/art.asp?articlekey=25894). * Sit and reach box: measures flexibility, specifically the flexibility of the lower back and hamstring muscles. * Body analysis devices, such as **Bioelectrical Impedance Analyzer (BIA), a m**ethod of measuring body fat, muscle and water. * Watches and timers: helps individuals in developing programs that meet specific, timed objectives. * Digital cameras and tablet computers: methods of video recording for self/peer assessment. * Accelerometers: record body acceleration minute-to-minute, providing detailed information about the frequency, duration, intensity, and patterns of movement. * Smartphone applications: applications (apps) for phones that track activity. * Global positioning system (GPS): accurately track a specific activity. Example: During hiking, it provides information about altitude, distance, time and average velocity. | * Monitor target heart rates during physical activities. * Use technology to record and evaluate activities for fitness improvement. * Time cardiorespiratory endurance activities for fitness improvement. * Record pedometer steps in or out of class. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  <http://www.teachpe.com/fitness/training_principles.php>  <http://www.ode.state.or.us/teachlearn/subjects/pe/curriculum/fittprinciple.pdf>  <https://openphysed.org/> | | | |

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| **VA SOL Standard:** 6.3 The student will apply skills of measurement, analysis, goal setting, problem solving, and decision making to improve or maintain physical fitness.  ESSENTIAL UNDERSTANDINGS   * Heart rate can be used to help determine personal fitness levels. * There is a range the heart must beat within for safety and benefits when exercising. * Monitoring your heart rate will allow you to track the changes taking place in your cardiovascular system as you move toward aerobic fitness. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **6.3.c** Calculate resting, ), active , and recovery heart rate during a variety of physical activities, and identify the relationship between heart rate and rate of perceived exertion (RPE) levels.  **Suggested Learning Targets:**  I can calculate my resting, active, and recovery heart rate and describe its connection to aerobic fitness and RPE and demonstrate this by charting and writing a summary. | **Assessment of Learning (Formative)**   * Students match activities to the rate of perceived exertion levels. * Oral. Examples: * Students describe connection between heart rate and aerobic fitness. * Students differentiate between aerobic and anaerobic capacity, and muscular strength and endurance. * Explain the relationship between heart rate and RPE that occurs when you exercise. * Written: Describe when/how to take resting heart rate and what it indicates. Example: * Resting heart rate should be measured first thing in the morning and it indicates cardiovascular health.   **Assessment for Learning (Summative)**   * Written individual: calculate resting heart rate, heart rate and RPE during activities. * Written group. Each group member will record their pulse while doing the following: * Sitting/relaxed * Standing * Running in place one minute. * Group members will discuss how their pulse rate changed in each situation, then write a statement about the differences in pulse rate and what that indicates in connection to aerobic fitness. | * Resting heart rate: when your body is pumping the lowest amount of blood you need because you are not exercising. * Active heart rate. * Recovery heart rate. * How to measure heart rate: * Resting pulse should be measured first thing in the morning with your fingers and a stopwatch. Put your middle and index finger to either your radial artery on your wrist or your carotid artery in your neck. Once you find your pulse, count how many beats occur in 20 seconds, and multiply this number by 3. This is your resting pulse. * Resting pulse range: * Resting pulse varies from person to person. According to the [American Heart Association](http://www.heart.org/HEARTORG/), the average resting pulse should be between 60-80 beats per minute (BPM), but is by no means the only place a healthy person’s pulse can be. For athletes or people who often perform cardiovascular activity, a normal resting heart rate may be closer to 40 beats a minute. * What affects resting pulse? * A variety of factors can affect the resting pulse, such as reading, the physical size of the heart, body size, activity level, fitness level, temperature, body position, emotions, and medication use. * Importance of monitoring a resting pulse: * The more one works out, the lower the resting pulse. The lower the resting pulse, the less work the heart has to do. The heart is a muscle, and the more you work it the stronger it gets. A stronger heart means more blood with each beat, and the same amount of work can be done with fewer beats. If the heart needs more beats to do the same amount of work, over time this can lead to cardiovascular disease and/or heart attacks. * A higher resting pulse than usual can be a sign of overtraining or illness. When recovering from a workout, your metabolism and heart are working harder to repair the body and get it back to a homeostasis. If there is a higher resting heart rate than usual, the body is still in a state of repair and you should adjust your workout regimen accordingly to prevent overtraining or injury. * Aerobic: Any activity that uses large muscle groups, can be maintained continuously, and is rhythmic in nature. \*Defined by the American College of Sports Medicine. * For a physical exercise to be considered aerobic,  it should be sustained for at least 15 minutes while maintaining 65-85% of a person’s maximum heart rate. For people who are trying to lose body fat, it is usually recommended that they sustain aerobic exercise for at least 30 minutes with 40-60 minutes being the preferred range. * To achieve health benefits from aerobic activity, exercise anywhere from two to seven times a week. If a person’s goal is weight maintenance, two to five times a week mayallow them to maintain their fitness levels. If a person’s goal is fat loss, they may want to increase the frequency to six to seven times a week or increase the duration of the exercise. * Aerobic fitness: A person’s lungs may process more air with less effort. The heart may be able to pump more blood with fewer beats, while direct blood supply to the muscles increases. Cardiovascular endurance increases and resistance to fatigue. * Rate of perceived exertion (RPE): See table below. | * Students sit at the beginning of class and calculate resting heart rate. * Record target heart rate while participating in different activities that move up the RPE scale. Example: Aerobic fit­ness activities using technology. * Students determine a range of heart rates that represent their desired workout intensity. Students will keep their heart rates in their zone during activities and monitor their workout intensity level. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes;  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml>  Kids Health <http://kidshealth.org/kid/htbw/>  <http://blog.digifit.com/2013/05/resting-heart-rat/>  Fitness – Borg RPE [PE Resources and Visuals - ThePhysicalEducator.com](https://thephysicaleducator.com/visuals/)  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

**Rate of Perceived Exertion**

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| RPE | What It Means |
| 0-1 | No exertion. The only movement you're getting is pushing buttons on the remote.  --------------------------------------------- |
| 2-3 | Light exertion. This is how you should feel when you're warming up, cooling down and stretching.  --------------------------------------------- |
| 4-5 | Medium exertion. You're breathing a little faster. Your heart is pumping a little faster. You're feeling a little warmer.  --------------------------------------------- |
| 6-7 | Moderate exertion. You're breathing pretty hard now, you're probably sweating. You can talk, but it's getting tougher.  ---------------------------------------------- |
| 8-9 | Hard exertion. You're breathing really hard and you can only say a few words at a time. You're wondering how long you can go on like this.  ---------------------------------------------- |
| 10 | Hardest exertion. You cannot keep this pace for more than a minute. Speaking is impossible. This is your limit. |

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| **VA SOL Standard:** 6.3 The student will apply skills of measurement, analysis, goal setting, problem solving, and decision making to improve or maintain physical fitness.  ESSENTIAL UNDERSTANDINGS   * A minimum level of physical fitness is required for all activities of daily living with one or more physical fitness components required in performing any type of activity well and safely. * Fit people engage in physical activity on a regular basis. * Regular participation in physical activity in childhood is associated with a decreased cardiovascular risk in youth and adulthood. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **6.3.d** Describe how being physically active improves physical and mental health.  **Suggested Learning Targets:**  I can describe how being physically active leads to a healthy body on an exit ticket.  I can analyze different types of fitness programs and compare their benefits through a graphic organizer.  I can research the benefits of being physically active and compose a written list.  I can compare different types of exercise and evaluate how they promote a healthy body through a foldable.  I can explain how being physically active help with my mental health. | **Assessment of Learning (Formative)**   * Oral. Examples: * Teacher discussions on how previous generations were active more naturally through work and manual labor, but today we have to find ways of integrating activity into our daily lives. * Students describe connection between heart rate and aerobic fitness. * Written: log heart rate during activities.   **Assessment for Learning (Summative)**   * Written: research and reflect on how being active leads to a healthy body and positive mental health. Examples: * Improves blood circulation, which reduces the [risk of heart disease](http://www.heart.org/HEARTORG/GettingHealthy/What-Are-My-Risks-For-Getting-Heart-Disease-Infographic_UCM_443749_SubHomePage.jsp). * Keeps weight under control. * Improves blood cholesterol levels. * Prevents and manages high blood pressure. * Prevents bone loss. * Boosts energy level. * Helps manage stress and releases tension. * Counters anxiety and depression. * Helps you fall asleep faster and sleep more soundly. * Increases muscle strength, increasing the ability to do other physical activities. * Reduces risk of stroke. * Helps delay or prevent chronic illnesses and diseases associated with aging. Maintains quality of life and independence longer for seniors.   Sample Rubric  4 (Advanced)  Thoroughly understands and describes with detail the connection between being physically active and a healthy body.  3 (Proficient)  Describes an understanding of the connection between being physically active and a healthy body.  2 (Emerging)  Recognizes and describes briefly the connection between being physically active and a healthy body.  1 (Novice)  Incomplete attempt, without complete understanding of the connection between being physically active and a healthy body. | * Physical health. * Mental health. * Types of fitness programs and the benefits for a healthy body (see table below). * Types of exercise and the benefits for a healthy body: * Flexibility exercise: performed to enhance the movements of muscles and joints. Stretching and bending are the common ways of flexibility training. This exercise type helps in preventing muscle stiffness and to some extent of [joint pain](http://www.buzzle.com/articles/joint-pain/). * Aerobic exercise: also known as cardiovascular exercise, strengthens the muscles and promotes cardiovascular endurance (by targeting a specific heart rate). Helps to control weight and improve stamina. Improves the oxygen intake by the body cells. Over time, aerobic activities make your heart and lungs stronger, reducing the risk of cardiovascular disease. * Anaerobic exercise: also known as weight-lifting exercise, it is performed mostly to build muscles and enhance their size, strength, and endurance. It can speed up metabolism by replacing inactive fat tissue with active muscle. Strength training can also reverse the gradual loss of muscle and bone strength that occurs as people get older. | * Discussions on different physical activity and the benefits for the pursuit of a healthy body. * Match physical activities to rate of perceived exertion levels. * Stations for aerobic, anaerobic, and flexibility exercises. * [Fitness-Stations.pdf (pebydesign.com)](http://pebydesign.com/Fitness-Stations.pdf) |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes; VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <http://kidshealth.org/en/teens/exercise-wise.html?WT.ac=ctg#catdieting>  <https://health.gov/dietaryguidelines/2015/guidelines/appendix-1/>;  <http://www.acefitness.org/acefit/healthy-living-article/60/5460/physical-activity-vs-exercise-what-s-the/>  <https://health.gov/paguidelines/pdf/paguide.pdf:> [Fitness-Stations.pdf (pebydesign.com)](http://pebydesign.com/Fitness-Stations.pdf)  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

**Types of Fitness Programs and the Benefits for a Healthy Body**

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| Type  of  Exercise | Anaerobic  or  Aerobic | Effective  for  Fat Burning | Effective  for Muscle  Building | Effective  For Muscle  Toning | Effective for  Increasing  Flexibility |
| Walking | Aerobic | Yes | No | Yes | No |
| Jogging | Aerobic | Yes | No | Yes | No |
| Swimming | Aerobic | Yes | Yes | Yes | No |
| Isotonic | Anaerobic | No | Yes | Yes | No |
| Isometrics | Anaerobic | No | Yes | Yes | No |
| Calisthenics | Anaerobic | No | Yes | Yes | Yes |
| Yoga | Aerobic | Yes | Yes | Yes | Yes |
| Pilates | Aerobic | Yes | Yes | Yes | Yes |
| Stretching | Anaerobic | No | No | Yes | Yes |

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| **VA SOL Standard:**  6.3 The student will apply skills of measurement, analysis, goal setting, problem solving, and decision making to improve or maintain physical fitness.  ESSENTIAL UNDERSTANDING   * Assessment of the health-related fitness components produces data that helps develop short- and long-term goals that determine the effectiveness of the fitness plan. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **6.3.e** Interpret fitness data, comparing individual scores to health-related criterion-referenced standards (Virginia wellness-related fitness standards, Fitnessgram, Centers for Disease Control and Prevention guidelines).  **Suggested Learning Targets:**  I can identify appropriate personal fitness goals in each of the components of health-related fitness, based on fitness test results, and demonstrate it through a fitness data analysis summary.  I can interpret my fitness data and list activities that apply toward developing an activity plan to maintain/achieve score(s) for health-related fitness through a written log. | **Assessment of Learning (Formative)**   * Written: Interpret fitness data with a partner and list activities for improvement.   **Assessment for Learning (Summative)**   * Fitness data analysis. Criteria example: * Determine whether each fitness test score is satisfactory or falls below the healthy fitness zone. * Reflect on personal satisfaction of the score. * Plan of action to maintain or improve the score.   Sample Rubric  4 (Advanced)  Thoroughly evaluates all of the fitness tests. Determines personal satisfaction or weakness and explains in detail a plan to maintain/achieve a score for health-related fitness.  3 (Proficient)  Evaluates all of the fitness tests. Determines personal satisfaction or weakness and explains a plan to maintain/achieve a score for health-related fitness.  2 (Emerging)  Somewhat evaluates all of the fitness tests. Somewhat determines personal satisfaction or weakness but inadequately explains a plan to maintain/achieve a score for health-related fitness.  1 (Novice)  Does not evaluate all of the fitness tests. Has no understanding of personal satisfaction or weaknesses. Does not have a plan to maintain/achieve a score for health-related fitness. | * FitnessGram standards for the healthy fitness zones. * Scores are evaluated against criterion-referenced standards, called Healthy Fitness Zones, that have been established to indicate levels of fitness corresponding with health. Standards have been set for boys and for girls based on age and what is optimal for good health. The use of health-related criteria helps to minimize comparisons between children and emphasizes personal fitness for health, rather than goals based solely on performance. | * Complete a self-assessment of health-related fitness and interpret fitness data, comparing individual scores to established Virginia Wellness fitness standards and BMI calculations to the CDC protocols and recommendations. * Retest a self-assessment of health-related fitness and reassess personal fitness plan goals. * After physical activities, discuss how the activity can cause improvement in fitness testing.   Note: It is an inappropriate practice to grade students on fitness test results. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes; VDOE Physical Education Instructional Resources  <https://www.youtube.com/watch?v=YSbdoldO-3A>  <https://www.youtube.com/watch?v=eiS8xGzRlwI>  <https://www.youtube.com/watch?v=61k7MmtoFFc>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:** 6.3 The student will apply skills of measurement, analysis, goal setting, problem solving, and decision making to improve or maintain physical fitness.  ESSENTIAL UNDERSTANDINGS   * + - * The fitness components relate to how well the body systems operate and, if developed, they can contribute toward the prevention of disease and the promotion of health.       * Preparing a written plan can improve your adherence to the plan.       * Setting goals is a fundamental component to long-term success.       * SMART goals clarify exactly what to do and the measures needed to improve and maintain your fitness level and plans. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **6.3.f**  Create and implement an activity plan to meet the Centers for Disease Control and Prevention’s Physical Activity Guidelines for Americans and identify the necessary safety precautions for participation.  **Suggested Learning Targets:**  I can create a personal fitness plan to meet the Centers for Disease Control and Prevention’s Physical Activity Guidelines for Americans. I can identify the necessary safety precautions for participation in a self-created activity plan. | **Assessment of Learning (Formative)**   * + - * Record physical activity outside school. Example: Pick one physical activity and log it for a determined amount of time.       * Peer assessment: Exchange fitness plan goals and evaluate whether they are written as a SMART goal.   **Assessment for Learning (Summative)**   * + - * Develop a personal fitness plan that meets the Centers for Disease Control and Prevention’s Physical Activity Guidelines for Americans, including safety precautions | * + - * Necessary fitness and physical activity precautions       * Health-related fitness components:       * Muscular strength: the ability of your muscles to exert force (push or pull) one time.       * Muscular endurance: the ability of your muscles to exert force or repeat a movement many times or for a long period of time.       * Cardiovascular endurance: the ability of your heart, lungs, and respiratory system to supply oxygenated blood and energy to all of the working muscles while exercising for a long period of time.       * Body composition: the amount of fat and muscle that your body is made up of. Body composition is a result of your overall exercise, eating, and lifestyle patterns or behaviors.       * Flexibility: the ability to move joints through their full range of motion. Good flexibility in the joints can help prevent injuries through all stages of life. | * + - * Students pick an “accountability buddy” for the duration of the year. Buddies check in (walk and talk, closure, etc.) to see how each other are progressing with fitness plan and SMART goal. * Discuss physical activity outside school.   + - * [Help your kids get more physical activity - Move Your Way | health.gov](https://health.gov/moveyourway/get-kids-active) * Documentation of activities:   + - * <http://kidshealth.org/en/teens/exercise-log.html?WT.ac=ctg#catdieting> |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes; VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <http://www.cdc.gov/healthyweight/assessing/bmi/adult_bmi/english_bmi_calculator/bmi_calculator.html>  <http://classroom.kidshealth.org/classroom/6to8/personal/fitness/fitness.pdf>; <http://www.thephysicaleducator.com/resources/infographics/fitness_components/>  [Help your kids get more physical activity - Move Your Way | health.gov](https://health.gov/moveyourway/get-kids-active)  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:** 6.3 The student will apply skills of measurement, analysis, goal setting, problem solving, and decision making to improve or maintain physical fitness.  ESSENTIAL UNDERSTANDINGS   * + - * Setting goals is a fundamental component to long-term success.       * Long-term goals are achieved through short-term goals.       * Causing change/improvement in fitness requires a strategy and the development of a new plan as needed. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **6.3.g** Describe a rate of perceived exertion (RPE) scale.  **Suggested Learning Targets:**  I can match activities to the rate of perceived exertion levels and tell my partner.  I will be able to explain the RPE scale through an exit ticket.  I can identify how the RPE scale can be used to adjust workout intensity during physical activity and describe it through a summary paragraph. | **Assessment of Learning**  **(Formative)**   * Written: calculate resting heart rate and heart rate during activities. * Match activities to rate of perceived exertion levels. * Oral: students describe connection between heart rate and aerobic fitness. * Questioning: * <http://www.sparkpe.org/wp-content/uploads/2011/05/18LimitedSpaceQuizCalisthenics.pdf> * Describe the rate of perceived exertion, and identify the associated activity levels based on the physical sensations you experience during physical activity. Example: * Increased heart rate. * Increased respiration or breathing rate. * Increased sweating. * Muscle fatigue. | * Rate of perceived exertion: Using a scale from zero to 10, measure the intensity of your exercise. On a scale of 1-10, monitor exercise intensity when doing cardio workouts. * How to use RPE (see table below). * Resting heart rate: When your body is pumping the lowest amount of blood you need because you are not exercising. | * Calculate resting heart rate before a lesson. * Evaluating various activities listed on a chart by performing them, evaluating the rate of perceived exertion, and logging the information. * Taking target rates throughout physical activities that move through the different intensity levels * Physical activities that cause the body to change physically and record or talk about the changes.   Examples:   * Increased heart rate * Increased respiration or breathing rate * Increased sweating * Muscle fatigue * Discuss how the RPE scale can be used to determine workout intensity. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

How to Use Rate of Perceived Exertion (RPE)

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| RPE | What It Means |
| 0-1 | No exertion. The only movement you’re getting is pushing buttons on the remote.  --------------------------------------------- |
| 2-3 | Light exertion. This is how you should feel when you’re warming up, cooling down and stretching.  --------------------------------------------- |
| 4-5 | Medium exertion. You’re breathing a little faster. Your heart is pumping a little faster. You’re feeling a little warmer.  --------------------------------------------- |
| 6-7 | Moderate exertion. You're breathing pretty hard now, you're probably sweating. You can talk, but it's getting tougher.  ---------------------------------------------- |
| 8-9 | Hard exertion. You’re breathing really hard and you can only say a few words at a time. You’re wondering how long you can go on like this.  ---------------------------------------------- |
| 10 | Hardest exertion. You cannot keep this pace for more than a minute. Speaking is impossible. This is your limit. |

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| **VA SOL Standard:** 6.4 The student will demonstrate and apply skills of communication, conflict resolution, and cooperation to achieve individual and group goals that apply to working independently and with others in physical activity settings.  ESSENTIAL UNDERSTANDINGS   * To maintain a positive learning environment, students must be safe, inclusive, cooperative, and positively solve problems. * Self-confidence grows as challenges are successfully mastered. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **6.4.a** Demonstrate effective communication and creative thinking skills to solve problems, make decisions and resolve conflict with others and promote safe participation in physical activities.  **Suggested Learning Targets:**  I can list [specific skill] (i.e., problem solving, conflict resolution, or decision-making) skills through an exit ticket.  I can demonstrate decision-making skills when creating a group game and demonstrate it through a self-assessment using a checklist. | **Assessment for Learning (Formative)**   * Written: List the elements of problem solving, conflict resolution, and decision-making. \*See content information for the elements. * Observation.   Sample Rubric  4 (Beyond what was taught)  Consistently displays ability to follow rules, cooperate with classmates, and solve problems, while being safe and inclusive.  3 (What was explicitly taught)  Displays ability to follow rules, cooperate with classmates, and solve problems, while being safe and inclusive.  2 (Identify basic elements)  Barely follows the rules, or cooperates with classmates, or solves problems, while being safe and inclusive  1 (With help/prompts/cues)  With teacher cues, follow rules, cooperates with classmates, and solves problems, while being safe and inclusive.   * Reflective questioning (compare/contrast): How is the decision-making process different between competitive and team-building physical activities?   **Assessment of Learning (Summative)**   * Self-assessment using a checklist. After readingDon Hellison’s “Levels of Responsibility,” evaluate what level applies to your actions during physical activities. List evidence of your actions that place you at that level and the actions you will take to improve your level or maintain the level you have achieved.   Levels of Awareness:  Level 4 – Self Responsibility and Caring   * Demonstrates level three behaviors * Cares about others * Involved with others * Sensitive to the needs of others   Level 3 – Self-Responsibility   * Works independently * Self-motivated * Positive attitude   Level 2 – Under Control Teacher Directed/Involved:   * Frequently off task * Needs prompting * Needs frequent reminders   Level 1 – Under Control/Not Involved:   * Not participating * Not prepared * Non-productive   Level 0 – Little Self-Control:   * Not involved * Uses putdowns * Irresponsible | * Effective communication. * Listen with eyes and ears. * Be clear with describing a demonstration or when giving feedback. * Keep information short and simple. * Conflict resolution. * Talk about problems without assigning blame. * Use active listening. * Identify and clarify issues and needs. * Brainstorm solutions. * Choose and apply a solution. * Evaluate the solution. * Problem solving. * Clarify the problem. * Analyze causes. * Identify alternatives. * Assess alternatives. * Choose and implement an alternative. * Evaluate your choice. * Decision-making process: * Describe the situation that requires a decision. * List possible decisions you might make. * Share the list of possible decisions with a trusted person. * Evaluate the consequences of each decision. * Decide which decision is responsible and most appropriate. * Act on your decision and evaluate the results. * Decision-making styles: * Inactive decision-making: failure to make choices, and this failure determines what will happen. Individuals do not know what they want to do and put off making difficult decisions. Therefore, they end up having to deal with whatever happens, and they do not gain the self-confidence they would have if they had made a decision and been accountable for it. * Reactive decision-making: when you allow others to make your decisions. Being easily influenced by what others think, do, or suggest, lacking self-confidence, and having a need to be liked by others can lead to being reactive. * Proactive decision-making: one in which you examine the decision to be made, identify and evaluate actions you might take, select an action, and take responsibility for the consequences of this action. * Teaching levels of responsibility: * <http://www.pecentral.org/climate/january99article.html> | * Activities/games, such as lining up squads in a particular order. Examples: * Line up in order of birth dates (month and day). One end of the line should start at January 1 and the other end be December 31st. (To make the game more challenging, have people line up in silence.) Repeat the challenge by combining two squads. * Line up based on topics like shoe size, height, number of brothers and sisters, etc. * Decision-making activities: * Students develop creative training activities for improvement of skills. * Activities that put players in unfamiliar situations so they have to develop solutions to the problems posed. * Students question each other and provide feedback on their performance. * Students create games. * <http://www.humankinetics.com/excerpts/excerpts/an-introduction-to-student-designed-games> |
| **Resources**:  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <http://lessonplanspage.com/peoempowereddecisionmaking612.htm/>  <http://classroom.kidshealth.org/classroom/6to8/personal/growing/conflict_resolution.pdf>  <http://classroom.kidshealth.org/classroom/6to8/personal/growing/getting_along.pdf>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:** 6.4 The student will demonstrate and apply skills of communication, conflict resolution, and cooperation to achieve individual and group goals that apply to working independently and with others in physical activity settings.  ESSENTIAL UNDERSTANDINGS   * To maintain a positive learning environment, students must be safe, inclusive, cooperative, and positively solve problems. * Rules promote the safety of the players and the integrity of the game. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **6.4.b** Compare and critique rules, safety procedures, and etiquette for two different physical activities.  **Suggested Learning Targets:**  I can recognize safety procedure guidelines for (specific physical activity) and demonstrate it by developing a checklist.  I can compare and critique rules, safety procedures, and etiquette for two activities and demonstrate it through a graphic organizer. | **Assessment for Learning (Formative)**   * Oral: Explain why safety guidelines are necessary. * Observation. Checklist/rubric:   4 (Beyond what was taught)  Consistently follows the safety procedures, rules, and etiquette in a physical activity.  3 (What was explicitly taught)  Frequently follows the safety procedures, rules, and etiquette in a physical activity.  2 (Identify basic elements)  Sometimes follows the safety procedures, rules, and etiquette in a physical activity.  1 (With help/prompts/cues)  Rarely follows the safety procedures, rules, and etiquette in a physical activity.   * Written. Example: * During an activity/game, have you ever experienced an incident that made you angry? * Describe what happened in the incident. When/where did it happen? * What were your thoughts and feelings at the time? * Describe your actions and how you handled the situation. * What was the result? * Now that you have had time to think about it, how would you act now in a similar situation? * What communication skills and strategies would you have applied to this situation?   **Assessment of Learning (Summative)**   * Written. Task: Compare and critique the rules, safety procedures and etiquette for two physical activities you have participated in this year.   Sample Rubric  4 (Advanced)  Thoroughly compares and explains the purpose of rules, procedures, and respectful behaviors specific  to participation in two physical education activities.  3 (Proficient)  Compares and explains the purpose of rules, procedures, and respectful behaviors specific to participation in two physical education activities.  2 (Emerging)  Somewhat compares and explains the purpose of rules, procedures, and respectful behaviors specific  to participation in two physical education activities.  1 (Novice)  Does not compare and explain the purpose of rules, procedures, and respectful behaviors specific to participation in two physical education activities. | * Etiquette: Proper acceptable actions, behavior or conduct within an activity. Elements: * Be kind. * Be courteous. * Be respectful. * Acceptable conduct within physical activities that portrays respecting the rights and feelings of others: * By maintaining self-control. * By respecting everyone’s right to be included. * By respecting everyone’s right to a peaceful conflict resolution. | * Brainstorm the safety rules and behaviors related to equipment and facility use prior to any physical activity. Examples: * Gym area procedures/rules. * Climbing-frame guidelines/rules. * Routines for division and use of activity space. * Proper use of portable equipment (e.g., balls, racquets, floor hockey sticks, baseball bats, gymnastics mats). * Use of fixed equipment (e.g., tetherball poles, playground structures, basketball backboards, baseball backstops, curtains or folding wall dividers). * Reporting injuries, medical problems, equipment breakage, and hazards to the teacher * Safety checklist developed before participation in a physical activity. Following the activity, self-assessment of the ability to play safely using the student-designed safety checklist. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources http://www.doe.virginia.gov/instruction/physed/index.shtml  http://classroom.kidshealth.org/classroom/6to8/personal/growing/getting\_along.pdf  https://openphysed.org/  Health Smart Virginia | | | |

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| **VA SOL Standard:** 6.4 The student will demonstrate and apply skills of communication, conflict resolution, and cooperation to achieve individual and group goals that apply to working independently and with others in physical activity settings.  ESSENTIAL UNDERSTANDING   * Learning and practicing self-management skills can help individuals develop a new way of thinking. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **6.4.c** Develop an improvement plan for a self-selected physical activity, discuss the challenges faced, and reflect on how these challenges were overcome.  **Suggested Learning Targets:**  I can reflect on goal achievement in an improvement plan for a challenging skill and demonstrate it through a summary with specific purpose. | **Assessment for Learning (Formative)**   * Oral questioning: identifying strengths and weaknesses of performance accurately. * Written: self-reflection checklist for behavior or conduct during a personally challenging skill/activity: * Supported classmates by demonstrating acceptance and cooperation. * Followed all classroom procedures for safe participation in game/activity. * Showed commitment to the game/activity. * Cared for classmates by showing kind treatment during game/activity. * Encouraged classmates instead of using put-downs during game/activity. * Owned up to mistakes/fouls that are made during game/activity. * Showed control and standing tall when faced with defeat in game/activity. * Showed humility by refraining from boasting when winning a game/activity.   **Assessment of Learning (Summative)**   * Written: Reflect on the completion of an improvement plan for a movement situation that involved improvement in direction, speed, accuracy, and pathways. \*(Refer to summative assessment in 6.1.d).   Sample Rubric  4 (Advanced)  Thoroughly reflects on a developed personal plan of improvement based on personal weaknesses in a chosen movement situation that demonstrates direction, speed, accuracy and pathways.  3 (Proficient)  Reflects on a developed personal plan of improvement based on personal weaknesses in a chosen movement situation that demonstrates direction, speed, accuracy and pathways.  2 (Emerging)  Minimal evaluation of a developed personal plan of improvement based on personal weaknesses in a chosen movement situation that demonstrates direction, speed, accuracy and pathways.  1 (Novice)  Incomplete attempt to evaluate a developed personal plan of improvement based on personal weaknesses in a chosen movement situation that demonstrates direction, speed, accuracy and pathways. | * Ways to reflect: * Individually * Teacher-led discussion * Student-to-student dialogues * Journals * Possible reflection points: * The reason for selection of the challenging skill or activity. * The process of developing the plan. * Methods that worked or did not work within the plan. * The concluding results of the plan. * Future goals beyond the plan. | * Students partner with another student to receive feedback to help enhance performance. * Participate in physical activities focusing on refining basic sport skills, such as shooting a basketball, handing off and receiving a football, hitting a pitched ball, serving a volleyball over the net, etc. * Self-assessments on conduct during personally challenging skills or activities. Example: * <http://www.pecentral.org/assessment/paperandpencil/sportsmanship.pdf> |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:** 6.4 The student will demonstrate and apply skills of communication, conflict resolution, and cooperation to achieve individual and group goals that apply to working independently and with others in physical activity settings.  ESSENTIAL UNDERSTANDINGS   * Non-competitive physical activities breed success without any losers, with teammates learning that the cooperative process is what is important and winning becomes a by-product. * Competitive physical activities that allow individuals to work as a decision-making team that take risks, make decisions, succeed, and sometimes fails will prepare individuals to be confident adults, able to make decisions and work well within a group. * Moral behavior is acquired through social interaction that occurs through games and physical activity conducted in a collective cooperative group. * Participation in physical activities/sports can provide an opportunity for developing an understanding and respect for differences among people. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **6.4.d** Describe the benefits of competitive and non-competitive physical activities.  **Suggested Learning Targets**  I can explain the benefits of competitive and non-competitive activities through a compare/contrast graphic organizer. | **Assessment for Learning (Formative)**   * Oral: questioning the benefits of competitive or non-competitive physical activities performed during a lesson. * Partner/group share. * Compare/contrast: Pick one competitive and one noncompetitive physical activity.   **Assessment of Learning (Summative)**   * Describe the benefits of competitive and non-competitive physical activities in relationship to social skills, development of sportsmanship and emotional benefits. | * Non-competitive. * Competitive. * Benefits of team activities: * Builds character: social skills like teamwork, cooperation and leadership. * Ability to handle winning and losing while being a good sport. * Helps develop discipline. * Helps set goals and then work to achieve those goals. * Social and emotional benefits of participation in physical activities: * Improves your mental health and mood. * Reduces the risk of depression and anxiety. * Develops higher self-esteem and body image. * Helps develop basic motor skills needed for day-to-day life. * Effective in promoting mutual understanding and empathy among young people. | * Games/activities that are competitive or non-competitive. Examples: * <http://mrgym.com/Cooperatives/Knots.htm>   + [The PE Cooperative Games and Problem Solving Activities (miquon.org)](https://miquon.org/wp-content/uploads/2015/11/The-PE-Cooperative-Games-and-Problem-Solving-Activities.pdf) * Set up two different activities in a play space (competitive and noncompetitive), highlighting the same skill in each area. After students participate in both, compare benefits of each environment. |
| Resources:  SHAPE America National Standards and Grade-Level Outcomes;  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml>  [The PE Cooperative Games and Problem Solving Activities (miquon.org)](https://miquon.org/wp-content/uploads/2015/11/The-PE-Cooperative-Games-and-Problem-Solving-Activities.pdf)  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:** 6.4 The student will demonstrate and apply skills of communication, conflict resolution and cooperation to achieve individual and group goals that apply to working independently and with others in physical activity settings.  ESSENTIAL UNDERSTANDING   * To maintain a positive learning environment, students must be safe, inclusive, cooperative, and positively solve problems. * Physical activities that display integrity are often be recognized as honest and genuine in its dealings, championing good sportsmanship, providing safe, fair and inclusive environments for all involved and “play by the rules” as the defining code. * Team-building activities can prepare individuals to become confident adults, able to make decisions, and work well within a group. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **6.4.e** Demonstrate integrity and apply rules/etiquette for a team-building activity.  **Suggested Learning Targets:**  I will demonstrate acceptable conduct and proper application of rules during team-building activities and demonstrate it through a checklist.  I can show integrity, application of rules/etiquette by creating a group game that aligns to the task criteria and demonstrate it through a rubric. | **Assessment for Learning (Formative)**   * Oral: statements you agree, disagree, or are unsure of and give a reason why.   Examples:   * Everyone has to put up with a certain amount of disrespect in team/group activities. * Saying “please” and “thank you” shows respect for people. * Treat people with respect. * I will talk to you any way I want. * Swearing is an acceptable way of communicating. * There is no “I” in teamwork. * There are occasions when one has to raise one’s voice when talking in a group. * Observation checklist for team-building activities. * Respected and observed the rules. * Respected others in the group by listening and accepting their comments. * Gave everyone an opportunity to participate in the activity. * Maintained self-control at all times. * Reflection: Groups reflect on the rules of a team-building activity. Example – Rules for group workout are listed under suggested/sample activities.   **Assessment of Learning (Summative)**   * Group creation of a game individually or in small groups using teacher provided criteria. The game must include a description of rules/etiquette and must incorporate the safe use of equipment.   Sample Rubric  4 (Advanced)  Thoroughly understands and demonstrates with detail integrity and application of rules/etiquette through the creation of a team-building activity.  3 (Proficient)  Demonstrates an understanding of integrity and application of rules/etiquette through the creation of a team-building activity.  2 (Emerging)  Recognizes and demonstrates briefly integrity and application of rules/etiquette through the creation of a team-building activity.  1 (Novice)  Incomplete attempt, without complete understanding of integrity and application of rules/etiquette through the creation of a team-building activity. | * Etiquette: respect for others and following the rules of involved with games * Safe: not apt to cause harm, injury, or danger. * Cooperative can be described as: * Following rules. * Encouraging others. * Complimenting others. * Controlling one’s 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. * Integrity: the quality of being honest and fair. * Empathy: the ability to understand another person’s feelings, behaviors, and attitudes. | * Team building activities that conclude with group discussions on behaviors that encourage effort and participation of others. Suggested criteria – evidence of students: * Encouraging others with non-verbal gestures. * Encouraging others with positive remarks. * Inviting others to participate or take a turn. * Helping others when experiencing difficulty. * Being good listeners. * Work together in small groups or as a class with the criteria of achieving a certain goal or playing successfully as a team. * <http://www.thephysicaleducator.com/resources/games/cooperation/> * Class discussions before an activity on the importance of following rules and its relationship to the improvement of performance. * Cooperative games with the criteria being the demonstration of integrity as groups work together. * Students evaluate the role of cooperation and positive interactions with others when participating in physical activity. * Activities that require teamwork to follow teacher instructions/rules. Example: Teams of six to eight appoint an organizer for the group. On the signal, organizers run to the instructor, who is at the opposite end of the gym, to receive a list of exercises. (Exercises can vary from stationary exercises to locomotor skills such as skipping around the entire gym). The entire team should do the exercises in the order on the card. (Each card should vary the order of listed activities). * Rule 1: Team members must wait until all teammates are finished before going to the next exercise. * Rule 2: The organizer signals when the team can move to the next activity. * Rule 3: Everyone must use at least one “praise phrase” to another teammate or to the entire group. * Rule 4: Teammates should call one another by first names only. * Encouragement/support building activities. After a team-building activity, teammates pick positive adjectives to describe another teammate’s performance. The speaker should look at the person, say the person’s name and use at least two adjectives when describing individuals. Examples: kind, strong, quiet, nice, shy, happy, active, cheerful, courteous, polite, friendly, organized, courageous, honest, clever, inventive, helpful, imaginative, reserved, enthusiastic, aggressive, determined, creative, humorous, pleasant, calm, confident, daring, etc. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:** 6.4 The student will demonstrate and apply skills of communication, conflict resolution, and cooperation to achieve individual and group goals that apply to working independently and with others in physical activity settings.  ESSENTIAL UNDERSTANDING   * + - * A responsible participant views behaving well and including others as important as playing safely. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **6.4.f** Participate in developing student-led classroom activities that promote feelings of inclusion, which supports feelings of acceptance, belonging, and being valued, for all students.  **Suggested Learning Targets:**  I can self-reflect on my ability to include others in physical activities, create future strategies for improvement and demonstrate it a summary paragraph. | **Assessment for Learning (Formative)**   * Observation: What to look for (measure/assess) during activity. * Are students accepting of all partners? * Are students hustling to find partners? * Are they mixing themselves up? * Self-reflection. * 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… * Teacher feedback: * Level 4: Caring –  Students help others, share equipment willingly welcome students who are not included in partner activities. * Level 3: Self-direction –  Students are able to follow all of the classroom rules as well as working without direct supervision of the teacher. * Level 2: Respect –  Works without bothering other students. Participates willingly in all activities. * Level 1: Irresponsibility –  Touching others, blaming others, damaging equipment, or making excuses. * Written: List strategies of how to include others when creating groups for physical activities and explain how these strategies improve time wasted and ease confusion. * Oral: Discuss inclusion, and co-construct activities based on the students’ experiences with feelings of inclusion that they believe would facilitate these feelings for all students. Test the activities.   **Assessment of Learning (Summative)**   * Create strategies that promote inclusion and safety, and explain how the strategies help achieve this.   Sample Rubric  4 (Advanced)  Highly effective creation of strategies to include others and promote safety in physical activities.  3 (Proficient)  Effective creation of strategies to include others and promote safety in physical activities.  2 (Emerging)  Somewhat effective creation of strategies to include others and promote safety in physical activities.  1 (Novice)  Ineffective creation of strategies to include others and promote safety in physical activities. | * Cooperative can be described as: * Following rules. * Encouraging others. * Complimenting others. * Controlling one’s 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. * Guidelines for including others: * Positive strategies, such as offering suggestions/assistance, leading/following others. * Providing possible solutions when faced with a group challenge. * Helping and encouraging others, avoiding negative talk, and providing support to classmates. * Inclusion: Feeling a sense of belonging, acceptance, and value. * Belonging: Feeling needed, importance, and respected within the group. * Accepted: Being welcomed into the class’s community. * Valued: Knowing you are worthy and desirable | * Partner grouping strategies. Example: Have students move in open space, on the signal, each child stands back to back with another child. Then skip, gallop, slide, away from partner. When the signal is sounded, they immediately find a new partner and stand back to back. Commands can differ such as: toe to toe, elbow to elbow, or combinations of different body parts.   Rules:   * Must get with closest person. * Find a partner as quickly as possible. * Find a different partner each time. * Variation: get a mixed gender partner. * Move to lost and found to find someone. * \*Lost and found: Students who can’t find a partner quickly go to the middle of the gym with their hand up and meet other “lost and found” students. * Class grouping strategies. Example:   Children are scattered throughout the area. Teacher calls out locomotor movements such as: skipping, galloping, etc. Students move in any direction they wish. Teacher whistles a number of times in succession and raises the same number of fingers above their head to signal the group size. Students then form small groups with the number in each group equal to the number of whistles. For example, if there are four short whistles, children form circles of four – no more, no less. As soon as a group has the desired number, they sit down to signal that others may not join the group. Children who cannot find a group nearby should move to the center of the area and raise their hand to facilitate finding others without a group.  Rules:   * Must get with closest group. * Find a group as quickly as possible. * Find a different group each time. * Variation: get a mixed gender group * Move to the middle to find a partner. * Students design a game or activity that should facilitate feelings of acceptance, belonging, and value. In design, students must provide rules, safety guidelines, and etiquette. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  <http://mrgym.com/Teams.htm>  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:** 6.5 The student will explain the relationship between energy balance and nutrition guidelines, meal planning, and exercise intensity.  ESSENTIAL UNDERSTANDINGS   * Planning healthy meals will help the body grow and develop normally and increase overall health and wellness. * Energy for movement comes from the food we eat (animal and plant sources), which provides energy-rich nutrients in the form of carbohydrates, fats, and proteins. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **6.5.a**  Create a one-day meal and snack plan based on the Recommended Dietary Allowance (RDA), portions, hydration, and sugar.  **Suggested Learning Targets:**  I can create a meal/snack plan for one day (including RDA, portions, hydration, sugar, and present it through a group presentation. | **Assessment of Learning (Formative)**   * Written: log or journal snacks and evaluate their nutritional value. * Oral questioning: identifying foods within each of the basic food groups, appro­priate servings and portions for student’s age and physical activity levels.   **Assessment for Learning (Summative)**   * Written: Students create a one-day meal and snack plan based on RDA, portions, hydration and sugar. | * Hydration: Fluids help prevent dehydration. When we are physically active, our bodies sweat to help cool us down. Electrolytes such as sodium are also lost in our sweat. For this reason, many sports drinks contain a mix of water and electrolytes. The presence of these electrolytes also helps the water to diffuse through the small intestine, back into the body. * Balanced diet: varies depending on the activity levels, type of exercise, and health status of individuals, but for most people it should consist of: * 60% Carbohydrates * 30% Fat * 10% Protein * Vitamins, minerals, and water * Portion size * Sugar (processed verses natural sugars) * Recommended Dietary Allowance (RDA): The recommended minimum amount of a nutrient needed for good health. | * Students create a log for one day of meals/snacks and bring to class. Look at RDA and other guidelines. Students discuss (in group/partner/with class) whether their log is within the RDA and other guidelines. * Games/activities that teach information needed to develop appropriate meals. Example: Students are placed behind different cones. Across from each cone are hula hoops with index cards in the middle. The index cards have words on them which will eventually form a sentence. In relay race style, one student at a time runs to their hoop, picks up an index card from inside, brings it back to their team and places it inside their team’s envelope. (Envelopes waiting under cone.) Teams will keep going until no cards are left in hoop. Once all cards are in envelope, students must work together to place cards on the floor and form a sentence which will correlate to MY Food Plate. There will be an exercise on one index card. Groups will place the exercise card at the end of the sentence and perform the exercise while waiting for other groups to be finished. When all teams are finished, teams will read their sentence out loud as a group to the class. * Display informational posters such as: * <http://www.thephysicaleducator.com/resources/infographics/nutrition/> * RDA Guidelines:  |  |  | | --- | --- | | Food Group | No. of Servings | | Bread, Cereal,  Rice & Pasta | 6 - 9 | | Vegetables | 3 - 4 | | Fruit | 2 - 3 | | Milk, Yogurt  & Cheese | 2 - 3 | | Meat, Poultry,  Fish, Beans, Eggs & Nuts | 2 - 3  (about 5 – 6 ounces) | |
| **Additional Resources**:  <http://www.choosemyplate.gov/food-groups/>  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml>; <http://www.fda.gov/Food/IngredientsPackagingLabeling/LabelingNutrition/ucm274593.htm>  <http://www.fitness.gov/eat-healthy/dietary-guidelines-for-americans/>  <http://www.choosemyplate.gov/tools-supertracker>  <http://kidshealth.org/en/teens/myplate.html?WT.ac=ctg#catdieting>;  <http://classroom.kidshealth.org/classroom/6to8/personal/nutrition/breakfast.pdf>  <http://classroom.kidshealth.org/classroom/6to8/personal/nutrition/food_labels.pdf>  <http://kidshealth.org/en/kids/fat.html>  <http://classroom.kidshealth.org/classroom/6to8/personal/nutrition/school_lunch.pdf>  <https://www.supertracker.usda.gov/>  <http://classroom.kidshealth.org/classroom/6to8/personal/growing/getting_along.pdf> | | | |
| **VA SOL Standard:** 6.5 The student will explain the connection between energy balance and nutrition guidelines, meal planning, and exercise intensity.  ESSENTIAL UNDERSTANDINGS   * Resting pulse is a valuable metric to not only determine your fitness level, but your cardiovascular health. * Heart rate and resting heart rate can be used to help determine personal fitness levels. * Monitoring your heart rate will allow you to track the changes taking place in your cardiovascular system as you move toward aerobic fitness. * Intensity level descriptions help a person understand what level of physical activity they are engaged in. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **6.5.b** Describe the relationship between resting heart rate and exercise intensity.  **Suggested Learning Targets:**  I can describe the connection between resting heart rate and exercise intensity through a summary paragraph. | **Assessment of Learning (Formative)**   * Written: Calculate resting heart rate and heart rate during a variety of exercise levels. * Oral: Students describe connection between heart rate and exercise intensity.   **Assessment for Learning (Summative)**   * Activity: Students log resting heart rate periodically throughout the year. Discuss results and connection to exercise intensity after time elapse. | * Resting heart rate: when your body is pumping the lowest amount of blood you need because you are not exercising. * Exercise intensity: the pace of the exercise. * What affects resting pulse? * A variety of factors can affect your resting pulse, such as reading, the physical size of your heart, body size, activity level, fitness level, temperature, body position, emotions, and medication use. * A higher resting pulse than usual can be a sign of over-training or illness. When recovering from a workout, your metabolism and heart are working harder to repair the body and get it back to a homeostasis. If there is a higher resting heart rate than usual, the body is still in a state of repair and you should adjust your workout regimen accordingly to prevent over-training or injury. | * Students sit at the beginning of class and calculate resting heart rate. Do this multiple times throughout the year. * Give students a chart with various activities listed and empty spaces. Students complete various activities, logging exercise intensity and heart rate. Have students complete this activity again later in the year: Compare resting heart rates as well as heart rates for activities. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes;  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml>;Kids Health <http://kidshealth.org/kid/htbw/>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:** 6.5 The student will explain the connection between energy balance and nutrition guidelines, meal planning, and exercise intensity.  ESSENTIAL UNDERSTANDINGS   * Physical activity guidelines and energy expenditure make up half the scale needed for energy balance. * Moderate and vigorous physical activity is needed for energy balance and physical health. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **6.5.c** Explain the effects of physical activity guidelines on energy expenditure.  **Suggested Learning Targets:**  I can explain the effects of physical activity guidelines on how much energy a person uses and demonstrate it by [exit slip, explaining to a partner/group, summary paragraph, etc.]. | **Assessment of Learning (Formative)**   * Oral: Describe the effects of energy expenditure on the body. * Explain the physical activity guidelines for your age.   **Assessment for Learning (Summative)**   * Oral: Explain energy expenditure and the effects on energy balance to a peer/teacher. * Activity: Calculate energy expenditure based on physical activity guidelines and collect from food/nutrition cards the correct amount of calories to balance energy. | * Energy expenditure: the energy a person uses for everyday tasks. * Moderate to vigorous physical activity (MVPA). * New vocabulary and content. * Energy expenditure: the amount of energy a person uses in the form of calories. * Common aerobic activities and how many calories burned doing an hour at a moderate intensity.  |  |  | | --- | --- | | Type of Aerobic Exercise | Calories/hour | | Walking, 3 mph | 280 | | Dancing | 420 | | Bicycling | 450 | | Jogging, 5 mph | 500 | | Swimming | 500 | | Step aerobics | 400 | | Running | 700 | | Canoeing | 280 | | Gardening | 300 | | Golf | 280 |  * Physical activity guidelines for ages 6 to 17 include doing 60 minutes (1 hour) or more of physical activity daily. * Aerobic: Most of the 60 or more minutes a day should be moderate or vigorous aerobic physical activity and should include vigorous-intensity physical activity at least three days of the week. * Muscle-strengthening: As part of the 60 or more minutes of daily physical activity, it should include muscle-strengthening physical activity for at least three days of the week. * Bone strengthening: As part of the 60 or more minutes of daily physical activity, it should include bone-strengthening physical activity at least three days of the week. * Resting heart rate: when your body is pumping the lowest amount of blood you need because you are not exercising. * Exercise intensity: the pace of the exercise. * What affects resting pulse? * A variety of factors can affect your resting pulse, such as reading, the physical size of your heart, body size, activity level, fitness level, temperature, body position, emotions, and medication use. * A higher resting pulse than usual can be a sign of over-training or illness. When recovering from a workout, your metabolism and heart are working harder to repair the body and get it back to a homeostasis. If there is a higher resting heart rate than usual, the body is still in a state of repair and you should adjust your workout regimen accordingly to prevent over-training or injury. | * Use physical activity guidelines to determine possible energy expenditure. Calculate how many calories are needed to maintain an energy balance. * Introduce physical activity guidelines for their age group and calculate energy expenditure. * Activities where food/nutrition cards are used and students need to earn/get enough food/nutrition cards to balance their energy expenditure. * Discussions on calories in versus calories out and gaining weight. * Physical activities that move from moderate to vigorous. * Give students a chart with various activities listed and empty spaces. Students complete activities, logging exercise intensity and heart rate. Have students complete this activity again later in the year; compare resting heart rates as well as heart rates for activities. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes;  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <http://www.choosemyplate.gov/physical-activity-calories-burn>  <http://www.cdc.gov/physicalactivity/basics/index.htm>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:** 7.1 The student will demonstrate competence and apply movement concepts in modified versions of various game/sport, rhythmic, dance, lifetime, and recreational activities.  ESSENTIAL UNDERSTANDINGS   * Understanding movement improves motor skills and increases skillful performance enabling participation in a variety of physical activities. * There are similarities and differences between movement skills that use similar patterns and concepts that can be transferred from one movement skill to another. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **7.1.a** Demonstrate and apply developmentally appropriate movement forms and skill combinations competently in cooperative and tactical activities that include dynamic and unpredictable situations.  **Suggested Learning Targets:**  I can perform the skills needed to be successful in [specific activity] isolation and in game situations and demonstrate my ability to be successful through a checklist.  I can transfer skills from [specific activity] to [specific activity] and show proper application to my teacher.  I can adapt movements to changing game situations in [specific activity] when challenged and not challenged by opponents and demonstrate it through a video self-assessment. | **Assessment for Learning (Formative)**   * Pre-test skill performance of mature movement forms and skill combinations. * Written: * Pre-test cognitive knowledge for skills needed to be successful in selected activity/activities. * Identify skills and movements in selected activities/games, compare to other activities/games, and explain how to adapt those skills to fit the needs of that activity/game. * Self and peer assessments. * Teachers’ observation with feedback. * Teacher verbal feedback. * Skill checklist (for discrete skills). * Skill rubric (for game/activity application). * Videotape: self/peer Assessments   **Assessment of Learning (Summative)**   * Written: * Post-cognitive tests and skill comparisons. Example: Similarities and differences between the striking patterns found in two different sports skills, such as an overhead throw in soccer, a tennis serve, an overhand volleyball serve and an overhead clear in badminton. * Skill rubric   Sample Rubric  4 (*Beyond what was taught)*  Displays consistent and correct performance of all elements during unpredictable situations); includes smooth transitions between skills/movements; includes advanced strategies and tactics.  3 (*What was explicitly taught)*  Performs all critical elements (mature movement skills and patterns) appropriately and consistently during unpredictable situations and adapts movements to changing situations during game play.  2 (*Identify basic elements)*  Performs critical elements (mature movements skills and patterns) in isolation (outside of game play or when unchallenged).  1 (*With help/prompts/cues)*  With teacher cues, student can demonstrate some/most of the critical elements in isolation (outside of game play). | * Individual skills, such as  hand dribbling (i.e., basketball). Examples: * Control dribble (when the defender is guarding you closely). * Speed dribble (moving the ball quickly down the floor). * Crossover dribble (dribbling from one hand to the other). * In and out dribble (fake move to get around a defender). * Hesitation dribble (“rocker move”). * Behind-the-back dribble, through the legs dribble. * Spin move (to get around a defender in the open court). * Back-up dribble and crossover (retreating from a defender or a trap). * Passing and receiving in combination with locomotor patterns of running and change of direction and speed with competency in modified invasion games, such as soccer or speedball. Examples: * Dribbling up to a stationary cone or defender, fake and go. * Dribbling up to a defender who takes one, two or three steps in the direction of the fake. * Complete move and pass to a teammate or shoot at a goal. * Dribbling up to a defender who is “full live.” * Kicking (i.e., flag football) * Distance * Accuracy * Grounded and held object * Striking * With body parts (i.e., handball, volleyball, soccer). * With short/long implements (i.e., badminton, cricket, floor hockey, pickle ball, tennis, softball, table tennis and golf). * Forehand, backhand, overhand, underhand, and overhead. | * Movement forms and skills, such as hand dribbling, foot dribbling, kicking, and striking. * Modified small-group activities/games involving: * Attention to form, power, accuracy, and follow-through in performing movement skills. * Appropriate use of levels in dynamic movement situations, such as jumping high for a rebound and bending the knees, and lowering the center of gravity when guarding an opponent. * Relationships, levels, speed, direction, and pathways effectively, such as crouching low for volleyball digs, stretching high to catch a disc, positioning for a soccer pass, or passing ahead of a receiver. * Dribbling a ball with the dominant and nondominant hand/foot while starting, stopping, changing directions, and passing. * Smooth combinations of fundamental locomotor skills, such as running and dodging. * Manipulative skills in dynamic situations, such as overhand throw, catch, shooting, hand dribble, foot dribble, and kick and striking activities, such as hitting in floor hockey. * Combinations of locomotor and manipulative skills, such as pivoting and throwing, twisting and striking, and running and catching. * Volleying an object using hands, arms, paddle, or racquet back and forth. * Similarities in body position when receiving a serve (e.g., volleyball, badminton, tennis, etc.). * Detecting and correcting errors in alignment in target sports (e.g., archery, golf) based on knowledge of results. * Identifying similarities in body position when receiving a serve (e.g., volleyball, badminton, tennis, etc.). * Modified small-group games and activities, including game/sport (strategic, net/wall, target and fielding/striking), rhythmic and dance and recreational activities (such as bicycling), aquatics, and individual performance activities (track and field). Examples: * <http://www.sparkpe.org/wp-content/uploads/2011/05/08GolfBocceGolf.pdf> * <http://www.sparkpe.org/wp-content/uploads/2011/05/09HandballRoyalCourt.pdf> * <http://www.sparkpe.org/wp-content/uploads/2011/05/10HockeyFirstTo4.pdf> * <http://www.sparkpe.org/wp-content/uploads/2011/05/12RacqPaddlesExtremeRally.pdf> * <http://www.sparkpe.org/wp-content/uploads/2011/05/14Softball2-PitchStickball.pdf> |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.doe.virginia.gov/instruction/physed/index.shtml>; <http://www.pecentral.org/lessonideas/cues/cuesmenu.asp>  <http://www.thephysicaleducator.com/resources/games/invasion/>; <http://www.thephysicaleducator.com/resources/games/net-wall/>  <http://www.thephysicaleducator.com/resources/games/striking-fielding/>; <http://www.thephysicaleducator.com/resources/games/target/> | | | |

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| **VA SOL Standard:**  7.1 The student will demonstrate competence and apply movement concepts in modified versions of various game/sport, rhythmic, dance, lifetime, and recreational activities.  ESSENTIAL UNDERSTANDINGS   * + - * Concepts of space, effort, and relationships affect movements.       * Movement concepts are comparable to adverbs (i.e., they describe how an action is performed) and are subdivided into three categories: space awareness, effort, and relationships. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **7.1.b** Demonstrate offensive and defensive strategies and tactics, including creating open space, skilled movement, speed, accuracy, and selection of appropriate skills/tactics to gain an offensive or defensive advantage through modified games/sports.**Suggested Learning Targets:**  I can create open space and control my speed, direction, and movements to gain offensive advantage in [specific activity] and demonstrate it through a peer reflection of my performance.  I can apply appropriate offensive skills at the right time and in the right situation and write a reflective paragraph on how I demonstrated this in [specific activity].  I can apply appropriate defensive skills at the right time and in the right situation and write a reflective paragraph on how I demonstrated this in [specific activity]. | **Assessment for Learning (Formative)**   * Written: cognitive knowledge of offensive strategies and tactics for selected activity(s). * Teachers observation: verbal or written feedback. * Videotaping. * Self/peer assessment. * Problem solving. Example: When there is no one right solution to gain an offensive advantage, how can quick detection and adaptability be effective decision-making skills? Give examples.   **Assessment of Learning (Summative)**   * Game situation performance rubric.   Sample Rubric  4 (*Beyond what was taught)*  Demonstrates consistently the correct basic offensive and defensive strategies in non-complex, modified and small-sided activities.  3 (*What was explicitly taught)*  Demonstrates most of the basic offensive and defensive strategies in non-complex, modified and small-sided activities.  2 (*Identify basic elements)*  Somewhat demonstrates most of the basic offensive and defensive strategies in non-complex, modified and small-sided activities.  1 (*With help/prompts/cues)*  Inadequately demonstrates the basic offensive and defensive strategies in non-complex, modified and small-sided activities. | * Offensive principles serve to create a high percentage of scoring opportunities. Offensive play begins the moment a team gains possession of the object used for scoring. * Offensive strategies: * Pressure: A quick player movement that forces the defender to react (e.g., adjust one’s position) more quickly than they would like; creates time and space for the attacker(s). Accomplished by: speed/quickness of the attack. * Concentration of attack: any action or movement in a small, specific area which creates an offensive numerical advantage. * Speed: the quickness with which an attack is made; this limits the reaction time of the defender and can force defensive error. * Open space: players move to open space to make it difficult for a defender to block. * Control: the ability to maintain possession. * Defensive Strategies * Defending a space – guarding a position, footwork, pressure of the ball carrier. * Defending a goal – positing and stopping or distributing the ball. * On ball defense. * Off ball defense. | * Practice opportunities for offensive skills, such as pivots, fakes, and jab steps designed to create open space. * Modified small-group activities that apply strategies of attacking space (cutting, dodging, and feinting). * Modified small-group activities that apply strategies of agility, coordination, balance, speed, and power. * Modified small-group activities that involve passing and receiving with change of direction and speed, with competency in tactical activities such as Ultimate, Tchoukball, soccer, or international games. Examples: * <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=1462#.V6Sohrf6vcs> * <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=818#.V6SpX7f6vcs> * <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=820#.V6Spk7f6vcs> * <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=821#.V6Sp2bf6vcs> * <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8893#.V6SqL7f6vcs> |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://files.eric.ed.gov/fulltext/EJ795561.pdf>  <http://hooptactics.com/Free_Area_Offensive_Basketball_Strategies/>  <http://www.soccer-training-info.com/soccer_strategy_tactics.asp>  <http://learntocoachbasketball.com/sign-up/coaching-course/skill-development/level-i-tactical-skills>  <http://www.tennistips.org/tennis-technique.html>  <http://www.strength-and-power-for-volleyball.com/volleyball-strategies.html>; <http://www.usaultimate.org/assets/1/Page/Teaching%20Ultimate_beta3.pdf>  <http://youth-sports-drills-cdn.teamsnap.com/tips1.pdf>  <http://www.ducksters.com/sports/footballstrategy.php> | | | |

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| **VA SOL Standard: 7.1** The student will demonstrate competence and apply movement concepts in modified versions of various game/sport, rhythmic, dance, lifetime, and recreational activities.  ESSENTIAL UNDERSTANDINGS   * + - * Possessing proficient motor skills and having confidence and competence in movement behavior can lead to a lifetime of involvement in organized, free-play, and recreational experiences.       * Safety precautions, such as a proper warm-up and cool-down procedures, affect performance and prevent injury in recreational pursuits.       * Correct techniques in outdoor activity help ensure the safety of self and others. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **7.1.c** Demonstrate basic abilities and safety precautions in recreational pursuits (e.g., in-line skating orienteering, hiking, cycling, ropes courses, backpacking, canoeing, rock climbing).  **Suggested Learning Targets:**  I can state the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing injuries during [specific recreational activity] and describe it to my partner.  I can demonstrate the safety procedures associated with [specific activity] by showing my teacher.  I can perform basic skills associated with [specific activity] and demonstrate it using a checklist. | **Assessment for Learning (Formative)**   * Self/peer assess ability to participate safely in recreational pursuits. * Skill checklist. * Journals. Examples: * Writing to learn – gathering and organizing information about recreational pursuits. * Writing to motivate – how adventure, curiosity, and creativity are effects of recreational pursuits. * Writing to assess, to evaluate progress – comprehension of an individual recreational pursuit, such as the basic skills, safety precautions, and benefits of the activity.   **Assessment of Learning (Summative)**   * Skill rubrics: demonstration of skills and safety. * Cognitive assessment for knowledge, skills, strategies, and safety of a selected recreational activity. | * Critical elements as determined by the activity selected. * Introduction of basic skills, safety precautions, and the benefits of recreational pursuits. Example:   Tips to prepare for an outdoor adventure, such as developing trip itineraries; carrying appropriate equipment, including guides, maps, and a compass; sufficient food and water; dressing in proper clothing; carrying emergency contact numbers; and preparing for access to shelter, such as tents, cabins, or lean-tos. | * Basic abilities needed for recreational activities, such as in cycling, fishing, canoeing, disc golf, hiking, kayaking, rock climbing, sailing, skiing, surfing, swimming, paddle boarding, or scuba diving. * Have experts of selected recreational pursuit provide a presentation of the activity for students. * Quick videos/ electronic slideshows of recreational pursuits. Example:   <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=9934#.V6VB2_36upo>   * Create hypothetical situations using any available equipment that can mimic the equipment used for the recreational pursuit being introduced. Example: Pretend a folded-up mat is a canoe or kayak. Use any long-handled implement to pretend it is a paddle to teach the basic skills and safety precautions of this pursuit. * Bring in and present equipment used in a recreational activity. * Safety precautions for different recreational activities. Examples: * Hiking: Bring a charged mobile phone, warm clothing, and supplies such as water and light, food or energy bars, a flashlight or headlamp, rain gear, sunscreen, and matches. Travel in groups or with another person whenever possible. Look out for challenges you may encounter in the outdoors, such as wildfires, sudden storms, muddy trail conditions, and fast-moving waters. Wear light-colored clothing and long pants and long-sleeved shirts to protect against ticks and other biting insects. * Boating and paddling: Wear a personal floatation device, check the weather forecast before heading out on the water, and seek immediate shelter on shore if you hear thunder. If paddling in waters where there are motorboats, keep close to shorelines and out of main channels. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <http://www.fs.fed.us/recreation/safety/safety.shtml>  <http://www.cdc.gov/homeandrecreationalsafety/water-safety/waterinjuries-factsheet.html>  <http://museumofdisability.org/wp-content/uploads/2016/01/Adaptive_Sports_and_Recreational_Activities.pdf> | | | |
| **VA SOL Standard:** 7.1 The student will demonstrate competence and apply movement concepts in modified versions of various game/sport, rhythmic, dance, lifetime, and recreational activities.  ESSENTIAL UNDERSTANDINGS   * Dance and/or rhythms can provide opportunities for personal enjoyment, self-expression, challenge, and social interaction. * Dance in schools offers opportunities to teach appropriate social behaviors while building school support. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **7.1 d)** ­Identify and demonstrate dance steps selected by the teacher and/or student in folk, social, multi-cultural, contemporary, and line dances.  **Suggested Learning Targets:**  I can perform the proper sequence of steps in movement combinations for [specific dance] and present it to my teacher.  I can create and perform a dance/rhythmic sequence that includes various tempos, including changes in speed, direction, and flow, and demonstrate this through a group presentation. | **Assessment for Learning (Formative)**   * Teacher observation: performance of a simple dance step in keeping with a specific tempo. * Peer assessment: evaluate a teacher-taught dance for accuracy, then revise and refine. * Peer line dance assessment: <https://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132779#.YW9mvtnMLvU> * Peer assessment: evaluate a peer/peer group-created dance/rhythmic sequence.   **Assessment of Learning (Summative)**   * Rubric for creating a dance/rhythmic sequence.   Sample Rubric  4 (*Beyond what was taught)*  Creates and displays rhythmic movement sequence with variety of movements.  3 (*What was explicitly taught)*  Creates and displays a rhythmic movement sequence.  2 (*Identify basic elements)*  Performs critical elements of rhythmic movement sequence.  1 (*With help/prompts/cues)*  With teacher cues, student can demonstrate some/most of the critical elements in isolation.   * Holistic Dance Performance Rubric <https://openphysed.org/wp-content/uploads/2019/04/M-12-12-Dance-HolisticDualPerformanceRubric.pdf> | * Movement: counts of 4/8. * Combinations: putting two or dance moves together. * Pattern: repeating a sequence. * Flow: the direction of movement. * Transitions: when a movement, phrase or section of a dance progresses into the next. * Leading/following: leading or following others’ actions. * Mirroring/matching: copying another individual’s actions. * Routine: a sequence of movements in a fixed program. * Sequence: a particular order in which related movements follow each other. * Beat: the basic unit of a rhythmic measure. * Rhythm: regular, repeated pattern of sounds or movements. * Tempo: the speed of music or a dance. * Line dance: (such as the Electric Slide, Cha-Cha Slide, Cupid Shuffle, Cleveland Shuffle, Down South Shuffle, etc.). * Square dances: (promenade, elbow turn, do-si-do, allemande right). * Folk dance. * Multicultural dance. | * Teacher-presented dances that have movement combinations with or without a partner. * Teacher-presented dances that have movements with a partner, such as leading/following and mirroring/matching. * Dance/rhythmic sequences done in small groups, as partners, or by individuals. * Video clips of dances and rhythmic movements. * <http://www.schooltube.com/video/414938ac96bc4474ba56/Hey%20Baby%20Line%20Dance%20on%20PE%20Central> * Groups create dance/rhythmic movement sequences and perform them for others. * Rhythmic movement activities: * <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=1887#.V6SXD7f6vcs> * <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=1634#.V6SXLLf6vcs> * <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=9638#.V6SXWrf6vcs> * <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=1307#.V6SXiLf6vcs> * <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=9841#.V6SXvLf6vcs> * <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=1297#.V6SX7rf6vcs>   **Note**: Music for use with students should be pre-approved by the teacher for appropriate lyrics. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.pecentral.org/>  <http://www.humankinetics.com/excerpts/excerpts/large-group-activities-for-teaching-rhythmic-activities-and-dance>  <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=5480#.V6VEyf36upo> | | | |

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| **VA SOL Standard:** 7.1 The student will demonstrate competence and apply movement concepts in modified versions of various game/sport, rhythmic, dance, lifetime, and recreational activities.  ESSENTIAL UNDERSTANDINGS   * + - * Stability increases in a movement with lower center of the body, the larger the base of support, and the closer the center of the body is to the base of support.       * Balance is a static and dynamic process that makes it possible for the body to maintain its center of gravity over its base of support.       * I[ncorporating all planes of movement](http://breakingmuscle.com/strength-conditioning/5-week-sandbag-workout-program-week-3-planes-of-motion) into your activity time will increase your range of motion, prevent injuries, and provide greater stability for your body. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **7.1.e** Describe and demonstrate how movement is stabilized, including balance (center of gravity and center of support) and planes of motion.  **Suggested Learning Targets:**  I can describe how balance occurs and how it is a key to all functional movements by completing an exit ticket.  I can explain how stability occurs in the planes of motion through a partner discussion.  I can perform stability in activities that involve the planes of motion and demonstrate it through a peer assessment. | **Assessment for Learning (Formative)**   * Teacher observation. * Oral: partner discussions. Example: * Explain how changes in the center of [gravity](javascript:openPopupWH('/share/vsc/glossary/physical_education/gravity.html',200,200)) affect [balance](javascript:openPopupWH('/share/vsc/glossary/physical_education/balance.html',200,200)) and performance in physical activities. * Assess movement performance of self or others in a specific activity by describing balance in the planes of motion * Peer assessment.   **Assessment of Learning (Summative)**   * Cognitive assessment for balance, stability, planes of movement: * Pick a movement to research and write how the center of gravity and center of support affect the movement. Example: Sprinting requires losing and regaining your balance on one leg in less than 1/10th of a second. * Peer observation: Demonstration of stability and balance during static and dynamic movements. Observer describes where stability and balance were needed in the movements and how well they were performed. | * Balance: the ability to maintain the body’s center of gravity within the limits of stability as determined by the base of support. * The lower the center of gravity to the base of support, the greater the stability. 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. Example: kneeling position for good stability and best positioning for canoe paddling. * Stability can be increased by widening the base of support. * An individual’s limits of stability are the distance outside the base of support he or she can go without losing control of the center of gravity. * Planes of motion: * Sagittal plane – passes through the body front to back, dividing it into left and right. Movements in this plane are the up and down movements of flexion and extension. * Frontal plane – divides the body into front and back. Movements in this plane are sideway movements, called abduction and adduction. * Transverse plane – divides the body into top and bottom. Movements in this plane are rotational in nature, such as internal and external rotation, pronation and supination. | * Exercise progressions for balance/planes: * From slow to fast. * Simple to complex. * Known to unknown. * Low force to high force. * Static to dynamic. * Two arms to one arm. * Two legs to one leg. * Stable to unstable. * Eyes open to eyes closed. * Quality before quantity. * Exercise programs for balance/planes: * Safe and challenging. * Stress multiple planes of motion. * Incorporate a multisensory approach. * Derived from fundamental movement skills that apply directly to an activity. * Forms of external resistance: * Tubing * Dumbbells * Medicine balls * Power balls * Proprioceptive progression * Floor * Dumbbells * Core board – two feet to one foot * Half foam roll – one under each foot. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.yogajournal.com/article/practice-section/plumb-perfect/>  <http://www.heart.org/HEARTORG/HealthyLiving/PhysicalActivity/FitnessBasics/Balance-Exercise_UCM_464001_Article.jsp#.V6eFYP36upo> | | | |

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| **VA SOL Standard:** 7.1 The student will demonstrate competence and apply movement concepts in modified versions of various game/sport, rhythmic, dance, lifetime, and recreational activities.  ESSENTIAL UNDERSTANDINGS   * + - * Learning a new skill or improvement of skills involves a process of attempt, analysis, correct errors, practice, reassess, practice at a higher level and reassess.       * Self/peer assessments allow students to detect, analyze and correct errors in personal movement patterns. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **7.1.f** Demonstrate the progression of learning (practice, self or peer assess, correct, practice at a higher level, and reassess) for a specific skill or movement.  **Suggested Learning Targets:**  I can critically examine physical activities, suggest improvements for practice at a higher level, and demonstrate this through a self-assessment.  I can refine skills by identifying errors in skill application, self-correcting those errors and providing feedback to others through a [selected assessment product] (i.e., self-assessment, videotape, checklist, etc.).  I can create and implement a practice plan to improve a skill and demonstrate it through a written plan of action.  I can design evaluation/assessment sheets as a small group for a peer analysis. | **Assessment for Learning (Formative)**   * Self/peer assessment: students evaluate skill performance and provide feedback for improvement and/or practice. Examples of assessment pieces: * Performer appears to be in complete control of their actions. * Actions are refined and precise. * Actions seem effortless; energy is not wasted. * Dynamics of the action, degree of power/touch or speed are adapted to each situation. * Even complicated actions appear simple. * Skills can be linked into complex combinations with ease. * The correct action is always selected for the situation. * The action is applied at the correct time. * Actions are adapted with flair and creativity to overcome opponents. * The performer can carry out skills automatically without having to think them through. * There is a high success rate of the outcome of their actions. * Checklist to record/self-assess individual skill performance. * Video: Analyze the critical skill elements of manipulative skill sequences and make suggestions for skill improvement.   **Assessment of Learning (Summative)**   * Student skill practice plan: Evaluation of elements of the final plan; elements may include skill assessment, activities and schedule for practice, documentation of skill practice, reassessment, modification of practice activities, and reassessment of skill. | * Self/peer assessments: * Fully train students on how to assess other students (how to use a skill assessment rubric or checklist). * Require assessors to justify their judgments. * Create an environment that feels safe for interpersonal risk-taking so that students will feel more confident in evaluating. * Emphasize that the focus in the assessment should be useful feedback. * Model appropriate, constructive criticism and descriptive feedback. * Small feedback groups so that feedback can be explained and discussed with the receiver. * Encourage students to be as supportive as possible in critiquing the work of others. * Stress the benefits of being a peer assessor, such as it helps them evaluate their own work and become more self-directed learners. * Train students how to interpret feedback so that they can make appropriate connections between the feedback received and the quality of their work. * Provide exemplars for skill practice planning. * Peer assessments can be used as assessments of learning if the assessment is focused on the ability of the peer assessor to make an assessment and provide appropriate feedback/justification; not focused on how the student being observed performed. * Whole-part-whole method: * Whole skill is first demonstrated and practiced. * Assessed. * Skills/activity broken down into the constituent parts to practice the individual elements for improvement. * Demonstrate and practice the whole skill back together. * Reassess. | * Teacher think aloud or demonstration of a self/peer assessment. Examples: * Position yourself to see the critical components of the skill. Use multiple vantage points. * Observe performance several times to identify consistent performance problems. * Use the whole-part-whole observation method. * Be sure to focus on the performer and any implements. * Evaluate the overall effectiveness of the movement. * Use a performance checklist to guide your efforts. * Peer assessments. Examples: * <http://www.pecentral.org/assessment//pdf/volleyballsetpasspeerassess.pdf> * Groups design self/peer assessments for a specific skill or activity. * Opportunities for implementation of a student-created practice plan. Example: * Practice. * Self-assessment– understanding of skill check list, rubric or verbal teacher cues. * Correction. * Practice at higher level. * Reassess. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.teachpe.com/sports_psychology/teaching.php> | | | |

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| **VA SOL Standard:** 7.2 The student will understand and apply movement principles and concepts and knowledge of major body structures.  ESSENTIAL UNDERSTANDINGS   * The body works as a whole, and when certain body regions are inefficient, the body will recruit another muscle or joint in a way that was not intended in order to perform that movement. * Core muscles are incorporated into almost every movement of the human body and act as stabilizers. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **7.2.a** Identify the “core muscles,” including pelvic, lower back, hips, gluteal muscles, and abdomen, and explain their role in stabilizing movement  **Suggested Learning Targets:**  I can describe the structure and function of the core muscles and how this muscle group is used to stabilize movement through a summary paragraph. | **Assessment for Learning (Formative)**   * Written: Name and label core muscles.   **Assessment of Learning (Summative)**   * Written: labeling of the core muscles and explaining the role of core muscles in stabilizing movement. | * Two types of muscles: * Movers: large muscles that are responsible for moving the body through all planes of motion. * Stabilizers: muscles responsible for holding everything in place while the body is moving to prevent injury. * Pelvis hip flexors: * Psoas major * lliacus * Tensor fasciae latae * Adductor brevis * Adductor longus * Gluteal hip extensors, abductors, external rotators * Gluteus medius * Gluteus maximus * Gluteus minimus * Lower back spinal flexors, extensors, rotators * Lumbar multifidus * Transversus abdominis * Quadratus lumborum * Abdominals * Rectus abdominis * Transverse abdominis * Pectoralis major * External oblique * Internal oblique * Components of core stability * Strength * Endurance * Flexibility * Motor control * Function * Structure and function of the muscular system as they relate to physical performance and stabilization of movement. * Muscles pull on bones to cause movement. * Muscles work in pairs. * Muscles work by contracting and relaxing. | * Rotate through exercise stations and write the core muscle or muscle groups that are being used. Example: [Fitness-Stations.pdf (pebydesign.com)](http://pebydesign.com/Fitness-Stations.pdf). * Use visuals to depict muscles. * Incorporate knowledge concepts of muscles into movement activities. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://breakingmuscle.com/mobility-recovery/do-you-know-what-your-core-really-is-and-what-it-does>  <http://www.thehealthygamer.com/2013/05/31/chapter-9-core-training-concepts/>  [Fitness-Stations.pdf (pebydesign.com)](http://pebydesign.com/Fitness-Stations.pdf) | | | |

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| **VA SOL Standard:** 7.2 The student will understand and apply movement principles and concepts and knowledge of major body structures.  ESSENTIAL UNDERSTANDING   * Balance works in conjunction – not isolation – with all movements, whether dominated by strength, speed, flexibility, or endurance. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **7.2.b** Apply biomechanical principles (e.g., center of gravity, base of support) to understand and perform skillful movements.  **Suggested Learning Targets:**  I can explain how balance and stability affect the skill performance in (selected activity) through an exit ticket.  I can explain how force is generated when performing [selected activity or specific skill] and describe it to a peer.  I can apply center of gravity, base of support to [selected activity or specific skill] and evaluate the application in my journal. | **Assessment for Learning (Formative)**   * Teacher observation. * Self/peer assessment for skill improvement. * Journals. Examples * Writing to learn – gathering and organizing information about the biomechanical principles of different movements. * Writing to motivate – how applying biomechanical principles help the performance of movements. * Writing to assess, to evaluate progress – comprehension of biomechanical principles of different movements and the benefits for self-assessment.   **Assessment of Learning (Summative)**   * Written: Explain the use of balance and stability on dynamic balance activities; explain how force is generated in activities/skills. * Movement plan: Apply the principles of science to the development of an appropriate, authentic, practice plan for movement skills.   \*Note: Assessment of this standard may be incorporated into the practice plan in 7.1.f. | * Balance training is continually increasing awareness of a person’s balance threshold or limits of stability by creating controlled instability. * An integrated balance training program requires: * Training balance. * Core strength. * Reactive neuromuscular control. * Integrated functional strength. * Dynamic flexibility. * Speed strength. * Principles * Force: the effect that one object has on another. * Production of force: produced by the actions of muscles; the stronger the muscles, the more force the body can produce. * Application of force: the force of an object is most effective when it is applied in the direction that the object is to travel. * Absorption of force: the impact of a force should be gradually reduced (“give with the force”) and spread over a large surface. * Proprioception: the ability to sense stimuli arising within the body regarding position, motion and equilibrium. | * Teacher may wish to instruct this standard with 7.1.f. * Perform movements that demonstrate appropriate use of balance, stability, force, and form, including ready position, reaction, and body position in motion, in movement activities. * Discussions of kinesiology principles (e.g., center of gravity, base of support). Example: * Students are asked to think about the importance of ankle stability. * Teacher talks about what might cause an ankle injury during physical activities. Example: Athletes in sports that require high amounts of cutting and jumping are particularly affected by ankle sprains and often find a high rate of recurrent injuries due to instability. Ankle sprains can be attributed to slow reaction times of surrounding musculature, poor proprioception, muscle imbalances, and mechanical instability (ligaments lengthened, creating poor structural stability). * Examining and applying the forces of inertia and momentum to determine their effect on dynamic balance activities. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.humankinetics.com/excerpts/excerpts/five-factors-determine-stability-and-mobility>  [https://www.google.com/search?q=biomechanical+principles+(e.g.,+center+of+gravity,+base+of+support)&biw=1536&bih= 696&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwjU7\_Kf6qzOAhWDbiYKHReiDG0QsAQIKQ&dpr=1.25](https://www.google.com/search?q=biomechanical+principles+(e.g.,+center+of+gravity,+base+of+support)&biw=1536&bih=696&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwjU7_Kf6qzOAhWDbiYKHReiDG0QsAQIKQ&dpr=1.25) | | | |

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| **VA SOL Standard:** 7.2 The student will understand and apply movement principles and concepts and knowledge of major body structures.  ESSENTIAL UNDERSTANDINGS   * Most human motion is general, with linear and angular components occurring in multiple planes of motion. * By [incorporating all three planes of movement](http://breakingmuscle.com/strength-conditioning/5-week-sandbag-workout-program-week-3-planes-of-motion) into your mobility time, you will increase your range of motion, prevent injuries, and provide greater stability for your body. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **7.2.c** Describe the anatomical planes of motion in which movement occurs, including sagittal plane, frontal plane, and transverse plane.  **Suggested Learning Targets:**  I can explain the planes of motion in which specific movements occur through a group presentation.  **7.2.d** Analyze skill patterns and movement performance of self and others, detecting and correcting mechanical errors for selected movements.  **Suggested Learning Targets:**  I can evaluate a peer’s skill performance for errors, provide corrective feedback, and describe how balance occurred in the planes of movement to my partner.  **7.2.e**  Apply knowledge of anatomy and joint types to accurately describe a variety of skill- and fitness-based movements, such as throwing/catching, striking, lunges and push-ups. | **Assessment for Learning (Formative)**   * Questioning. Example – What plane does flexion and extension occur? Answer: Sagittal. * Explain joint types and large muscle groups for throwing/catching, striking, lunges, and push-ups. * Group work: Phase analysis of a movement pattern (self/peer). Example: * Select a motor skill. * Establish the phases into which the movement can be divided for analysis. * Describe and correct mechanical errors. * Describe the planes of motion in which the movements occur. * Describe the biomechanical principles needed to perform the motor skill. * Analysis. Example: Evaluate the differences and similarities between qualitative and quantitative analysis of sports movements (e.g., imagine you are teaching catching to an individual. Which of the following factors do you think is most important in catching and why? Readiness, vision, motivation, experience, or hand and arm position.) * Compare/contrast: The advantages and disadvantages of using a video camera as compared to the human eye for collecting observational data.   **Assessment of Learning (Summative)**   * Written: Pick a locomotor skill and describe the planes of movement and movements that occur in the performance of the locomotor skill. Example: Running: Occurs in three planes. * Sagittal: Flexion and extension are the movements. Flexion occurs in the legs at the beginning of swing phase of running, when the limb is moving forward. Extension occurs in the stance limb, reaching its full extension. * Frontal: Abduction and adduction are the movements. Observing the waistline, abduction is movement away from the middle line of the body, and adduction is movement towards the middle line. Frontal plane movement is also seen in the rear foot when the shoe strikes the ground this is termed ankle inversion and eversion. * Transverse: Rotation occurs in this plane between the pelvis, ribcage, and shoulders. * Joints types for the locomotor skill movements. * Student practice plan: Include activities that address the specified planes of motion for the skill included in the plan.   \*Note: This standard may be assessed with 7.1.f. and 7.2.b. as part of the practice plan. | * Sagittal plane: vertical plane passing from the rear (posterior) to the front (anterior), dividing the body into left and right halves. It is also known as the anteroposterior plane. Most sport and exercise movements that are almost two-dimensional, such as running, long jumping, biking and rowing, take place in this plane. * Frontal plane: vertical and passes from left to right, dividing the body into posterior and anterior halves (front and back). When moving along this plane, we are moving toward or away from the midline. Adduction and abduction are movements along this plane. * Transverse plane: divides the body into top (superior) and bottom (inferior) halves. Any time we rotate a joint, we are [moving along the transverse plane](http://breakingmuscle.com/strength-conditioning/3-sandbag-exercises-you-should-add-to-your-training). * Abduction: away from the body. * Adduction: toward the body. * Medial: internal (into the body) rotation of the limbs. * Lateral: external (away from the body) rotation of the limbs. * Muscle movement example: * <http://www.teachpe.com/anatomy/muscles/soleus.php> | * Teacher presents examples of movements in the planes of motion. Examples: * Movements that involve forward and backward motion are referred to as sagittal plane movements. When a forward roll is executed, the entire body moves parallel to the sagittal plane. * Marching, bowling, and cycling are all sagittal plane movements. * Jumping jacks, side stepping, and sidekicks in soccer require frontal plane movement at certain body joints. * A cartwheel is an example of total-body frontal plane movement. * Total-body transverse plane movement includes a twist executed by a diver, an airborne gymnast, and a dancer’s pirouette. * Teacher provides visuals of movements in the planes of motion.   \*Note: Teacher may wish to instruct these standards with 7.1.f and 7.2.b. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.teachpe.com/anatomy/movements.php>  <https://www.acefitness.org/blog/2863/explaining-the-planes-of-motion> | | | |

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| **VA SOL Standard:** 7.3 The student will apply concepts and principles of training ­and fitness-planning skills to improve physical fitness.  ESSENTIAL UNDERSTANDINGS   * + - * The risk of injury can be reduced by performing appropriate amounts of activity and setting appropriate personal goals.       * Performing different physical activities may reduce the risk of overuse injury.       * Choosing safe behaviors improves mental and physical health. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **7.3.a** Identify safe practices for improving physical fitness.  **Suggested Learning Targets:**  I can recognize proper warmup/cool-down techniques and reasons for using them and explain it to my teacher/partner.  I can develop a warmupand cool-down that has proper techniques and apply it to my written fitness plan.  I can describe the difference between dynamic and static stretches through an exit ticket.  I can describe how to exercise safely in cold and hot weather conditions and tell it to a peer.  I can show how to use appropriate safety equipment in [specific activity] and demonstrate it to my teacher.  I can calculate my target heart rate during physical activities to determine whether I am in a safe target rate range for my age and tell that number to my teacher/partner.  I can explain the importance of pacing during continuous exercise and write it in my fitness journal/portfolio. | **Assessment for Learning (Formative)**   * Questioning to check for understanding. Example: During very hot and humid weather, how can people reduce the risks of dehydration and heat stress during physical activity? * Possible answers * Exercise in the cool of early morning as opposed to mid-day heat. * Switch to indoor activities (playing basketball in the gym rather than on the playground). * Change the type of activity (swimming rather than playing soccer). * Lower the intensity of the activity (walking rather than running). * Pay close attention to rest, shade, drinking enough fluids, and other ways to minimize effects of heat. * Teacher observation * Demonstrate safety rules for classroom safety and activity-specific safety. * Ability to work independently, cooperatively with peers and on-task during physical education activities. * Move in a safe and controlled manner in personal and general space. * Research how safety has improved (e.g., how athletic shoes have changed to reduce injury). * Research local ordinances and state safety equipment laws regarding requirements such as the use of helmets while bicycling or skating.   **Assessment of Learning (Summative)**   * Design and present fitness stations, teaching safety practices for each station. * Create posters of safety guidelines being taught in conjunction with physical activities. * Design and perform warmup and cool-down sequences appropriate for different physical activities. | * Safe: not apt to cause harm, injury, or danger. * Proper warmup and cool-down techniques. * Safety precautions for exercising in cold and hot weather conditions. * Use of appropriate safety equipment in activities. * Safety procedures while exercising outdoors (traffic laws, right of way). * Static stretching: consists of stretching a muscle (or group of muscles) to its farthest point and then maintaining or holding that position. * Dynamic stretching: involves moving parts of your body and gradually increasing reach, speed of movement or both. * Dangers of ballistic stretching: This is stretching, or “warming up,” by bouncing into (or out of) a stretched position, using the stretched muscles as a spring, which pulls you out of the stretched position (e.g., bouncing down repeatedly to touch your toes.) This type of stretching can lead to injury. It does not allow your muscles to adjust to and relax in, the stretched position. It may instead cause them to tighten up by repeatedly activating the stretch reflex. * Resistance training: activity that places an additional force against the muscle or muscle group. * Interval training: method of training that involves alternating high-intensity exercises with recovery periods. * Pacing methods during continuous exercise. * Target heart rates: exercising within a range of 60-80% of one’s maximum heart rate. * Workout apparel: Having the right footwear and clothing for physical activity for comfort and safety. * Choose the right workout clothing that is ideal for your exercise and body type for safety. Clothing that enables the right amount of movement to perform the activity correctly and comfortably. For instance, if you wear jeans and try to stretch, you won’t be able to push your body as far. * <http://www.fitnesstipsforlife.com/workout-clothing-why-it-is-important.html> * <https://medlineplus.gov/ency/patientinstructions/000817.htm> | * Students and teachers create classroom rules and expectations. * Practice of routines and expectations for safe behavior. * Participation in activities alone or with a partner that demonstrate safe practices. * Assign groups to develop activities for either warmup or cool-down. Present ideas to create a group workout. * Discussions on safe practices, such as with physical activity equipment, being active in hot or cold weather, foot and clothing wear. * Taking target heart rates throughout physical activities and determine whether they are within a safe range. * Practice pacing during running activities. * Discovery Pacing (PE Central): Have students run one lap as fast as they can (after a warmup, of course). One partner times the other partner. Large clocks with second hands or a digital timer work well. Have the partner write the time down. Students switch so that everyone has recorded their best times. Bring the class together for a discussion. * Describe and demonstrate the differences between dynamic and static stretches. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.health.harvard.edu/healthbeat/10-tips-for-exercising-safely>  <http://www.earlytorise.com/10-best-practices-for-safe-workouts/>  <http://www.everydayhealth.com/fitness/basics/tips/how-to-exercise-safely.aspx>  [http://www.heart.org/HEARTORG/HealthyLiving/PhysicalActivity/FitnessBasics/Warm-Up-Cool-Down\_UCM\_430168\_Article.jsp#.V7G32bf6vcs](http://www.heart.org/HEARTORG/HealthyLiving/PhysicalActivity/FitnessBasics/Warm-Up-Cool-Down_UCM_430168_Article.jsp#.V7G32bf6vcs;)  [PEC: Lesson Plans for Physical Education (pecentral.org)](https://www.pecentral.org/lessonideas/ViewLesson.asp?ID=1661#.YXdVqJrMLIU) | | | |

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| **VA SOL Standard:** 7.3 The student will apply concepts and principles of training ­and fitness-planning skills to improve physical fitness.  ESSENTIAL UNDERSTANDINGS   * + - * A well-thought-out strategy of applying knowledge of health-related fitness and basic training principles can improve performance.       * SMART goal setting provides focused, realistic and measureable goals and objectives.       * Relevant fitness data is essential to fitness planning at the beginning, to track progress and informs the need for adjustments to improve physical fitness.       * The FITT principle is a set of guidelines to apply when developing fitness plan action steps to become or remain physically fit. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do | **SUGGESTED/SAMPLE  ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE ACTIVITIES** |
| **7.3.b** Complete a self-assessment of health-related fitness and develop a comprehensive personal fitness plan, including SMART (specific, measurable, attainable, realistic, timely) goals, an action plan that incorporates the FITT (frequency, intensity, time, and type of exercise) principle and to meet the Centers for Disease Control and Prevention’s Physical Activity Guidelines for Americans, timeline, documentation of activities inside and outside school, roadblocks/barriers and solutions, mid-year and end-of-year assessments, and reflection on progress for improving at least two self-selected components of health-related fitness.  **Suggested Learning Targets:**  I will evaluate my fitness and analyze the results to determine areas to improve/maintain and demonstrate it through a fitness data analysis summary.  I can create specific, measurable, attainable, realistic, and timely (SMART) personal fitness goals for at least three components of health-related fitness based on fitness test results and write them in a fitness log/journal.  I can create a written fitness plan to reach my SMART goals that includes action steps and appropriate activities, aligns with the FITT principle, includes safe practices and conditioning principles, a timeline, and addresses challenges.  I can document implementation of an individualized fitness program in my [selected assessment product] (i.e., fitness log, journal and portfolio).  I can reassess and reflect on progress at midyear and end of year in my [selected assessment product] (i.e., fitness log, journal and portfolio). | **Assessment for Learning (Formative)**   * Examine elements of the fitness plan. Example of a design brief for a personal fitness plan: * Situation: What are you trying to develop? * Problem: What are the concerns? * Requirements: What individual requirements must be met to complete the task? * Resources: What resources will you use? * Evaluation: What is the criteria by which the task will be graded? * List four possible ways you can change your physical activity program based on the FITT components. * List the essential components of a personal fitness plan (goals, FITT principle, training strategies) and discuss the effects of each component to the plan. * Describe how family values, beliefs and availability influence a comprehensive personal fitness plan outside school and reflect on possible solutions. * Fitness data analysis. Analyze health-related fitness and body composition data, comparing individual scores to established health-criterion referenced standards (Virginia Wellness fitness standards, Fitnessgram, CDC guidelines). Example questions for each fitness test score: * What is your test score? * Does your score fall within the healthy fitness zone? * Write a SMART goal for this fitness test. * List different activities that you can do to cause improvement of this fitness test*.* * Written reflections of fitness data. Example: * An in-depth valid comparison of the data between two fitness test periods (pre/post) that determines whether improvement has occurred and relevant examples of goals for future fitness testing. * An analysis of how the experience contributed to student understanding of self, others and/or course concepts of fitness.   **Assessment of Learning (Summative)**   * Personal fitness plan to address at least three components of health-related fitness to improve/maintain, including intermediate (quarterly) and long-term SMART goals, action plan, reassessments, and modifying/altering/changing plans as needed. | * Health-related fitness: muscular strength, muscular endurance, flexibility, cardiovascular endurance and body composition * <http://www.teachpe.com/fitness/health.php> * FITT principle: used to guide the development of fitness plans that cater for an individual's specific needs. * [FITT Principle](http://www.ode.state.or.us/teachlearn/subjects/pe/curriculum/fittprinciple.pdf) * <http://stretchcoach.com/articles/fitt-principle/> * SMART goals * <http://www.unh.edu/hr/sites/unh.edu.hr/files/pdfs/SMART-Goals.pdf> * Body Mass Index (BMI) * <https://www.cdc.gov/healthyweight/assessing/bmi/> * Roadblocks/barriers * [Heart.org](http://www.heart.org/HEARTORG/HealthyLiving/PhysicalActivity/StayingMotivatedforFitness/Breaking-Down-Barriers-to-Fitness_UCM_462208_Article.jsp#.V6eGEf36upo) | * Participate in activities that help improve flexibility, muscle strength and endurance, cardiovascular endurance, and body composition, and have students identify which component of fitness connects to the activity. * Groups come up with a list of physical activities they enjoy and align the activities with related fitness components. Identify which activities improve multiple components. * Groups are assigned to a component of health-related fitness and come up with a list of activities that apply to that component. Demonstrate and lead the class in their list of activities. * Participate independently in the implementation of a personal fitness plan inside of school. * Evaluate (self/peer) a personal fitness plan in relation to the FITT principle. * Complete a self-assessment of health-related fitness and interpret fitness data comparing individual scores to established Virginia Wellness fitness standards and BMI calculations to the CDC protocols and recommendations. * Retest a self-assessment of health-related fitness and reassess personal fitness plan goals |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.teachpe.com/fitness/training_principles.php>  <http://www.ode.state.or.us/teachlearn/subjects/pe/curriculum/fittprinciple.pdf>  <http://www.heart.org/HEARTORG/HealthyLiving/PhysicalActivity/FitnessBasics/Types-of-Fitness_UCM_462352_Article.jsp#.V6d9AP36upo>  <http://www.heart.org/HEARTORG/HealthyLiving/PhysicalActivity/StayingMotivatedforFitness/Identifying-Your-Fitness-Goals_UCM_462202_Article.jsp#.V6eCrf36upo>  <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <http://www.cdc.gov/healthyweight/assessing/bmi/adult_bmi/english_bmi_calculator/bmi_calculator.html>  <http://classroom.kidshealth.org/classroom/6to8/personal/fitness/fitness.pdf>  <http://www.thephysicaleducator.com/resources/infographics/fitness_components/> | | | |

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| **VA SOL Standard:** 7.3 The student will apply concepts and principles of training ­and fitness-planning skills to improve physical fitness.  ESSENTIAL UNDERSTANDINGS   * + - * Selection of a measurement method depends on the purpose of the evaluation, the nature of the study, and the resources available.       * An effective monitoring and evaluation plan is to determine how well an individual is meeting its objectives. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **7.3.c** Identify and apply concepts of fitness improvement using various resources, including available technology, to evaluate, monitor, and record activities for a fitness plan.  **Suggested Learning Targets:**  I can conduct a self-assessment of a physical fitness activity using various types of assessment equipment and give my conclusions to a peer.  I can self-monitor my heart rate during exercise and summarize my performance to my teacher.  I can incorporate technology to enhance knowledge, improve performance, and provide feedback for self-assessing and application for the development of a personal fitness plan.  I can identify methods of calculating Body Mass Index (BMI) and present them in an exit ticket. | **Assessment for Learning (Formative)**   * Questioning to check for understanding. * Demonstration of appropriate and accurate use of technology. * Pose/Define Problems. * Collaborate. * Conclude. * Practice. * Refine.   **Assessment of Learning (Summative)**   * Monitor pulse rate while participating in cardiorespiratory endurance activity (e.g., walking, jogging, running and jumping rope). * Develop a hypothesis on the effects of activity on heart rate. * Record how rates change as activity levels increase/decrease and reflect on the benefits of personal activity progression. * Investigate and reflect the reliability of the hypothesis. * \*This standard may be assessed within the 7.3.b. fitness plan | * Evaluation tools: * Heart/pulse monitors: used primarily to assess and monitor exercise intensity. Predict the energy expenditure associated with various durations, intensities, and frequencies of physical activity. * Pedometer: tracks distance and pace. * Computers: internet resources such as pictures, videos, and proper instruction on hundreds of exercises which can help individuals plan workouts or check their form when following recommended programs on their own; an important source of health and fitness-related information, but validity of information depends on the source. * Skin calipers: method of determining [lean body mass](http://www.medicinenet.com/script/main/art.asp?articlekey=25887). Involves measuring the skinfold thickness of the layer of fat just under the skin in several parts of the body with [calipers](http://www.medicinenet.com/script/main/art.asp?articlekey=25894). * Sit and reach box: measures flexibility, specifically the flexibility of the lower back and hamstring muscles. * Body analysis devices, such as a Bioelectrical Impedance Analyzer (BIA) – amethod of measuring body fat, muscle and water. * Stopwatches and timers: helps individuals in developing programs that meet specific, timed objectives. * Digital cameras and tablet computers: methods of video recording for self/peer assessment. * Accelerometers: record body acceleration minute to minute, providing detailed information about the frequency, duration, intensity, and patterns of movement. * Smartphone applications: applications (apps) for phones that track activity. * Global positioning system (GPS): accurately track a specific activity. Example: During hiking it provides information about altitude, distance, time, and average velocity. | * Define body composition and discuss with students the importance of maintaining acceptable levels of body fat and lean muscle mass. * Introduce the various methods of measuring body composition (skin fold measurements, body analysis by electrical impedance, using BMI scales, BMI calculations) and their reliability for accurately portraying body composition. * Monitor target heart rates during physical activities. * Use technology to record and evaluate activities for fitness improvement. * Time cardiorespiratory endurance activities for fitness improvement. * Record pedometer steps in or out of class. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <http://www.humankinetics.com/excerpts/excerpts/using-technology-to-promote-physical-activity>  h[ttp://www.shapeamerica.org/standards/pe/upload/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf](http://www.shapeamerica.org/standards/pe/upload/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf)  <http://www.livestrong.com/article/95271-normal-pulse-rate-teenager/#ixzz1YV5chxVS> | | | |

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| **VA SOL Standard:** 7.3 The student will apply concepts and principles of training ­and fitness-planning skills to improve physical fitness.  ESSENTIAL UNDERSTANDINGS   * + - * Physical activity contributes to a significant improvement in energy and macronutrient balance regulation and body functioning.       * The amount of calories needed to maintain health is influenced by body composition, gender, age and level of physical activity. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **7.3.d** Calculate resting, activity, and recovery heart rate and describe its relationship to aerobic fitness.  **Suggested Learning Targets:**    I can calculate my resting, activity and recovery hearts rates when I perform physical activity. | **Assessment for Learning (Formative)**   * Describe how activity changes my heart rate. * Perform aerobic fitness activities and calculate resting, activity, and recovery heart rates.   **Assessment of Learning (Summative)**   * Create a fitness log to track resting, activity, and recovery heart rates during aerobic fitness activities. | * Physical activity: any bodily movement produced by skeletal muscles that requires energy expenditure. * Measuring heart rate.   + Place your pointer and middle fingers on the inside of your opposite wrist, just below the thumb.   + Don’t use your thumb to check your pulse, because the artery in your thumb can make it harder to count accurately.   + Once you can feel your pulse, count how many beats you feel in 15 seconds.   + Multiply this number by four to get your heart rate. * Calculate resting heart   + <https://calculator.academy/resting-heart-rate-calculator/> * Calculate activity heart rate   + Moderate and vigorous heart rates   + <https://www.cdc.gov/physicalactivity/basics/measuring/heartrate.htm> * Calculate recovery heart rate   + <https://www.vcalc.com/wiki/MichaelBartmess/Heart+Rate+Recovery>  |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  |  * CDC activity guidelines <http://www.cdc.gov/HealthyYouth/physicalactivity/guidelines.htm> | * Heart Rate lesson to understand different heart rate with exercise * <https://www.heart.org/idc/groups/heart-public/@wcm/@fc/documents/downloadable/ucm_451993.pdf> |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.nhlbi.nih.gov/health/educational/wecan/healthy-weight-basics/balance.htm>  <http://www.heart.org/HEARTORG/HealthyLiving/WeightManagement/BodyMassIndex/Frequently-Asked-Questions-FAQs-about-BMI_UCM_307892_Article.jsp#.V6eA0v36upo>  <http://www.heart.org/HEARTORG/HealthyLiving/WeightManagement/LosingWeight/Losing-Weight_UCM_307904_Article.jsp#.V6eCFf36upo>  <http://www.heart.org/HEARTORG/HealthyLiving/HealthyKids/ChildhoodObesity/BMI-in-Children_UCM_308993_Article.jsp#.V6eCVv36upo> | | | |

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| **VA SOL Standard:** 7.3 The student will apply concepts and principles of training ­and fitness-planning skills to improve physical fitness.  ESSENTIAL UNDERSTANDINGS   * + - * The body responds differently based on the demands placed on it by physical activity.       * The type of physical activity or activities chosen depends largely on personal training goals. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **7.3.e** Describe the differences between aerobic and anaerobic activities and provide three examples of each.  **Suggested Learning Targets:**  I can identify the differences between an aerobic and anaerobic workout and explain it [to a peer, through a graphic organizer].  I can identify the differences between activities that focus on muscle strength and activities that focus on muscle endurance and present it [to a peer, through a graphic organizer]. | **Assessment for Learning (Formative)**   * Written. Examples: * Identify examples of activities that are aerobic or anaerobic in nature. * Identify activities that use muscular strength or muscular endurance. * Compare and contrast charts: how similar/how different. * Venn diagrams: how similar/how different. * Oral: Partner/teacher discussions. Example: * If you begin to run too hard in the middle of a workout or the start of a race, what happens to your body? (Answer: Your body goes into an anaerobic state, producing lactate. If you go anaerobic early in a race, you will fatigue sooner and your ability to maintain pace will nosedive).   **Assessment of Learning (Summative)**   * Explain aerobic and anaerobic capacity and muscle strength and endurance. * Describe a workout for improving overall aerobic and anaerobic capacity. * Describe the role of muscular strength and muscular endurance activities to improve aerobic and anaerobic capacity. * Evaluate, through running tests, at what point you personally begin to pant. Research why people begin to pant or “catch their breath” after exercising and reflect on what to do when your body is in this state. (Example: Your body is trying to take in enough oxygen to reestablish a chemical state capable of cleaning up unwanted byproducts such as lactic acid that build up when oxygen is in short supply.) * Develop a workout for improving overall aerobic/anaerobic endurance. Include exercises, sets, reps, and rest periods. Reflect on how weight training, cardio, and stretching, should be combined to create a workout to help increase aerobic/anaerobic endurance. | * Aerobic: exercise that improves or, is intended to improve, the efficiency of the body’s cardiovascular system in absorbing and transporting oxygen. * Aerobic capacity: the maximum amount of [oxygen](http://www.wisegeek.org/what-is-oxygen.htm) that the body can use during an exercise session, usually measured during a brief period of high-intensity exercise. * Aerobic system (with oxygen): provides energy at a slower rate for long-term exercise (e.g., Ironman, marathon etc.). * Uses oxygen to help provide fuel. * Enables athletes to recover from tough workouts and develop the capacity to increase repetitions. * Does not produce fatigue-producing waste products. * Lower intensity exercises. * Takes longer to overload than the anaerobic systems. * Requires a minimum of 20 minutes’ duration training period. * Workload can be continuous or broken up into interval training. * Burns fat. * Anaerobic lactic system (without oxygen): Generates energy quickly and the byproduct of this system is lactic acid (e.g., sprints, weight training and interval training, at various speeds). * Less efficient. * Hastens muscle fatigue. * High intensity level. * Body must burn carbohydrates stored in muscle. * Lactic acid must be removed—can take up to one hour. * Carbohydrates must be replaced for further activity to occur. * First 10 minutes of active recovery produces greatest reduction in lactic acid. * Built by alternating periods of work and rest. * Builds on the aerobic base and challenges the athlete at the upper level of aerobic capacity. * Muscular endurance: the ability to perform a specific muscular action for a prolonged period (e.g., your ability to run a marathon or to pump out 100 squats with no added weight is due to muscular endurance). * Muscular strength: a muscle’s capacity to exert force against resistance (e.g., ability to bench press a barbell weighing 200 pounds for one repetition is a measure of your muscular strength). | * Participate in activities that have examples of aerobic vs. anaerobic and muscular endurance vs. muscular strength. Have students identify differences of the activities. Examples: * Sets and reps: circuit training stations. Weight-training circuits use large muscle groups first and require 10-20 repetitions per station versus strength-training programs that require up to five sets of one to eight repetitions. * Rest intervals: Circuit training targets muscular endurance by employing short rest periods of 20-30 seconds, between stations or sets versus strength-training that requires maximal effort lifting during each set. Therefore, strength-training programs use rest periods of two to five minutes between sets. Longer rest periods enable full muscular recovery while shorter periods do not. * Anaerobic endurance test. Example – Three marker cones placed 5 yards apart. The student starts from one end, runs 5 yards and back to the start, 10 yards and back, then 15 yards and finishes at the start line. A total of 60 yards is completed. The player is to touch the line or cone with their hand at each turn, for a total of five touches. * Aerobic exercise workouts that increases your heart rate to 50-70%of your maximum heart rate. It also causes you to break a sweat and deepens your breathing, but not so much that you can’t carry a conversation. Brisk walking, mowing the lawn, and biking on flat terrain are some examples of moderate aerobic exercise. Intense aerobic exercise increases your heart rate to 70-85% of your maximum heart rate, causes you to break a sweat and deepens your breathing too much to converse. Running, swimming, and biking uphill are some examples of intense aerobic exercise. * Teach students how to keep themselves in an aerobic state when running: “Talk test.” While running, try to speak to someone (or yourself, if alone) aloud. If you can get out a short paragraph without too much trouble (i.e., you can convey a detailed thought but you are not quoting Shakespeare) you are running aerobically.  If you can only get out one sentence before you start grasping for breath, you are running too hard – slow down. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.teachpe.com/fitness/health.php>  <http://www.heart.org/HEARTORG/HealthyLiving/PhysicalActivity/GettingActive/Get-Moving-Easy-Tips-to-Get-Active_UCM_307978_Article.jsp#.V6d8F_36upo>  <http://www.heart.org/HEARTORG/HealthyLiving/PhysicalActivity/GettingActive/Create-Your-Own-Circuit-Workout-at-Home_UCM_484683_Article.jsp#.V6d6Yv36upo> | | | |

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| **VA SOL Standard:** 7.3 The student will apply concepts and principles of training ­and fitness-planning skills to improve physical fitness.  ESSENTIAL UNDERSTANDINGS   * Current guidelines for physical activity can be reached by building physical activities into your daily routine. * Establishing patterns of regular activity inside and outside the classroom helps lead to an active healthy lifestyle. * Fit people engage in physical activity on a regular basis. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **7.3.f)** Explain the role of perseverance in achieving fitness goals.  **Suggested Learning Targets:**  I can understand what perseverance means when achieving fitness goals. | **Assessment for Learning**   * Questioning to check for understanding. * Activity logs. Example: * Evaluate what it means to persevere when trying to accomplish fitness goals   **Assessment of Learning**   * Monitor your activity in relation to your fitness goals. Explain what persevere means when trying to meet these goals. | * Perseverance in achieving fitness goals: Being able to persist (stay constant to the goal or purpose) in an activity in the face or obstacles. * Fitness Goals (SMART goal setting strategy). | * How to persevere when participating in moderate to vigorous physical activities. * <https://www.counselorkeri.com/2018/01/06/perseverance-activity/> |
| **Resources**:  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://classroom.kidshealth.org/classroom/6to8/personal/fitness/fitness.pdf> | | | |

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| **VA SOL Standard:** 7.4 The student will demonstrate and apply skills to work independently and with others in physical activity settings.  ESSENTIAL UNDERSTANDINGS   * + - * Participation in physical activities can provide an opportunity for developing an understanding and respect for differences among people.       * Personal actions affect more than oneself.       * To a responsible participant behaving well is as important as playing well.       * The best leaders lead by example and encourage others to perform better. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **7.4.a** Apply safety procedures, rules, and appropriate etiquette in physical activity settings by self-officiating modified physical activities/games.  **Suggested Learning Targets:**  I can show [safe practices, follow rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction] and demonstrate it through a checklist.  I can demonstrate appropriate etiquette in activity settings and give examples to a peer.  I will be able to help officiate an activity and show respect for people officiating and demonstrate it to my teacher.  I will be able to self-officiate during games and demonstrate the ability and knowledge through a peer assessment.  **7.4.b** Create guidelines and demonstrate how to solve problems and resolve conflicts in activity settings.  **Suggested Learning Targets:**  I can create guidelines to resolve conflict during [selected activity] and tell them to a peer.  I can perform cooperation skills in [selected activity] and demonstrate it through a self-reflection summary paragraph.  I can demonstrate positive strategies to resolve problems and resolve conflict when faced with a group challenge and demonstrate it through a group skit.  **7.4.c** Explain the importance of cooperating with classmates, and demonstrate supportive behaviors that promote feelings of inclusion and safety of others.  **Suggested Learning Targets:**  I can explain the effect of cooperative behaviors on physical activity through an exit ticket.  I can show self-control during conflicts with peers or an official’s decision and demonstrate it to my teacher.  I can name the safety procedures for [selected activity/game] and tell them to a peer.  I can show how to support others by respecting abilities and strengths of others and demonstrate it through encouraging feedback to peers for teacher observation. | **Assessment for Learning (Formative)**   * Observation checklist/rubric:   4 (*Beyond what was taught*)  Consistently follows the safety procedures, rules, and etiquette in a physical activity.  3 (*What* *was explicitly taught*)  Frequently follows the safety procedures, rules, and etiquette in a physical activity.  2 (*Identify basic elements*)  Sometimes follows the safety procedures, rules, and etiquette in a physical activity.  1 (*With help/prompts/cues*)  Rarely follows the safety procedures, rules, and etiquette in a physical activity.   * Teacher observation of students working with partners/peers. Example: What to look for (measure/assess) during activity: * Are students accepting of all partners? * Are students hustling to find partners? * Are they mixing themselves up? * Student reflection on the importance of cooperating with classmates and the importance of supportive behaviors.   **Assessment of Learning (Summative)**   * Group collaboration/cooperation. Example: * Groups will 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. * Students role-play teacher-created conflicts in different activities and students use appropriate problem solving techniques to resolve the conflict. | * Safe: not apt to cause harm, injury or danger. * Cooperative is described as: * following rules. * encouraging others. * complimenting others. * controlling one’s 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. * Self-officiate: a physical activity which is [officiated](http://en.wiktionary.org/wiki/officiate) by the players, on the [honor system](http://en.wiktionary.org/wiki/honor_system), rather than by an outside observer such as a [referee](http://en.wiktionary.org/wiki/referee). * Etiquette: proper acceptable actions, behavior or conduct within an activity. Elements: * Be kind. * Be courteous. * Be respectful. * Problem solving skill set: * Clarify the problem. * Analyze the causes. * Identify alternatives. * Assess alternatives. * Choose and implement an alternative. * Evaluate your choice. * Conflict resolution skill set: * Talk about the problem without assigning blame. * Use active listening. * Identify and clarify issues and needs. * Brainstorm solutions. * Choose and apply solution. * Evaluate the solution. | * Students and teachers create classroom rules and guidelines for physical activities. * Practice of routines and expectations for behavior. * Participate in activities that demonstrate how to be gracious when winning or losing (i.e., by accepting official rulings). * Cooperative games and activities that develop positive social interaction, increase self-confidence and self-esteem. * <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=774#.V6Sms7f6vcs> * Use cooperative games and team-building challenges to emphasize inclusion, safety, conflict resolution, and problem-solving. * The Line Game (PE Central) * Squad Job (PE Central) * Have students come up with consequences for refusing or failing to follow safety procedures. * Participate in activities that use resistance, refusal, negotiation, collaboration, and conflict resolution skills to maximize personal potential and to build and maintain healthy relationships. * Student creation of guidelines for resolving conflicts in activity settings that may include: * Positive strategies, such as offering suggestions/assistance, leading/following others. * Providing possible solutions when faced with a group challenge. * Helping and encouraging others, avoiding negative talk and providing support to classmates. * Students self-officiate modified physical activities/games to show knowledge of rules and etiquette. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.teachpe.com/sports_psychology/attitudes.php>  <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <http://lessonplanspage.com/peoempowereddecisionmaking612.htm/>  <http://classroom.kidshealth.org/classroom/6to8/personal/growing/conflict_resolution.pdf>  <http://classroom.kidshealth.org/classroom/6to8/personal/growing/getting_along.pdf>  <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=859#.V7H-Ybf6vcs> | | | |

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| **VA SOL Standard:** 7.4 The student will demonstrate and apply skills to work independently and with others in physical activity settings.  ESSENTIAL UNDERSTANDINGS   * + - * Stress is necessary for creativity, learning, and survival. It’s only harmful when it becomes overwhelming and interrupts the healthy state of equilibrium that the nervous system needs to remain. * Effectively dealing with stress means to activate the body’s natural relaxation response by practicing relaxation techniques.   + - * Physical activity has an effect on managing stress. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **7.4.d** Describe and demonstrate strategies for dealing with stress, such as deep breathing, guided visualization, and aerobic exercise.  **Suggested Learning Targets:**  I can list strategies for stress reduction through an exit ticket.  I can demonstrate strategies that can aid in the relief of stress by performing relaxation techniques and telling a peer how they made me feel.  I can describe the relationship between physical activity and stress management and demonstrate it through a summary paragraph. | **Assessment for Learning (Formative)**   * Written or pair/share: Explain how physical activity can have a positive effect on managing stress.   **Assessment of Learning (Summative)**   * Journals. Examples: * Writing to learn: gathering and organizing information about stress and relaxation techniques. * Writing to motivate: how stress is necessary for creativity, learning, and survival. * Writing to assess, to evaluate progress: evaluation of personal implementation of relaxation techniques during activities. * Writing to do: future goals or strategies to implement relaxation techniques during activities. Considering specific needs, preferences, fitness level, and the way you tend to react to stress. | * Stress: the body’s reaction to a change that requires a physical, mental, or emotional adjustment or response. * Symptoms of stress * Lack of interest in activities or school. * Irritability and impatience. * Frequent stomach problems or headaches. * Anxiety. * Activity burnout. * Trouble sleeping. * Weaken your [immune system](http://www.webmd.com/hw-popup/immune-system-7922), making it harder to fight off disease. * Fight-or-flight [stress response](http://www.webmd.com/hw-popup/stress-response-fight-or-flight-response): When you are stressed, your body responds as though you are in danger. It makes hormones that speed up your [heart](http://www.webmd.com/heart/picture-of-the-heart), make you breathe faster and give you a burst of energy. * Relaxation response: A state of deep calmness. A mentally active process that leaves the body relaxed, calm, and focused. * Stress Management: * <http://www.teachpe.com/sports_psychology/stress_management.php> | * Practicing relaxation techniques. * Breathing meditation: deep breathing. * Progressive muscle relaxation: systematically tense and relax different muscle groups in the body. * Body scan meditation: focus on the sensations in each part of your body. * Mindfulness: staying calm and focused in the present moment. * Visualization: imagining a scene in which you feel at peace. * Yoga: moving and stationary poses, combined with deep breathing. * Rock, Tree, Bridge Relay Race * Yogi or Yogini Says * Musical Spots Yoga * Mirror Yoga * Create A Pose Challenge * Tai Chi: a self-paced, non-competitive series of slow, flowing body movements * Rhythmic exercise (such as running, walking, rowing, or cycling): engaging in the present moment, focusing your mind on how your body feels right now. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.teachpe.com/sports_psychology/anxiety.php>  <http://www.heart.org/HEARTORG/Conditions/HighBloodPressure/PreventionTreatmentofHighBloodPressure/Stress-and-Blood-Pressure_UCM_301883_Article.jsp#.V6d-5f36upo>  <http://www.heart.org/HEARTORG/HealthyLiving/StressManagement/FightStressWithHealthyHabits/Fight-Stress-with-Healthy-Habits_UCM_307992_Article.jsp#.V6eDw_36upo>  [http://www.heart.org/HEARTORG/HealthyLiving/StressManagement/FourWaystoDealWithStress/Four-Ways-to-Deal-with-Stress\_UCM\_307996\_Article.jsp#.V6eEG\_36upo](http://www.heart.org/HEARTORG/HealthyLiving/StressManagement/FourWaystoDealWithStress/Four-Ways-to-Deal-with-Stress_UCM_307996_Article.jsp#.V6eEG_36upo;)  [Engaging Yoga Games & Activities in Physical Education – Gopher PE Blog (gophersport.com)](https://blog.gophersport.com/engaging-yoga-games-activities-in-physical-education/) | | | |

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| **VA SOL Standard:** 7.4 The student will demonstrate and apply skills to work independently and with others in physical activity settings.  ESSENTIAL UNDERSTANDINGS   * + - * When done in the right way and with the right intentions, feedback communication is the avenue to performance greatness.       * How feedback is communicated is based on an individual’s communication skills. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **7.4.e** Demonstrate effective communication skills by providing feedback to a peer, using appropriate tone and other communication skills.  **Suggested Learning Targets:**  I can recognize appropriate feedback for (personal or partner’s) activity performance and demonstrate it by giving appropriate comments to peers during activities for teacher observation.  I can recognize appropriate feedback from a peer assessment and demonstrate it by giving back comments to the presentation of their assessment. | **Assessment for Learning (Formative)**   * Demonstration of providing feedback to others. * Peer assessments. * Pair/share discussions. * Game play interaction.   **Assessment of Learning (Summative)**   * Have students complete a peer assessment of another peer. Base your rubric on the characteristics of good feedback. | * Feedback: supports the development of self-regulated learning, critical thinking, and reciprocal learning. * Two corrections at the most should be identified for feedback. * Should be specific and meaningful. * When specific to motor skills: * 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 * Solution-oriented. * Peer assessment can: * Empower students to take responsibility for and manage, their own learning. * Enable students to learn to assess and to develop life-long assessment skills. * Enhance students’ learning through knowledge diffusion and exchange of ideas. * Motivate students to engage with course material more deeply. | * Modeling of effective feedback with multiple opportunities for practice in skill and/or activity settings. * Clarity: Be clear about what you want to say to the other person. * Emphasize the 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. * 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.”). * Focus on behavior rather than the person. (e.g., “On a number of occasions, you started speaking before I had finished,” rather than “You are clearly a bully who is totally uninterested in other people’s points of view”!) * Acknowledge that all behavior can be changed. * 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. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://sydney.edu.au/education_social_work/groupwork/docs/SelfPeerAssessment.pdf> | | | |

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| **VA SOL Standard:** 7.4 The student will demonstrate and apply skills to work independently and with others in physical activity settings.  ESSENTIAL UNDERSTANDINGS   * + - * The intrinsic values and benefits of participating in physical activity provides personal meaning.       * Physical activity provides opportunities for self-expression and social interaction and can be enjoyable, challenging, and fun.       * Physical activity can be creative, enjoyable, and individually rewarding by providing opportunities for self-expression and social interactions. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **7.4.f** Identify positive mental and emotional aspects of participating in a variety of physical activities.  **Suggested Learning Targets:**  I can list positive mental and emotional aspects of participating in physical activity through an exit ticket.  **7.4.g** Describe how participation in physical activities creates enjoyment, reduces stress, and improves mental and emotional wellness.  **Suggested Learning Targets:**  I can describe why my favorite physical activity is fun in a summary paragraph.  **7.4.h** Identify specific safety concerns associated with at least one activity that includes rules, equipment, and etiquette.  **Suggested Learning Targets:**  I can list safety concerns for participating in [selected activity] and explain how the rules, etiquette, and equipment help keep participants safe and explain it to a peer.  **7.4.i** Identify and describe instances that do not support feelings of inclusion (e.g., marginalization).  **Suggested Learning Targets:**  I can identify instances that do not support feelings of inclusion. This should include all students and the realization that not all students experience the same activity the same way. | **Assessment for Learning (Formative)**   * Oral questions. Example: What are the safety protocols and concerns during a group or family bike ride and how does this activity create enjoyment? * Students write a story about a student who participates in PE classes, and which depicts fictitious instances where they did not feel included, and why. * Written. Example: What are the intrinsic and extrinsic motivators that keep people involved in physical activity? * [Microsoft Word - M-06-21-FitKnow-SELExitSlips.docx (openphysed.org)](https://openphysed.org/wp-content/uploads/2019/05/M-06-21-FitKnow-SELExitSlips.pdf)   **Assessment of Learning (Summative)**   * List physical activities that are enjoyed and evaluate the positive mental and emotional aspects of participating in each activity. * For a selected activity, list safety concerns for participating in [selected activity] and explain how the rules, etiquette and equipment help keep participants safe. | * Eustress: “Good stress.” Stress that is deemed healthful or giving one the feeling of fulfillment. * Intrinsic vs. extrinsic motivation. * Intrinsic motivations for exercise: Performance done for the satisfaction gained in the activity itself. Motivations are commonly those of competency, interest, and enjoyment. Sports participation has been shown to be more likely to be motivated by intrinsic motivators, such as fun and enjoyment. * Extrinsic motivations for exercise: Performance done for external rewards, such as getting fitter, improving appearance, weight loss, or “toning.” Exercise is more often linked to extrinsic motivators, such as weight loss, appearance, and stress management. * Benefits of physical activities: * Release of chemicals: Exercise releases endorphins, which create feelings of happiness and euphoria. * Improve self-confidence: Regardless of weight, size, gender, or age, exercise can quickly elevate a person’s perception of their attractiveness or [self-worth](http://zenhabits.net/25-killer-actions-to-boost-your-self-confidence/). * Alleviate anxiety: The chemicals that are released during and after exercise can help people with [anxiety disorders](http://www.adaa.org/living-with-anxiety/managing-anxiety/exercise-stress-and-anxiety) calm down. * Helps prevent cognitive decline: Regular physical activity boosts memory and the ability to learn new things. * Increased relaxation. * Mental/emotional wellness. * The ability to solve problems and handle daily events in your life. * Involves feelings such as happiness, sadness, and anger. * Inclusion: Feeling a sense of belonging, acceptance, and value. * Belonging: feeling needed, importance, and respected within the group. * Accepted: being welcomed into the class’s community. * Valued: knowing you are worthy and desirable. | * Participation in activities for health, enjoyment, challenge, self-expression, and/or social interaction. * Give out a list of many different activities and have students write next to each activity whether their motivation for each activity was intrinsic or extrinsic. Group students and have them discuss their answers. * Develop stations that have different pieces of equipment. When groups rotate to a new station, they discuss safety concerns and then decide what rules and etiquette the group must follow before beginning the physical activity. * Mental health resources for educators * <https://healthyschools.sd61.bc.ca/wp-content/uploads/sites/92/2017/04/Mental-Wellness-Resources-for-Educators.pdf> |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <https://www.acsm.org/public-information/articles/2011/10/04/mental-health-benefits-of-exercise-for-adolescents>  <http://www.helpguide.org/articles/exercise-fitness/emotional-benefits-of-exercise.htm> | | | |

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| **VA SOL Standard:** 7.5 The student will describe rate of perceived exertion and nutrients (energy) needed for a variety of activities and explain the importance of sleep for energy balance.  ESSENTIAL UNDERSTANDINGS   * + - * The rate of perceived exertion (RPE) scale is used to measure the intensity of your exercise.       * The RPE scale relies on bodily sensations during exercise, such as muscular fatigue, increased sweating, and increased breathing rate and heart rate.       * While RPE is a useful tool for estimating heart rate, it is only an approximation because physical conditioning and age vary between individuals.       * Using the RPE scale helps you recognize your body’s signs of exertion and modify your normal workout intensity. | | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **7.5.a** Explain the connection between an RPE scale and heart rate, and the body’s response to physical activity.  **Suggested Learning Targets:**  I can explain the RPE scale to a peer.  I can explain how the RPE scale, heart rate, and body’s response when participating in physical activity. | **Assessment for Learning**  **(Formative)**   * List and describe the RPE scale. * Describe exercises/activities that may be involved at each level of the RPE Scale. * Documentation of activity and the RPE of the activity (may be included with personal fitness planning instruction 7.3.b.) * Questioning to check for understanding. Examples: * Why is it necessary for the heart rate to increase during exercise? (Answer: Undertaking activities with increasing energy demand has an effect on the volume of blood pumped from the heart’s left ventricle and on the pulse rate. This increase brings more oxygen and glucose to the muscles, which results in faster removal of carbon dioxide and lactic acid.) * How does the amount of carbon dioxide in your breath change after exercise? (Answer: There is more carbon dioxide in your breath after exercise, whether aerobic or anaerobic, than at rest. This is caused by an increase of respiration, which produces more carbon dioxide.) * Training journal. Example: * Write an RPE number next to each set in your training journal. How hard was the workout on a scale of 1-10?   **Assessment of Learning (Summative)**   * Perform the physical activities listed:  1. Stretch high in the air and then touch your toes (if they can) five times. 2. Jog in place for one minute. 3. Lift a backpack filled with books as many times as possible. 4. Do 10 jumping jacks two minutes. 5. Stand on one foot for 30 seconds. 6. Walk quickly around the room. 7. Smile.   Afterward, answer the following:   * Describe how each one makes you feel. * Identify differences in the amount of energy the activities used. * Which used a medium (moderate) amount of energy? Which used the least amount of energy? * Evaluate where each one falls on the RPE scale. * What all of those challenges have in common? (Example: They are all different types of physical activity and they all use energy.) * Given a variety of activities, explain what level of RPE is described, what effort the heart is working and how the body is responding to the level of effort in the activity. | * The RPE scale is a psychophysiological scale, meaning it calls on the mind and body to rate one’s perception of effort. The RPE scale measures feelings of effort, strain, discomfort, and/or fatigue experienced during aerobic and resistance training. \*The American College of Sports Medicine (ACSM) * **RPEs allow you to customize each and every** training **session to get the most out of what your body can give you by** dialing up or scaling back intensity over the course of a training cycle **based on how you feel.** * Heart Rates/training zones: To train at the right intensity, you will need a way to monitor exercise intensity, and one of the best ways is monitoring target heart rates. * As you get more fit your, resting heart rate (RHR) will get lower because the heart pumps more blood per beat and therefore doesn’t have to beat as fast to pump the same amount of blood as it did before. * After determining your resting and maximum heart rate you can now establish “training zones.” Each of the training zones uses different energy systems, different fuel supplies, and different muscle fiber types. * Depending on the objective of the training session, the main part of the training session should be in a certain zone or that you shift from zone to zone in a set way. If done correctly, this stresses specific features of that system, resulting in improvement and better performance. * By varying the training zones from day to day, you challenge the body to improve as well as allowing your body to recover. * Body’s response to physical activity. * Heart rate increases to supply the muscles with more oxygen to produce extra energy. * Blood vessels in the skin dilate, increasing blood flow to the skin resulting in a red appearance of the face. * Heat dissipates through the skin into the air, which appears as sweat. * Breathing becomes faster and heavier. * The [rate of perceived exertion](http://www.acefitness.org/fitfacts/fitfacts_display.aspx?itemid=48) (RPE) is a way to measure your exercise efforts. A 1-10 scale used to monitor exercise intensity when doing cardio workouts. (See table below).     Note: There are many RPE scales. | * Students use the “Talk Test” (reciting something familiar) as a tool for determining work out level during physical activity. (See table below). * Participate in physical activities that cause the body to change and record or talk about the changes. * Create activities that cause students to move through the different intensity levels and take target heart rates throughout. * Teach how the RPE scale can be used to determine workout intensity. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  [www.choosemyplate.gov](http://www.choosemyplate.gov)  <http://www.teachpe.com/physiology/energy_systems.php>  <http://www.cdc.gov/physicalactivity/basics/measuring/index.html> | | | | |

**Rate of Perceived Exertion**

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| RPE | What It Means |
| 0-1 | No exertion. The only movement you're getting is pushing buttons on the remote.  --------------------------------------------- |
| 2-3 | Light exertion. This is how you should feel when you're warming up, cooling down and stretching.  --------------------------------------------- |
| 4-5 | Medium exertion. You're breathing a little faster. Your heart is pumping a little faster. You're feeling a little warmer.  --------------------------------------------- |
| 6-7 | Moderate exertion. You're breathing pretty hard now, you're probably sweating. You can talk, but it's getting tougher.  ---------------------------------------------- |
| 8-9 | Hard exertion. You're breathing really hard and you can only say a few words at a time. You're wondering how long you can go on like this.  ---------------------------------------------- |
| 10 | Hardest exertion. You cannot keep this pace for more than a minute. Speaking is impossible. This is your limit. |

**The Talk Test**

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| **Zone 1** | If you can sing the entire way through your workout, you are working out at Zone 1. |
| **Zone 2** | In this zone, you should be able to talk comfortably while working out. This is where a beginner should start working out. Zone 2 is generally 60 - 70% of Maximum Heart Rate. |
| **Zone 3** | If you are working out at zone 3, the aerobic zone, you should be able to say a few words, catch your breath and then say a few more words. When working out in the Aerobic Zone, you are probably working at 70 - 80% of Maximum Heart Rate. |
| **Zone 4** | The Anaerobic Zone, is considered performance training. If you are gasping for air, you are working out anaerobically. For a person who is just starting to work out, this is too hard a workout. |

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| **VA SOL Standard:** 7.5 The student will describe rate of perceived exertion and nutrients (energy) needed for a variety of activities and explain the importance of sleep for energy balance.  ESSENTIAL UNDERSTANDINGS   * Anaerobic and aerobic respiration are ways your body converts food into energy so that your brain, muscles, and other organs can function normally. * To exercise, your body needs to break down sugar and convert it to glycogen, so it can be used as energy or fuel. * Energy for movement comes from the food we eat (animal and plant sources), which provides energy-rich nutrients in the form of carbohydrates, fats, and proteins. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **7.5.b** Define and describe the anaerobic and aerobic energy systems.  **Suggested Learning Targets:**  I can define anaerobic and aerobic to a peer.  I can list activities that are aerobic (uses oxygen) and that are anaerobic (do not use oxygen) through an exit ticket.  I can describe how the anaerobic and aerobic energy systems work to provide energy for movement through a summary paragraph. | **Assessment for Learning**  **(Formative)**   * Questioning to check for understanding * Oral questioning to check for understanding. Examples: * Which system (aerobic or anaerobic) does the body rely on for the first couple of minutes during physical activity?   Answer: The aerobic energy system produces the largest amounts of energy, although at the lowest intensity. So at the start of exercise the body cannot deliver oxygen to the muscles fast enough to initiate the complex chemical reactions which occur during aerobic metabolism. Therefore the body relies on anaerobic processes for the first couple of minutes.  **Assessment of Learning**  **(Summative)**   * Oral questioning to check for understanding. Examples: * Which system (aerobic or anaerobic) does the body rely on for the first couple of minutes during physical activity? Answer: The aerobic energy system produces the largest amounts of energy, although at the lowest intensity. So, at the start of exercise the body cannot deliver oxygen to the muscles fast enough to initiate the complex chemical reactions which occur during aerobic metabolism. Therefore, the body relies on anaerobic processes for the first couple of minutes. * Explain the anaerobic and aerobic energy systems. Answer: The aerobic energy system, meaning “with oxygen,” is used for long-term, steady paced exercise and day-to-day activities. The anaerobic energy system, or “without oxygen,” produces fast bursts of energy for short, powerful bursts. * Define *anaerobic* and *aerobic* and list activities that are aerobic (uses oxygen) and that are anaerobic (do not use oxygen). * Activity logs: As we approach and pass our metabolic threshold intensity, we start to breathe harder and exercise simply becomes uncomfortable. Record the heart rate at which you sense these symptoms of developing over-exertion. Reflect on the significance of this change and what is taking place in the body. Example: * You then know that heart rates below this value occur when you’re in your aerobic zone and heart rates above this value reflects an increasing anaerobic contribution. (Addition comment samples are found within the **Content Information** section of this page.) | * Aerobic energy systems: Aerobic processes in cellular respiration can only occur if oxygen is present. When a cell needs to release energy, it initiates a chemical exchanges that launches the breakdown of [glucose](http://www.diffen.com/difference/Fructose_vs_Glucose). This sugar is carried through the blood and stored in the body as a fast source of energy. The breakdown of glucose releases carbon dioxide, a byproduct that needs to be removed from the body. * Aerobic exercise conditions enable you to exercise for long periods of time, potentially benefiting from the sustained energy expenditure (i.e., calories burned). * With aerobic training, you become much more efficient at using fat as an energy source for exercise. This allows muscle and liver glycogen to be used at a slower rate. * Aerobic exercise conditions enable you to exercise for long periods of time, potentially benefiting from the sustained energy expenditure (i.e., calories burned). * With aerobic training, you become much more efficient at using fat as an energy source for exercise. This allows muscle and liver glycogen to be used at a slower rate. * Anaerobic energy systems: Anaerobic processes do not use oxygen. Lactic acid, which builds up in muscle cells as aerobic processes fail to keep up with energy demands, is a byproduct of an anaerobic process. Such anaerobic breakdowns provide additional energy, but lactic acid build-up reduces a cell’s capacity to further process waste; on a large scale in a human body, this leads to fatigue and muscle soreness. Cells recover by breathing in more oxygen and through the circulation of blood, processes that help carry away lactic acid. * In anaerobic exercise glycogen is used as fuel. * Anaerobic exercise is helpful for weight management in that it helps to burn more calories even in a body at rest. * Activity levels * High-energy activities that require lots of energy are called “vigorous.” Vigorous activity burns more than 7 calories per minute. * Medium-energy activities that require a moderate amount of energy are called moderate. Moderate activities burn between 3.5 and 7 calories per minute. * Any activity that burns less than 3.5 calories per minute is low energy. * Energy is derived from the breakdown of carbohydrates and fats, the two main energy nutrients used during exercise. | * Presenting examples of aerobic and anaerobic energy systems. * Aerobic: Activities that are long-term, steady paced exercise and day-to-day activities; usually last longer than 5 minutes; aerobic capacity activities, muscular endurance activities. * Anaerobic: Activities that require fast bursts of energy for short, powerful bursts; usually last less than 5 minutes– sprint, muscular strength activities. * Presenting the terms aerobic and anaerobic as transitions in metabolism, where the proportion between aerobic and anaerobic metabolism changes depending on exercise intensity. Example: * Running: When the body has an adequate supply of oxygen for this process, we call it aerobic respiration. When there is not enough oxygen, for example when you are running hard at the end of a 5k, this is called anaerobic respiration. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.teachpe.com/physiology/energy_systems.php>  <http://www.teachpe.com/anatomy/anaerobic_respiration.php>  <http://www.teachpe.com/anatomy/aerobic_respiration.php> | | | |

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| **VA SOL Standard:** 7.5 The student will describe rate of perceived exertion and nutrients (energy) needed for a variety of activities and explain the importance of sleep for energy balance.  ESSENTIAL UNDERSTANDINGS   * + - * To build strength and lean muscle, you need to fuel your body properly before and after your training session.       * Dietary supplements are used to supplement or replace lost or insufficient nutrients.       * Energy intake includes three major macronutrient groups—carbohydrate, protein, and fat. | | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **7.5 c)**  Identify the nutrients needed for optimal aerobic and anaerobic capacity and for muscle strength and endurance.  **Suggested Learning Targets:**  I can describe what nutrients the body needs/uses during aerobic and anaerobic capacity and for muscle strength and endurance and demonstrate it through a graphic organizer. | **Assessment for Learning (Formative)**   * Written: Investigation of nutrients needed for aerobic and anaerobic capacity and for muscle strength and endurance, and examples of food and beverages that meet the requirements. * Oral questioning to check for understanding. Examples:   What nutrients are needed for optimal aerobic and anaerobic capacity and for muscle strength and endurance?  **Assessment of Learning (Summative)**   * Define *anaerobic* and *aerobic* and list activities that are aerobic (uses oxygen) and that are anaerobic (do not use oxygen. * Activity logs: As we approach and pass our metabolic threshold intensity, we start to breathe harder and exercise simply becomes uncomfortable. Record the heart rate at which you sense these symptoms of developing over-exertion. Reflect on the significance of this change and what is taking place in the body. Example: * You then know that heart rates below this value occur when you are in your aerobic zone and heart rates above this value reflects an increasing anaerobic contribution. (Additional comment samples are found within the **Content Information** section of this page.) | * Aerobic energy systems: Aerobic processes in cellular respiration can only occur if oxygen is present. When a cell needs to release energy, it initiates a chemical exchange that launches the breakdown of [glucose](http://www.diffen.com/difference/Fructose_vs_Glucose). This sugar is carried through the blood and stored in the body as a fast source of energy. The breakdown of glucose releases carbon dioxide, a byproduct that needs to be removed from the body. * Aerobic exercise conditions enable you to exercise for long periods, potentially benefiting from the sustained energy expenditure (i.e., calories burned). * With aerobic training, you become much more efficient at using fat as an energy source for exercise. This allows muscle and liver glycogen to be used at a slower rate. * Aerobic exercise conditions enable you to exercise for long periods, potentially benefiting from the sustained energy expenditure (i.e., calories burned). * With aerobic training, you become much more efficient at using fat as an energy source for exercise. This allows muscle and liver glycogen to be used at a slower rate. * Anaerobic energy systems: Anaerobic processes do not use oxygen. Lactic acid, which builds up in muscles' cells as aerobic processes fail to keep up with energy demands, is a byproduct of an anaerobic process. Such anaerobic breakdowns provide additional energy, but lactic acid build-up reduces a cell's capacity to further process waste; on a large scale in a human body, this leads to fatigue and muscle soreness. Cells recover by breathing in more oxygen and through the circulation of blood, processes that help carry away lactic acid. * In anaerobic exercise ,glycogen is used as fuel. * Anaerobic exercise is helpful for weight management in that it helps to burn more calories even in a body at rest. * Activity Levels * High energy activities that require lots of energy are called vigorous. Vigorous activity burns more than 7 calories per minute. * Medium energy activities that require a moderate amount of energy are called moderate. * Moderate activities burn between 3.5 and 7 calories per minute. * Any activity that burns less than 3.5 calories per minute is low energy. * Energy is derived from the breakdown of carbohydrates and fats, the two main energy nutrients used during exercise. * Pre-workout: A good supply of protein for tissue repair 1-2 hours before workout. A cardio session requires more carbohydrates than protein. Carbohydrates are metabolized into glucose (energy) quickly, so they should be consumed 30-60 minutes before a workout. * During workout: Add protein and fiber to deliver a steadier supply of energy throughout the workout. * After an intense workout: Go for carbohydrates to replace the energy in depleted muscles. Protein, though, is almost equally important in sealing in your workout's benefits and promoting recovery. * Macronutrients * Carbohydrates: found in starchy and sugary foods and are the main source of energy. * Protein: essential for growth, repair, and maintenance of body tissue. * Fats: provide energy and, when stored, provide protection to our vital organs. * Recommended dietary allowance (RDA): the recommended minimum amount of a nutrient needed for good health. * Vitamins: organic substances need in small amounts to enable the body to complete chemical reactions. * Minerals: inorganic compounds needed in small amounts. * Milk – for calcium * Red meats – for iron * Vegetables – for phosphorus * Salt and sugar * Salty foods can disrupt the delicate fluid-balance required for optimal workouts. * Sugary foods and drinks are high in calories. | * Have students bring in empty containers as examples of different foods for each phase of a workout. * Develop individually, or with a group, lists of foods and beverages to consume for different phases of a workout. Examples: * Pre-workout – Egg omelet with spinach, whole grain toast, and skim milk. Greek yogurt with banana, walnuts, apples, and honey. * Post-workout – Take 10-20 grams of protein within 2 hours after strength training. Whole grain, vegetables, fruits, and beans. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes;  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  [www.choosemyplate.gov](http://www.choosemyplate.gov)  <http://www.heart.org/HEARTORG/HealthyLiving/PhysicalActivity/FitnessBasics/Food-as-Fuel---Before-During-and-After-Workouts_UCM_436451_Article.jsp#.V6d9Vf36upo>; <http://www.teachpe.com/training-fitness/sports-nutrition/>  <http://www.heart.org/HEARTORG/HealthyLiving/HealthyEating/Nutrition/How-to-Eat-Healthy_UCM_307257_Article.jsp#.V6d_h_36upo>  <http://www.heart.org/HEARTORG/HealthyLiving/HealthyEating/Nutrition/Nutrition-Basics_UCM_461228_Article.jsp#.V6eAH_36upo>  <http://www.shape.com/healthy-eating/diet-tips/20-foods-can-ruin-your-workout> | | | | |

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| **VA SOL Standard:** 7.5 The student will describe rate of perceived exertion and nutrients (energy) needed for a variety of activities and explain the importance of sleep for energy balance.  ESSENTIAL UNDERSTANDINGS   * Monitoring your heart rate will allow you to track the changes taking place in your cardiovascular system as you move toward aerobic fitness. * Resting heart rate is a valuable measure of not only determining your fitness level, but your cardiovascular health. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **7.5 d)**  Calculate resting heart rate (RHR) and describe its relationship to aerobic fitness and an RPE scale.  **Suggested Learning Targets:**  I can calculate my resting heart rate and tell a peer.  I can explain the connection between resting heart rate, aerobic fitness, and an RPE scale using a graphic organizer. | **Assessment for Learning (Formative)**   * Oral: Describe when/how to take resting heart rate. Answer – Resting heart rate should be measured first thing in the morning and it indicates cardiovascular health. * Identify factors that can affect resting heart rate. Examples: Physical size of your heart, body size, activity level, fitness level, temperature, body position, emotions, and medication use.   **Assessment of Learning (Summative)**   * Record resting heart rate every morning for a week. Analyze what your resting heart rate is telling you in regard to your fitness level. Reflect upon the importance of maintaining or lowering your resting heart rate. | * Heart rate is an indicator of the level of cardiorespiratory fitness. As one becomes more fit, your heart muscle becomes stronger and is able to pump more blood with each heartbeat. Therefore, a person who is fit has a lower heart rate than an unfit person. * As fitness levels improve, resting heart rate (RHR) will decrease. Working out at an aerobic level will cause your heart to be more efficient at pumping blood, therefore it will need to beat less often. If your heart needs more beats to do the same amount of work, over time this can lead to cardiovascular disease and/or heart attacks. * Measuring resting heart rate along with one measurement during activity will help you ensure that your workouts are effective, both in burning fat and developing your cardiovascular fitness. | * Record target heart rates while resting and participating in different activities that move up the RPE scale. * Students determine heart rates that represent their desired workout intensity. Students will keep their heart rates in their zone during activities. They will monitor their workout intensity level. * Teacher discussions on resting heart rates and what they reveal. Example: * A higher than usual resting heart rate can be a sign of over-training or illness. Therefore, if in the morning you have a higher resting heart rate than usual, your body is still in a state of repair and you should adjust your workout regimen accordingly to prevent over-training or injury. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes <http://www.heart.org/HEARTORG/HealthyLiving/PhysicalActivity/FitnessBasics/Target-Heart-Rates_UCM_434341_Article.jsp#.V6d8bP36upo> | | | |

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| **VA SOL Standard:** 7.5 The student will describe rate of perceived exertion and nutrients (energy) needed for a variety of activities and explain the importance of sleep for energy balance.  ESSENTIAL UNDERSTANDINGS   * + - * Getting enough quality sleep at the right times can help protect your mental health, physical health, quality of life, and safety.       * In teens, sleep helps support growth and development. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **7.5.e** Explain the effects of sleep on energy balance.  **Suggested Learning Targets:**  I can give reasons why sleep is important for energy balance through an exit ticket. | **Assessment for Learning (Formative)**   * Oral: Describe why sleep is important. Answer – Sleep is a powerful regulator of appetite, energy use and weight control. * Investigate how sleep affects body function. * Sleep logs. Example: * Log your personal amount of sleep each night for a week. * Calculate the average amount of sleep you are getting each night. * Evaluate how you feel based on the amount of sleep you are getting and any concerns that keep you from getting a good night’s sleep. * Reflect on the importance of sleep for energy balance. * Develop a plan to improve or maintain your sleep habits. * Reassess how the plan is working and any improvements you can make for yourself.   **Assessment of Learning (Summative)**   * Explain the importance of sleep for energy balance (may use reflection from sleep log). | * Importance of sleep * Brain function: While you’re sleeping, your brain is preparing for the next day. It’s forming new pathways to help you learn and remember information. Studies show that a good night’s sleep improves learning. * Physical health: Sleep is involved in the healing and repair of your heart and blood vessels. Ongoing sleep deficiency is linked to an increased risk of [heart disease](http://www.nhlbi.nih.gov/health/health-topics/topics/cad), kidney disease, [high blood pressure](http://www.nhlbi.nih.gov/health/health-topics/topics/hbp), diabetes, and [stroke](http://www.nhlbi.nih.gov/health/health-topics/topics/stroke), and it increases the risk of [obesity](http://www.nhlbi.nih.gov/health/health-topics/topics/obe). The right amount of sleep also reduces heart rate and blood pressure. * Productivity/safety: Getting enough sleep helps you function well throughout the day. People who are sleep deficient are less productive at work and school. They take longer to finish tasks, have a slower reaction time and make more mistakes. | * Discussions on the signs of a lack of sleep. Example: Even if you think you’re getting enough sleep, you might not be. Here are some of the signs that you may need more sleep: * Difficulty waking up in the morning. * Inability to concentrate. * Falling asleep during classes. * Feelings of moodiness and even depression. * Discussions on how to get more sleep. Example: * Set a regular bedtime. * Exercise regularly. * Avoid stimulants. * Relax your mind. * Unwind by keeping the lights low. * Don’t nap too much. * Avoid all-nighters. * Create the right sleeping environment. * Wake up with bright light. * Discussion on why sleep is important: * Pay attention and learn in school. * Improve athletic performance. * Grow and develop normally. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.nhlbi.nih.gov/health/health-topics/topics/sdd/why>  <https://newsinhealth.nih.gov/issue/apr2013/feature1>  [http://www.nhlbi.nih.gov/health/health-topics/topics/obe/causes](http://www.nhlbi.nih.gov/health/health-topics/topics/obe/causes;)  [How Much Sleep Do I Need? (for Teens) - Nemours KidsHealth](https://kidshealth.org/en/teens/how-much-sleep.html) | | | |

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| **VA SOL Standard:** 7.5 The student will describe rate of perceived exertion and nutrients (energy) needed for a variety of activities and explain the importance of sleep for energy balance.  ESSENTIAL UNDERSTANDINGS   * Everything we do, from sleeping to running, requires energy. * The relationship between the amount of calories we eat in the diet and the amount of energy we use in the body determines our body weight and overall health. * Balancing calorie consumption and calorie expenditure is the key to maintaining healthy body weight. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **7.5.f** Explain the purpose of vitamins and minerals.  **Suggested Learning Targets:**  I can explain the vitamins and minerals that I need when participating in physical activities.  I can understand foods that are have vitamins and minerals and I need to keep a healthy body. | **Assessment for Learning (Formative)**   * Oral questioning. Example: How does the body use vitamins and minerals? * Define vitamins and minerals * Investigate the effects vitamins and minerals on the body.   **Assessment of Learning (Summative)**   * Individual assessment: Explain vitamins and minerals and why they are important for good health | * Vitamins: A, C, D, E K, folate, B-6, B-12. You can normally get the vitamins form the food you eat. Your body also makes D and K. * Can be found in milk products, meats, fish oils, and in colorful vegetable such as carrots, broccoli, spinach, and sweet potatoes. * Minerals in food are elements present in foods that help our body develop and function properly. * Calcium (helps with blood clotting and muscle contraction). * Chloride (helps with blood pressure). * Cooper (helps form red blood cells). * Iodine (helps brain function). * Iron (helps transport oxygen). * Magnesium (provides structure for healthy bones). | * Discussion on the role of vitamins and minerals when participating in physical activity.   Discussion on how to consume the vitamins and minerals your body needs. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  [www.choosemyplate.gov](http://www.choosemyplate.gov)  <http://www.education.com/reference/article/what-energy-balance/>  <http://www.precisionnutrition.com/all-about-energy-balance>;  <http://www.nhlbi.nih.gov/health/educational/wecan/healthy-weight-basics/balance.htm>  <http://www.heart.org/HEARTORG/HealthyLiving/HealthyEating/Nutrition/The-American-Heart-Associations-Diet-and-Lifestyle-Recommendations_UCM_305855_Article.jsp#.V6eAWf36upo> <https://kidshealth.org/en/teens/vitamins-minerals.html#catnutrition> | | | |

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| **VA SOL Standard:** 8.1 The student will apply and demonstrate movement concepts and skills in small-sided games/sports, rhythmic, dance, lifetime, and recreational activities.  ESSENTIAL UNDERSTANDINGS   * Acquisition of movement concepts and patterns allows students to successfully participate in and apply strategies in activities. * Physical skill proficiency enhances the quality of life by allowing individuals to participate in enjoyable physical activities. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **8.1.a** Demonstrate and apply movement forms to cooperative and tactical activities that include dynamic and unpredictable situations with a focus on defensive strategies, including reducing space, transitioning from offense to defense quickly, and selecting appropriate tactics to gain defensive advantage.  **Suggested Learning Targets:**  I can show the defensive strategy reducing space in [specific activity] and demonstrate it to my teacher.  I can adapt movements to changing game situations in [specific activity] when challenged and not challenged by opponents and demonstrate it through a video self-assessment.  I can demonstrate coverage of play in [specific activity] (e.g., in softball, the first-base person fields the ball and the pitcher covers first base) and write a reflective paragraph on how I demonstrated this in [specific activity].  I can show the defensive strategies of reducing space, transitioning from offense to defense quickly, communicating with teammates, and selecting appropriate tactics to gain defensive advantage in [specific activity] and demonstrate it through a rubric. | **Assessment for Learning (Formative)**   * Pre-test skill performance of mastery movement forms and skill combinations. * Teacher observation. * Written: * Pre-test cognitive knowledge for skills needed to be successful in activity(s) selected. * Identify skills and movements in selected activities/games, compare to other activities/games, and explain how to adapt those skills to fit the needs of that activity/game. * Self and peer assessments. * Teacher observation with feedback. * Teacher verbal and written feedback. * Video: Analyze movement forms in cooperative and tactical activities and make suggestions improvement. * Skill checklist (for discrete skills). * Skill rubric (for game/activity application).   **Assessment of Learning (Summative)**   * Written: Post cognitive tests for comprehension of strategies and tactics to gain defensive advantage. * Skill rubric.   Sample Rubric  4 (*Beyond what was taught.)*  Displays consistent and correct performance of all elements during unpredictable situations; includes smooth transitions between skills/movements; includes advanced strategies and tactics  3 (*What was explicitly taught.)*  Performs all critical elements (mature movement skills and patterns) appropriately and consistently during unpredictable situations and adapts movements to changing situations during game play.  2 (*Identify basic elements.)*  Performs critical elements (mature movements skills and patterns) in isolation (outside of game play or when unchallenged).  1 (*With help/prompts/cues.)*  With teacher cues, student can demonstrate some/most of the critical elements in isolation (outside of game play). | * Strategy: An overall game plan and the sum of all tactics used. * Tactics: Decisions about what actions to take in response to problems that arise during a game. * Skillful play within games requires manipulative skills that come from the following three broad categories: * Sending an object away: striking, volleying, kicking or throwing it. * Receiving/gaining possession of an object: by catching (trapping) or collecting it (i.e., gaining control of and/or redirecting an object coming along the ground). * Traveling with and retaining the object: by carrying or propelling it (e.g., dribbling). * Offensive skills * Give and go * Fakes (ball/head) * Pivots * Changing direction/speed * Defensive skills * Player to player * Reducing the size of the passing lane * Reducing space * Transitioning from offense to defense quickly * Communicating with teammates * Selecting appropriate tactics to gain defensive advantage. | * Manipulation of game components, such as rules, number of players, dimensions of the playing space, and movement within the playing space to create games and “play practice” scenarios that develop tactical understanding and the application of movement skills for intelligent play. * Drills to develop movement competencies necessary to successfully apply the movement solutions of a tactical problem, such as offensive tacticsto create open space, moves to create open space on and off the ball, passes, fakes, and pathways, and give and go. * Modified small-group activities/games involving passing and receiving with an implement in combination with locomotor patterns of running and change of direction and speed with competency (e.g., lacrosse, hockey: floor, field, ice). * Modified small-group activities/games involving the execution of at least two of the following to create open space: pivots, fakes, jab steps, and/or screens * Modified small-group activities/games involving dribbling with dominant and non-dominant hand/foot using a change of speed and direction. * Modified small-group activities/games involving a mature overarm pattern, for net/wall games. (e.g., volleyball, handball, badminton, tennis). * Modified small-group activities/games involving transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates, and taking advantage for gain*.* * Modified small-group activities/games involving the creation of open space in net/wall games using either a long- or short-handled implement by varying force, direction, moving opponent side to side, and/or forward or back. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  <http://www.pecentral.org/lessonideas/cues/cuesmenu.asp>; <http://www.pecentral.org/lessonideas/searchresults.asp?category=53>  <http://www.thephysicaleducator.com/resources/games/invasion/>; <http://www.thephysicaleducator.com/resources/games/net-wall/>  <http://www.thephysicaleducator.com/resources/games/striking-fielding/>; <http://www.thephysicaleducator.com/resources/games/target/>  <http://files.eric.ed.gov/fulltext/EJ795561.pdf>; <http://hooptactics.com/Free_Area_Offensive_Basketball_Strategies/>  <http://www.soccer-training-info.com/soccer_strategy_tactics.asp>; <http://www.ducksters.com/sports/footballstrategy.php>  <http://learntocoachbasketball.com/sign-up/coaching-course/skill-development/level-i-tactical-skills>; <http://www.tennistips.org/tennis-technique.html>  <http://www.strength-and-power-for-volleyball.com/volleyball-strategies.html>; <http://www.usaultimate.org/assets/1/Page/Teaching%20Ultimate_beta3.pdf> | | | |
| **VA SOL Standard:** 8.1 The student will apply and demonstrate movement concepts and skills in small-sided games/sports, rhythmic, dance, lifetime, and recreational activities.  ESSENTIAL UNDERSTANDINGS   * + - * Rhythmic movement builds a sense of community, social skills, music concepts, physical education abilities, timing, and coordination and is a valuable tool for fitness throughout one’s life.       * Rhythmic movement enables students to discover their own innate capacity for the communication of ideas, thoughts, and feelings through the medium of dance. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **8.1.b** Create a rhythmic movement or dance sequence to music as an individual or in a group.  **Suggested Learning Targets:**  I can develop a proper sequence of steps in movement combinations for an individual or group rhythmic sequence and present it to my teacher.  I can perform an individual or group rhythmic sequence and demonstrate this through a group presentation. | **Assessment for Learning (Formative)**   * Questioning to check for understanding. * Peer assessment: Evaluate a created rhythmic movement sequence to music for revision and refinement. * Videotaping: For refinement of a created movement sequence to music.   **Assessment of Learning (Summative)**   * Develop a rhythmic movement sequence to music using basic dance elements, (select length), and demonstrate and teach it to the class. * Rubric for creating a dance/rhythmic sequence.   Sample Rubric  4 (*Beyond what was taught)*  Creates and displays rhythmic movement sequence with variety of movements.  3 (*What was explicitly taught)*  Creates and displays a rhythmic movement sequence.  2 (*Identify basic elements)*  Performs critical elements of rhythmic movement sequence.  1 (*With help/prompts/cues)*  With teacher cues, student can demonstrate some/most of the critical elements in isolation. | * Movement: Counts of 4/8. * Combinations: Putting two or dance moves together. * Pattern: Repeating a sequence. * Flow: The direction of movement. * Transitions: When a movement, phrase or section of a dance progresses into the next. * Leading/following: Leading or following others’ actions. * Mirroring/matching: Copying another individual’s actions. * Routine: A sequence of movements in a fixed program. * Sequence: A particular order in which related movements follow each other. * Beat: The basic unit of a rhythmic measure. * Rhythm: Regular, repeated pattern of sounds or movements. * Tempo: The speed of music or a dance. * Levels: * Low: ground level (crawling, slithering, rolling, and kneeling) * Medium: walking level (walking, running, and sliding) * High: movement in the air (hopping, skipping, jumping, and leaping). | * Class discussion on the greater awareness of feelings toward the avenues of self-expression provided through dance and other artistic sports. * Lessons on rhythm or dance, such as combining traveling, balancing, and weight transfer into smooth, flowing sequences with intentional changes in direction, speed, and flow. * Dance/rhythmic sequences done in small groups, partners or by individuals. * Note: Music for use with students should be pre-approved by the teacher for appropriate lyrics. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.pecentral.org/lessonideas/middlehigh/middlehighideas.asp>; <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=5480#.V6VEyf36upo>  <https://openphysed.org/wp-content/uploads/2019/04/M-12-03-Dance-Activities.pdf> | | | |

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| **VA SOL Standard:** 8.1 The student will apply and demonstrate movement concepts and skills in small-sided games/sports, rhythmic, dance, lifetime, and recreational activities.  ESSENTIAL UNDERSTANDINGS   * + - * Skill-related fitness increases one’s ability to perform in various activities and leads to good overall health.       * Skill-related components of fitness are not skills but the building blocks of exercise and physical activity. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **8.1.c** Demonstrate skill-related components of fitness (agility, balance, coordination, power, reaction time and speed) specific to various activities.  **Suggested Learning Targets:**  I can apply the concept of balance by showing balancing on a balance board and explaining the concepts of static balance to a peer.  I can demonstrate speed through fast breaks to a layup in basketball and explain how speed helps to gain advantage over your opponents through an exit ticket.  I can demonstrate agility through changing directions to hit a tennis ball and self-assess that ability through a video self-assessment.  I can show coordination through catching a ball in a lacrosse stick while running and explain where I demonstrate coordination in other physical activities to my teacher.  I can demonstrate power through running quickly to a volleyball net and jumping high to block a volleyball and explain how power is a combination of speed and muscular strength to a peer.  I can demonstrate reaction time through passing a baton in a track relay and give other examples through a partner discussion. | **Assessment for Learning (Formative)**   * Group presentations. Example: Groups are placed in different areas. The class reviews the skill-related components of fitness. Each group is assigned a skill-related component of fitness to identify physical activities or a game specific activity that relates to each component. Groups present and demonstrate their activities. Example presentation: Balance is important in the sport-specific activity of cross-country skiing, as well as in a general physical activity such as balancing on balance boards or skateboards. * Journals: * Gathering and organizing information on the skill-related components of fitness. * How the skill-related components of fitness apply to specific activities. * Self/peer assessment. * Video analysis of specific skill related fitness components.   **Assessment of Learning (Summative)**   * Develop a physical activity routine that will demonstrate each of the skill-related components of fitness. Explain how each activity applies to a different skill-related component and how each activity causes improvement of the specific component. | * Agility: The ability to change and control the direction and position of the body while maintaining a constant, rapid motion. Examples: * Changing directions to hit a tennis ball. * Dodging defenders in game play. * Balance: The ability to control or stabilize the body when a person is standing still or moving. Balance can be static or dynamic. Static balance means that the athlete is not moving, such as performing a handstand. Dynamic balance means that the athlete maintains equilibrium while moving, such as in slalom ski events. Other examples: * In-line skating. * Landing after a rebound in basketball. * Coordination: The ability to use the senses together with body parts during movement. To move smoothly and efficiently. Examples: * Dribbling a basketball. Using the hands and eyes together is an example of hand-eye coordination. * Catching a ball in a lacrosse scoop while running.   Speed: The ability to move your body or parts of your body as quickly as possible. Many sports rely on speed to gain advantage over your opponents. Examples:   * A basketball player making a fast break to perform a layup. * A tennis player moving forward to get to a drop shot. * A football player out running the defense to receive a pass. * Power: The ability to move the body parts rapidly while applying the maximum force of the muscles. Power is a combination of speed and muscular strength. Examples: * Fullbacks in football muscling their way through other players and speeding to advance the ball. * Volleyball players getting up to the net and lifting their bodies high into the air. * Olympic lifting. * Shot putting. * Reaction time: The ability to reach or respond quickly to what you hear, see or feel. Examples: * An athlete quickly coming off the blocks early in a swimming relay. * A track relay. * Stealing a base in baseball. | * Activities to improve the skill-related components of fitness.  Examples: * To improve quickness and speed in order to beat the defenders who are covering you, work with explosive plyometric exercises such as box jumps or squat jumps. They will help improve the muscles for explosive speed. * General movement patterns (e.g., running, jumping, throwing) are used to develop strength and power. * Medicine ball training, jump rope, and agility ladder exercises to enhance agility and reduce movement time. * Demonstration of the skill-related components of fitness through modified game specific activities. Examples: * Power in forehand or backhand strokes in net/wall games. * Anticipates the speed of an object or person for the purpose of interception or deflection. * Class discussions on how the physical activity for the day contributes to the skill-related components of fitness. Example: Sprinting – Stability [ball](http://exercise.lovetoknow.com/Exercise_Ball_Free_Workouts) programs, BOSU training, and balance board exercises to enhance balance. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  Glencoe Health Books (Copyright, McGraw Hill Companies Inc.: [http://www.glencoe.com/sites/common\_assets/health\_fitness/gln\_health\_fitness\_zone/pdf/heart\_rate\_monitor\_activities/health\_skill\_related\_itness/health\_ skill\_related\_fitness\_activity\_4.pdf](http://www.glencoe.com/sites/common_assets/health_fitness/gln_health_fitness_zone/pdf/heart_rate_monitor_activities/health_skill_related_itness/health_%20skill_related_fitness_activity_4.pdf)  <https://www.teachpe.com/training-fitness/skill-related-fitness#:~:text=Skill%20Related%20Fitness%201%20Speed.%20Most%20sports%20and,Balance.%20...%205%20Coordination.%20...%206%20Power.%20>  [Skill-Related Fitness for Secondary PE - OPEN Physical Education Curriculum (openphysed.org)](https://openphysed.org/skillrelated-secondary) | | | |

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| **VA SOL Standard:** 8.1 The student will apply and demonstrate movement concepts and skills in small-sided games/sports, rhythmic, dance, lifetime, and recreational activities.  ESSENTIAL UNDERSTANDINGS   * + - * Balance is a static and dynamic process that makes it possible for the body to maintain its center of gravity over its base of support.       * The lower the center of the body, the larger the base of support, the closer the center of the body is to the base of support, the more stability increases.       * Dynamic balance is a key component of normal daily activities such as walking, running, and climbing stairs.       * Core muscles provide the foundation for movement throughout your entire body and are incorporated into almost every movement of the human body, acting as a stabilizer to help gain greater balance. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **8.1.d** Demonstrate and explain the role of balance (center of support, center of gravity, and planes of motion) in a variety of activities.  **Suggested Learning Targets:**  I can explain and show the importance of body position when receiving a serve in [specific activity] (e.g., tennis volleyball, badminton) and demonstrate it through a peer discussion.  I can describe and demonstrate how balance is a key to all functional movements through a summary paragraph.  I can explain planes of motion while participating in activities. | **Assessment for Learning (Formative)**   * Teacher observation. * Oral: Partner discussions –   + Example: How can your balance become more stable?   + Answer – Stability is enhanced by determining body’s center of gravity and appropriately changing it.   + Example: What plane does flexion and extension occur? (Sagittal) * Written: Gathering and organizing information about the biomechanical principles of different movements.   **Assessment of Learning (Summative)**   * Students will research balance, demonstrate activities that require balance, and explain how balance applies to the activities. Example – * Walking: A person throws the body in and out of balance with each step. * Running: The center of gravity has to be lowered to maintain balance when stopping or changing direction. * Jumping: The center of gravity needs to be raised as high as possible. * Explain the role of balance in the following movements: * Running * Hopping * Jumping * Dodging * Apply the principles of stability to a baseball catcher. Example: * Bends his knees to lower his center of gravity. * Has knees apart (to increase base of support) in the direction of the force coming towards him. * Uses a glove (greater surface area to receive force) and brings hand in towards the body (force reception). | * Balance: The ability to maintain the body’s center of gravity within the limits of stability as determined by the base of support. * The lower the center of gravity to the base of support, the greater the stability. * The nearer the center of gravity to the center of the base of support, the more stable the body. * An individual’s limits of stability are the distance outside his or her base of support he or she can go without losing control of the center of gravity. * Center of gravity: The point at which all of the body’s mass and weight are equally balanced or equally distributed in all directions. * Dynamic activities can also be described as those that cause the center of gravity to move in response to muscular activity. * The muscles traditionally referred to as “[the core](http://breakingmuscle.com/mobility-recovery/do-you-know-what-your-core-really-is-and-what-it-does)” provide a working surface for our extremities to push off, which is [crucial for any kind of movement](http://breakingmuscle.com/strength-conditioning/how-to-shoot-a-cannon-out-of-a-canoe). The core is where we generate, absorb, and transfer forces to and from our extremities. Strengthening core muscles will improve ,stability of the lumbar spine which is beneficial for improving balance. * Planes of motion: * Sagittal plane: Passes through the body front to back, dividing it into left and right. Movements in this plane are the up and down movements of flexion and extension. * Frontal plane: Divides the body into front and back. Movements in this plane are sideway movements, called abduction and adduction. * Transverse plane: Divides the body into top and bottom. Movements in this plane are rotational in nature, such as internal and external rotation, pronation and supination. * B**ase of support** is the area of contact between the body and the support surface. | * Teach similarities in body position and the relationship to balance when receiving different types of serves (e.g., volleyball, badminton, tennis). Discuss reasons why they are similar. * Teach similarities in body position when defending a player (e.g., basketball, soccer, ultimate). Discuss reasons why they are similar. * Muscular strength training activities and discussions on how strengthening the core muscles will improve balance in dynamic activities. * Discussions on balance, equilibrium and stability in relationship to oncoming forces. Example – In anticipation of an oncoming force, stability may be increased by enlarging the size of the base of support in the direction of the anticipated force. * Discussions on the planes of motion. Example: Sagittal or lateral plane – vertical plane passing from the rear (posterior) to the front (anterior), dividing the body into left and right halves. Most sport and exercise movements that are almost two-dimensional, such as running, long jumping, biking, and rowing, take place in this plane. * Practice stabilizing skills that require balance, maintaining equilibrium, and gaining and maintaining postural control. Example: Walking lunge with a plate held overhead when moving through the up position of the lunge then bringing plate to one side in coordination with the downward movement of the lunge. |
| SHAPE America National Standards and Grade-Level Outcomes;  <http://www.hhp.txstate.edu/hper/faculty/pankey/bioprin/htm/index.html>; <http://www.slideshare.net/ryanm9/year-11-biomechanics-with-levers-force-summation>;  <http://www.teachpe.com/biomechanics/angular-motion/>; <http://www.teachpe.com/biomechanics/forces/>  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.humankinetics.com/excerpts/excerpts/five-factors-determine-stability-and-mobility>  [https://www.google.com/search?q=biomechanical+principles+(e.g.,+center+of+gravity,+base+of+support)&biw=1536&bih= 696&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwjU7\_Kf6qzOAhWDbiYKHReiDG0QsAQIKQ&dpr=1.25](https://www.google.com/search?q=biomechanical+principles+(e.g.,+center+of+gravity,+base+of+support)&biw=1536&bih=696&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwjU7_Kf6qzOAhWDbiYKHReiDG0QsAQIKQ&dpr=1.25)  <http://www.yogajournal.com/article/practice-section/plumb-perfect/>  <http://www.heart.org/HEARTORG/HealthyLiving/PhysicalActivity/FitnessBasics/Balance-Exercise_UCM_464001_Article.jsp#.V6eFYP36upo> | | | |

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| **VA SOL Standard:** 8.1 The student will apply and demonstrate movement concepts and skills in small-sided games/sports, rhythmic, dance, lifetime, and recreational activities.  ESSENTIAL UNDERSTANDINGS   * + - * Improvements in performance depend upon the training methods used.       * Proper and comprehensive warm-up and cool-down protocols are essential to short-term exercise performance, as well as long-term injury prevention and general physical health.       * The principles of overload, specificity, and progression are highly interconnected and are interdependent. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **8.1.e** Demonstrate physiological principles of warm-up, cool down, overload, specificity, and progression to improve performance.  **Suggested Learning Targets:**  I can perform a proper warm-up and cool down for [selected activity] and demonstrate it to my teacher.  I can apply [overload/specificity/progression] to improve skill performance and demonstrate it to my partner. | **Assessment for Learning (Formative)**   * Questioning to check for understanding. * Teacher observation. * Post diagrams or pictures of various exercises around the area. Groups visit each diagram or picture and decide what type of workout program the illustrated exercise would apply to and whether it would be used as part of the warm-up or cool-down. * Video analysis: Students create videos that target the physiological principles of warm-up, cool-down, overload, specificity, and progression.   **Assessment of Learning (Summative)**   * Design a fitness workout program for one of these areas: flexibility, cardiorespiratory endurance, or muscular strength and endurance. The workout program will be designed for a two month period and include: * A warm-up. * Exercises that show the principles of overload, specificity, and progression. * A cool-down.   Examples:   * Overloading for cardiorespiratory endurance * Frequency = minimum of three days/week. * Intensity = exercising in target heart-rate zone. * Time = minimum of 15 minutes rate. * Progression for cardiorespiratory endurance. * Begin at a frequency of three days/week and work up to no more than six days/week. * Begin at an intensity near target heart rate threshold and work up to 80% of target heart rate. * Begin at 15 minutes and work up to 60 minutes. * Specificity for cardiorespiratory endurance * Perform aerobic (with oxygen) activities for at least 15 minutes without developing an oxygen debt. * Aerobic activities include, but are not limited, to brisk walking, jogging, bicycling, and swimming. | * Purpose of warm-ups: * To increase your breathing and heart rate. * To increase the energy-releasing reactions in the muscles. * To promote blood flow to the muscles, supply them with more oxygen and to remove waste products. * Prepares your muscles for stretching. * Purpose of cool-downs: * To help your heart rate and breathing move toward resting levels * To help avoid fainting or dizziness. * To help remove waste products from your muscles, such as lactic acid. * To help prepare muscles for the next exercise session. * Principle of overload: A person must work (load) the body in a higher manner than normal to improve fitness. * For improved cardiorespiratory endurance, it would mean walking faster and farther or more times a week than normal. * For improved muscular strength and endurance, it means contracting the muscles for a longer period of time or more frequently during the week or adding weight to the number of repetitions performed. * For improved flexibility, it would require stretching more often, holding stretches for longer periods or stretching beyond the usual point of flexion or extension. * Principle of specificity: Only those body parts, muscles, or systems involved in a workout will be the ones to experience training. Specificity may apply to muscle groups, energy systems, or specific movements and activities. Examples: * Weight training in the upper body will improve arm, shoulder, and back strength, but activities in the lower body such as squats or lunges will not improve. * A swimmer that swims several times a week will gain cardiorespiratory endurance but may lack in flexibility benefits. * If a baseball pitcher wants to work specifically on his accuracy, he will target this skill by trying to hit a specific target. If he wants to work on his speed, he will target the throwing phase of the pitch and somehow measure the speed of his pitch. * Principle of progression: The increase in exercise to make it more demanding once the body has adapted to the exercise being done before to continue improvements. * When overload is no longer sufficient, adjustments must be made for fitness level improvement. Training status will benefit by gradually increasing the load the body is working against. Incorrect overload may bring injury and demotivation due to over-zealous targets. * Changes to frequency, intensity or amount of time in the exercise program. | * Specific lessons on the principles of training and examples for students to perform (e.g., warm-up, cool down, overload, specificity and progression). Example: Flexibility training. * Dynamic flexibility: The ability to perform dynamic movements within the full range of motion in the joint. Common examples include twisting from side to side or kicking an imaginary ball. Dynamic flexibility is generally more sport-specific than other forms of mobility. * Static active flexibility: The ability to stretch an antagonist muscle using only the tension in the agonist muscle. An example is holding one leg out in front of you as high as possible. The hamstring (antagonist) is being stretched while the quadriceps and hip flexors (agonists) are holding the leg up. * Static passive flexibility: The ability to hold a stretch using body weight or some other external force. Using the example above, holding your leg out in front of you and resting it on a chair. The quadriceps are not required to hold the extended position. * Teach the physiological principles of warm-up, cool-down, overload, specificity, and progression to improve performance. Example: * Warm-ups: When a muscle is tight, [range of motion can be compromised](http://breakingmuscle.com/mobility-recovery/the-top-5-ways-fascia-matters-to-athletes). Lack of range of motion causes changes in movement patterns that limit quality of performance and ultimately create injury risk. A tight muscle is a weak muscle. An overstretched or long muscle is also a weak muscle. This conundrum is known as the length-tension relationship. This rule says that a muscle must be at mid-length (or on a slight stretch) to generate optimal force. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VBOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.teachpe.com/fitness/training_principles.php>  <http://www.heart.org/HEARTORG/HealthyLiving/PhysicalActivity/FitnessBasics/Warm-Up-Cool-Down_UCM_430168_Article.jsp#.V7G32bf6vcs>  <https://extension.psu.edu/warm-up-and-cool-down> | | | |

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| **VA SOL Standard:** 8.1 The student will apply and demonstrate movement concepts and skills in small-sided games/sports, rhythmic, dance, lifetime, and recreational activities.  ESSENTIAL UNDERSTANDING   * Technology can be used to provide opportunities to analyze movement, monitor progress toward motor skill and fitness goals, and assess learning/improvement. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **8.1.f** Demonstrate the use of technology tools to analyze and improve performance.  **Suggested Learning Targets:**  I can self-monitor the heart rate during exercise and summarize my performance to my teacher.  I can conduct a self-assessment of a physical fitness activity using assessment equipment and give my conclusions to a peer.  I can incorporate [technology] (i.e., iPads, personal device) to enhance knowledge, improve performance, and provide feedback for self-assessing and application for the development of a personal fitness plan. | **Assessment for Learning (Formative)**   * Analyze skill/activity performance. * Student Actions: * Pose/Define Problems * Collaborate * Conclude * Practice * Refine * Self-assessment: <https://openphysed.org/wp-content/uploads/2019/05/M-06-15-FitKnow-StudentSelfAssessment.pdf>   **Assessment of Learning (Summative)**   * Chose a physical activity that can also be done outside school. Perform the activity over a period (e.g., one week). Use at least one technology tool to help analyze the performance of the physical activity to determine whether there was improvement. Reflect on the value of the technology tool in relationship to monitoring improvement of the physical activity. | * Pedometers: tools that show students how much they have moved during their physical education lesson. They can be used to set personal targets for potential improvement in each lesson. * Heart rate monitors: show students what it really means to be physically active. Students wear a heart rate monitor during a physical education class, then download the data and print their heart rate activity during the lesson. They can use this information to show how much physical activity they participate in with an elevated heart rate. They can also set goals for increasing the duration at which they maintain an elevated heart rate. * Computers: internet resources such as pictures, videos, and proper instruction on hundreds of exercises, which can help individuals plan workouts or check their form when following recommended programs on their own. An important source of health and fitness-related information, but the validity of the information depends on the source. * Digital cameras and tablet computers: Methods of video recording for self/peer assessment. * Active video games: Players physically interact via arm, leg, or whole-body movements with images onscreen in various activities. * Smartphone applications: Applications (Apps) for phones that track activity. | * Specific lessons that teach students how to independently participate in physical activity monitoring (e.g., through pedometers or activity logs) and regulate physical activity behavior by using appropriate fitness and movement principals. * Class discussion and demonstration of technology in outdoor pursuits and how they improve the performance of the activity (e.g., use of a GPS device when hiking or backpacking). * Student use of technology to record and evaluate activities for the purpose of evaluation and improvement. * Monitor target heart rates during physical activities. * Class discussions on available technology, such as fitness bands, apps, and interactive video games, for fitness monitoring or improvement. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.humankinetics.com/excerpts/excerpts/using-technology-to-promote-physical-activity> | | | |

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| **VA SOL Standard:** 8.1 The student will apply and demonstrate movement concepts and skills in small-sided games/sports, rhythmic, dance, lifetime, and recreational activities.  ESSENTIAL UNDERSTANDING   * Technology can be used to provide opportunities to analyze movement, monitor progress toward motor skill and fitness goals, and assess learning/improvement. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **8.1 g)** Analyze movement performance/progressions (i.e., practice, self or peer assess, correct, practice at a higher level, and reassess) of a specific skill and use feedback to learn or improve the movement skills of self and others.  **Suggested Learning Targets:**  I can analyze movement performance and use feedback to improve performance.  I can conduct a self-assessment of a physical fitness activity using various types of assessment equipment and give my conclusions to a peer.  I can analyze the movement progressions of a [specific activity] (i.e., tennis serve) in my [selected assessment product] (i.e., log, journal or portfolio).  I can analyze [specific movement] (e.g., long jump, basketball shooting, golf swing) critically and suggest improvements for practice at a higher level in my [selected assessment product] (i.e., log, journal or portfolio).  I can detect, analyze and correct errors and apply to refine [specific movement] (i.e., tennis forehand shot) through a video self-assessment.  I can analyze a movement and give feedback to myself.  I can analyze a movement and give feedback to a peer. | **Assessment for Learning**  **(Formative)**   * Analyze skill/activity performance   Student Actions:   * Pose/Define Problems * Collaborate * Conclude * Practice * Refine * Self/peer assessments: Students assess each easy-to-difficult task sequence that is based on different models of progression. Example: Using the whole tennis serving motion, analyze at different distances from the net. * Eighteen feet in front of the baseline. * Twelve feet in front of the baseline. * Six feet in front of the baseline. * Checklist to record/self-assess individual skill performance. * Video: Analyze the critical skill elements of manipulative skill sequences and make suggestions for skill improvement. * Teacher observation: students using internal and external feedback. * Reflective self-paced task sheets. Example – Students are given a self-paced task sheet for the improvement of a skill or skill combinations. (e.g., basketball shooting tasks). Students reflect and self-assess how effective the self-paced task was.   **Assessment of Learning**  **(Summative)**   * Chose a physical activity that can also be done outside of school. Perform the activity over a period (e.g., one week). Use at least one technology tool to help analyze the performance of the physical activity to determine if there was improvement. Reflect on the value of the technology tool in relationship to monitoring improvement of the physical activity. * Self/peer assessments: Students assess each easy-to-difficult task sequence that is based on different models of progression. Example: Using the whole tennis serving motion, analyze at different distances from the net. * Eighteen feet in front of the baseline. * Twelve feet in front of the baseline. * Six feet in front of the baseline. * Checklist to record/self-assess individual skill performance. * Video: Analyze the critical skill elements of manipulative skill sequences and make suggestions for skill improvement. * Teacher observation: students using internal and external feedback. * Reflective self-paced task sheets. Example – Students are given a self-paced task sheet for the improvement of a skill or skill combinations. (e.g., basketball shooting tasks). Students reflect and self-assess how effective the self-paced task was. | * Progression: Presenting content in an easy-to-difficult sequence is a basic instructional principle that: * Enhances student success and achievement. * Enhances learners’ efficacy, perceptions, and motivation. * Affects students’ feelings of efficacy and competence and facilitates active engagement patterns. * Observation strategies: * Observe from different angles (e.g., side, front and back). This gives a number of different perspectives. If the movement covers some distance or moves in different directions, observation should be from various points. * View the movement more than once. First, look at the whole movement, then focus on the different parts of the movement. * Look for the cause of ineffective movement and not the symptoms. Example: If a step back is taken after a landing on a back somersault, do not comment on the landing but instead comment on the reason for the poor landing due to not tucking tightly or opening out to soon. * Considerations when incorporating self/peer-assessments: * Explain the expectations and benefits of engaging in a peer review process. * 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.   Student familiarity and ownership of criteria tend to enhance peer assessment validity; therefore, involve students in a discussion of the criteria used. | * Specific lessons that teach students how to independently participate in physical activity monitoring and regulate physical activity behavior by using appropriate fitness and movement principals. * Student use of technology to record and evaluate activities for the purpose of evaluation and improvement. * Teach easy-to-difficult task sequences based on different models of progression by having students at each level practice, self/peer assess, correct, practice at a higher level, and reassess. Example: When teaching baseball or softball batting, learners practice the whole swing in a series of tasks where the difficulty is manipulated by the movement of the ball. First hitting a stationary ball, then a slowly moving ball, then balls thrown faster. * Teaching a sequence of tasks in parts. Students will analyze self/peer each part, correct, practice and reassess. Example: Tennis serve, part progression. * Serving toss. * Tossing and hitting, beginning with the racket in “back-scratch” position. * Tossing and hitting, beginning with the racket held near the hip. * Whole serving motion. * When analyzing movements, teach how to divide the movement performance into three phases: * Preparatory: Movements that prepare, such as a backswing in golf or tennis. * Execution: * Force-producing movements, such as the forward motion of the tennis forehand shot. * Critical instant: the point of contact or the release, such as the moment of contact in the tennis serve or the takeoff in the long jump. * Follow-through: Body movements after the execution where the movement slows down, such as the high leg lift after kicking a goal or the golf club after the ball is struck. * Example of breaking down a movement skill into phases: Long jump: * Preparatory: The length and speed of the run to the takeoff board. * Execution: Takeoff and flight through the air. * Follow-through: The landing. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes;  <http://www.humankinetics.com/excerpts/excerpts/using-technology-to-promote-physical-activity>  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:** 8.2 The student will apply movement principles and concepts, and apply knowledge of major body structures to explain how body systems interact with and respond to physical activity and movement.  ESSENTIAL UNDERSTANDINGS   * + - * When the body is moving or producing movement it obeys the same physical laws that apply to all types of motion.       * Humans move through a system of levers that cannot be changed but can be utilized more efficiently. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **8.2.a** Explain how body systems interact with one another during physical activity.  **Suggested Learning Targets:**  I can explain how the skeletal-muscular systems work together in connection to physical activity through a graphic organizer.  I can explain how the respiratory-cardiovascular systems work together in connection to physical activity through a summary paragraph. | **Assessment for Learning (Formative)**   * + - * Questioning to check for understanding.   Example: When you get excited, what system increases the heart rate? Answer: the movement.  **Assessment of Learning (Summative)**   * + - * Choose at least three body systems and explain their connection to physical activity. * Students create an infographic (e.g., using Canva) to explain how three body systems connect to physical activity. | * + - * Cardiovascular system: exercise improves the strength and efficiency of the heart, which is a muscle and requires exercise. It also improves the circulation. The circulatory system delivers oxygenated blood to all parts of the body. Therefore, all the body's organs benefit from an efficient cardiovascular system.       * Respiratory system: exercise increases the efficiency of the lungs, which are responsible for oxygenating the blood before it circulates around the body. This enables the bones of the skeletal system and the muscles of the muscular system the ability to do their work. The digestive system provides nutrients to facilitate breathing and glucose plus oxygen produces water, carbon dioxide, and energy. The nervous system uses this energy to enable the brain to think and control all the other systems.       * Endocrine system: vigorous exercise increases the release of endorphins, which improve the mood and induce a feeling of calmness. Exercise also regulates insulin in the blood and lessens the incidence of Type-2 diabetes. | * + - * Discussions on the connections between systems. * The heart, which is part of the circulatory system, does not beat unless the brain, which is part of the nervous system, tells it to. * The skeletal system is dependent on the digestive system for increase in size and strength. * The muscular system needs the respiratory and circulatory systems to supply energy in the form of oxygen and nutrients.   + - * Physical activities make connections for different systems to work together.   . |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes; Sports Science Resources Online  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.profedf.ufpr.br/rodackibiomecanica_arquivos/Books/Introduction%20to%20Sports%20Biomechanics.pdf>  <http://www.hhp.txstate.edu/hper/faculty/pankey/bioprin/htm/index.html>  <http://www.slideshare.net/ryanm9/year-11-biomechanics-with-levers-force-summation>  <http://www.teachpe.com/biomechanics/angular-motion/>  <http://www.teachpe.com/biomechanics/forces/> | | | |

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| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **8.2.b** Identify and describe biomechanical principles (e.g., spin, rebound, effects of levers, force, motion, rotation, and energy) to understand skillful movements.  **Suggested Learning Targets:**  I can describe how a ball will rebound depending on the force used and explain its effect on performance to a partner.  I can apply and describe the effects of levers when [specific activity] (i.e., striking in golf) and explain it through an exit ticket. | **Assessment for Learning (Formative)**   * Pick a movement (self/group) and list the biomechanical principles associated with the movement. Example: Striking in golf. * Newton’s Laws: force * Levers * Momentum * Impact * Stability * Like a gallery walk, students are tasked with performing various movements and must identify the biomechanical principles associated with the movement.   **Assessment of Learning (Summative)**   * Students will list various biomechanical principles and describe how these principles apply to physical movement performance. | * Force: absorption, impact of one or more force, speed of objects, and generation of force. * Torque: how to generate force. * Levers: rotate about an axis as a result of force being applied to cause its movement against a resistance or weight. In the body: * Bones represent the bars. * Joints are the axes. * Muscles contract to apply force. * Air resistance: impact on an object, shape of the object, impact on the flight. * Trajectory/projection: Changing the flight path, angles, and force applied. * Motion. * Rotation. * Energy. | * Participate in stations that include activities that demonstrate biomechanical principles of force, motion, rotation, and energy. * Participate in and discuss activities that demonstrate spin, rebound, and the effects of levers. Example: * In throwing, the angular motion of the levers (bones) of the body (trunk, shoulder, elbow and wrist) is used to give linear motion to the ball when it is released. * Muscles produce force to start, stop, accelerate, decelerate, and change the direction of motion in running activities. * When dribbling a ball with a light force, the rebound will be small, but dribbling with a heavy force will cause the rebound to be large. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes; Sports Science Resources Online  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.profedf.ufpr.br/rodackibiomecanica_arquivos/Books/Introduction%20to%20Sports%20Biomechanics.pdf>  <http://www.hhp.txstate.edu/hper/faculty/pankey/bioprin/htm/index.html>  <http://www.slideshare.net/ryanm9/year-11-biomechanics-with-levers-force-summation>  <http://www.teachpe.com/biomechanics/angular-motion/>  <http://www.teachpe.com/biomechanics/forces/> | | | |

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| **VA SOL Standard:** 8.2 The student will apply movement principles and concepts, and apply knowledge of major body structures to explain how body systems interact with and respond to physical activity and movement.  ESSENTIAL UNDERSTANDINGS  Offense involves the strategies or players that attempt to score in a game.  Defense involves the strategies or players that prevent the other team from scoring. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **8.2.c** Explain how offensive and defensive tactics and strategies are used to gain an advantage in games and sports.  **Suggested Learning Targets:**  I can serve to open spaces on the [specific activity] (e.g., tennis, badminton, volleyball) court and explain its advantage offensively to a partner.  I can compare and contrast the use of offensive and defense strategies in [specific activity] (i.e., basketball) and demonstrate it through a diagram.  I can apply appropriate offensive and defensive tactics at the right time and in the right situation and write a reflective paragraph on how I demonstrated this in [specific activity]. | **Assessment for Learning (Formative)**   * Peer assessment: Students use checklists to assess modified games to identify how students are able to apply movement concepts. Example: Defensive strategies (e.g., moving in relationship to others, covering the space/court effectively, and responding to change of pace). * Written: Cognitive knowledge of offensive and defensive strategies and tactics for selected activity(s).   **Assessment of Learning (Summative)**   * Pick a game/activity and explain the tactics and strategies used to gain an advantage offensively and defensively. | * Strategies and tactics within game play: * Moving into open space. * Movement to get open: pick and roll, give and go, screens, and fakes. * Man-to-man zone defense. * Defensive positioning. * Speeding up, slowing down to intercept an object. * Offensive Strategy:   Tactic –   * Possession of ball/object. * Attempting to move in the direction of the goal. * Moving and creating open spaces. * Attacking the goal. * Defensive Strategy:   Tactic –   * Staying between the offensive player and the goal. * Using the hands, feet, stick, or body to prevent a pass or scoring attempt. * Protecting a goal (e.g., net, end zone). * Regaining possession of an object. | * Groups assigned to different stations with scenarios to create or select strategies/tactics to use. * Modified activities/games where one group stays on defense for a specific time period, while the other group stays on offense. At specific time intervals, the defensive group changes their system, switching back and forth between person-to-person and zone defense systems. Groups switch from offense to defense. Students are questioned on the movement concepts related to the situation. * In net game serving, mark the position each opponent would occupy during service reception. Students practice serving to the open spaces. Afterward, discuss with the class the importance of: * Looking for open spaces on the court (e.g., the best place to serve to). * Determining the relationship among players on the opposing team. * Creating a small-sided game by reducing the number of players, the size of the equipment, the playing space, and the rules to help students understand the strategy. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://files.eric.ed.gov/fulltext/EJ795561.pdf>  <http://hooptactics.com/Free_Area_Offensive_Basketball_Strategies/>  <http://www.soccer-training-info.com/soccer_strategy_tactics.asp>  <http://learntocoachbasketball.com/sign-up/coaching-course/skill-development/level-i-tactical-skills>  <http://www.tennistips.org/tennis-technique.html>  <http://www.strength-and-power-for-volleyball.com/volleyball-strategies.html>  <http://www.usaultimate.org/assets/1/Page/Teaching%20Ultimate_beta3.pdf>  <http://youth-sports-drills-cdn.teamsnap.com/tips1.pdf>  <http://www.ducksters.com/sports/footballstrategy.php>  <https://www.catchthespirit.co.uk/ultimate/ultimate-frisbee-tactics> | | | |

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| **VA SOL Standard:** 8.2 The student will apply movement principles and concepts, and apply knowledge of major body structures to explain how body systems interact with and respond to physical activity and movement.  ESSENTIAL UNDERSTANDINGS  The ability to analyze components of a skill can result in improvement.  Problem-solving skills related to movement lead to skill acquisition. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **8.2.d** Analyze performance in a variety of selected skills/activities using movement concepts of agility, power, coordination, reaction time, speed, force, motion, rotation, and energy of self and partner.  **Suggested Learning Targets:**  I can analyze the components of agility in [specific activity] (i.e., soccer) in a summary paragraph.  I can analyze force in a [specific activity] (i.e., softball throw) in my [selected assessment product] (i.e., log, journal or portfolio). | **Assessment for Learning (Formative)**   * Questioning to check for understanding. Example: * What does release angle have to do with force? * How is force transferred at the point of the takeoff board in the running long jump? * Written: Research movement concepts in skills/activities. Example: Research why leaning back creates more throwing force than standing straight and why a 40-degree to 43-degree angle (between 1 and 2 o’clock) would result in more distance than 15-degree to 20-degree angle (between 2 and 3 o’clock).   + Example answer – The longer the lever, from natural body length or the body movements, to the extended backward position, the greater the arc through which it accelerates and thus the greater the speed given to the thrown object. * Video analysis: Students analyze performance in a variety of skills/activities using the concepts of agility, power, coordination, reaction time, speed, force, motion, rotation, and energy.   **Assessment of Learning (Summative)**   * Develop a chart that gives a definition of agility, power, coordination, reaction time, speed, force, motion, rotation, and energy, and give examples of general physical activities and sport-specific skill activities. \*See table below | * Movement performance examples using movement concepts: * Force: varies returns in net/wall games. * Agility: changing directions to hit a tennis ball. * Coordination: using the hands and eyes in a basketball dribble is called hand-eye coordination. * Speed: relying on speed to gain advantage, such as a basketball player making a fast break to perform a layup or a football player out-running the defense to receive a pass. * Power: a combination of speed and muscular strength, such as a volleyball player moving quickly to the net and lifting their bodies high into the air. * Reaction time: to reach or respond quickly to what is seen, hear or felt. An example is stealing a base in baseball. | * For each physical activity/game performed in class, students will identify the movement concepts of agility, power, coordination, reaction time, speed, force, motion, rotation, and energy that connects with that particular activity or game.   \*Refer to examples under content information.   * Teach the components of training for the different movement concepts. Example: Key components of agility training. * Body control and awareness * Recognition and awareness * Starting and first step * Acceleration * Footwork * Change of direction * Stopping * Teach the components during game activities. Example: Soccer. * Soccer requires effective acceleration, top-end speed, deceleration, and direction change. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes;  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.humankinetics.com/excerpts/excerpts/the-importance-of-health-fitness-and-wellness>;  <http://www.livestrong.com/article/138612-exercises-developing-fine-motor-skills/>;  <http://www.humankinetics.com/news-and-excerpts/news-and-excerpts/methods-of-developing-speed-and-agility>;  <https://prezi.com/mpubrjzokvzh/speed-agility-and-quickness-training/> | | | |

\*Example: Using agility and power

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| Vocabulary | General Activity | Sport-Specific |
| Agility: Changing footwork directions rapidly (person-to-person defense) | Shuttle-run test | Football  Soccer |
| Power: Moving body (as in swiftly while applying force of muscles) | Medicine ball | Power lift  Running long jump |

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| **VA SOL Standard:** 8.2 The student will apply movement principles and concepts, and apply knowledge of major body structures to explain how body systems interact with and respond to physical activity and movement.  ESSENTIAL UNDERSTANDINGS   * Feedback provided to others about skills should be concise and should directly relate to the assessment provided. * Feedback is only valuable if it is acted upon. | | | | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | | **Terms (Vocabulary) and Content Information** | | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **8.2.e** Analyze movement progressions (i.e., practice, self or peer assess, correct, practice at a higher level and reassess) of a specific skill, and use feedback to improve the movement skills of self and/or others.  **Suggested Learning Targets:**  I can analyze the movement progressions of a [specific activity] (i.e., tennis serve) in my [selected assessment product] (i.e., log, journal or portfolio).  I can analyze [specific movement] (e.g., long jump, basketball shooting, golf swing) critically and suggest improvements for practice at a higher level in my [selected assessment product] (i.e., log, journal or portfolio).  I can detect, analyze and correct errors and apply to refine [specific movement] (i.e., tennis forehand shot) through a video self-assessment.  I can analyze a movement and give feedback to myself.  I can analyze a movement and give feedback to a peer. | | **Assessment for Learning (Formative)**   * Self/peer assessments: Students assess each easy-to-difficult task sequence based on different models of progression. Example: Using the whole tennis serving motion, analyze at different distances from the net. * Eighteen feet in front of the baseline. * Twelve feet in front of the baseline. * Six feet in front of the baseline. * Checklist to record/self-assess individual skill performance. * Video: Analyze the critical skill elements of manipulative skill sequences and make suggestions for skill improvement. * Teacher observation: students using internal and external feedback. * Reflective self-paced task sheets. Example – Students are given a self-paced task sheet for the improvement of a skill or skill combinations. (e.g., basketball shooting tasks). Students reflect and self-assess how effective the self-paced task was.   **Assessment of Learning (Summative)**   * Students videotaping peers and analyzing the components of a specific skill. Correct and practice [specific activity] (i.e., tennis serve), then videotape each other again and reassess. Example: Videotaping of a tennis serve. * Analysis of videotapes relative to the five components of the serving motion: (a) grip and stance, (b) ball toss, (c) racket preparation, (d) arm extension, and (e) follow-through. * Rubric/checklist provided to score each component. * Correct and practice the serve, then videotape each other again and reassess. * Reflect on how this improved their tennis serve and how effective the process was in comparison to the easy-to-difficult task sequence that is based on different models of progression. | | * Progression: Presenting content in an easy-to-difficult sequence is a basic instructional principle that: * Enhances student success and achievement. * Enhances learners’ efficacy, perceptions, and motivation. * Affects students’ feelings of efficacy and competence and facilitates active engagement patterns. * Observation strategies: * Observe from different angles (e.g., side, front and back). This gives a number of different perspectives. If the movement covers some distance or moves in different directions, observation should be from various points. * View the movement more than once. First, look at the whole movement, then focus on the different parts of the movement. * Look for the cause of ineffective movement and not the symptoms. Example: If a step back is taken after a landing on a back somersault, do not comment on the landing but instead comment on the reason for the poor landing due to not tucking tightly or opening out to soon. * Considerations when incorporating self/peer-assessments: * Explain the expectations and benefits of engaging in a peer review process. * 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 discussions and provide guidance and input when necessary. * Student familiarity and ownership of criteria tend to enhance peer assessment validity; therefore, involve students in a discussion of the criteria used. | | * Teach easy-to-difficult task sequences based on different models of progression by having students at each level practice, self/peer assess, correct, practice at a higher level, and reassess. Example: When teaching baseball or softball batting, learners practice the whole swing in a series of tasks where the difficulty is manipulated by the movement of the ball. First hitting a stationary ball, then a slowly moving ball, then balls thrown faster. * Teaching a sequence of tasks in parts. Students will analyze self/peer each part, correct, practice and reassess. Example: Tennis serve, part progression. * Serving toss. * Tossing and hitting, beginning with the racket in “back-scratch” position. * Tossing and hitting, beginning with the racket held near the hip. * Whole serving motion. * When analyzing movements, teach how to divide the movement performance into three phases: * Preparatory: Movements that prepare, such as a backswing in golf or tennis. * Execution: * Force-producing movements, such as the forward motion of the tennis forehand shot. * Critical instant: the point of contact or the release, such as the moment of contact in the tennis serve or the takeoff in the long jump. * Follow-through: Body movements after the execution where the movement slows down, such as the high leg lift after kicking a goal or the golf club after the ball is struck. * Example of breaking down a movement skill into phases: Long jump: * Preparatory: The length and speed of the run to the takeoff board. * Execution: Takeoff and flight through the air. * Follow-through: The landing. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/); <http://www.teachpe.com/sports_psychology/teaching.php> | | | | | | |
| **VA SOL Standard:** 8.2 The student will apply movement principles and concepts, and apply knowledge of major body structures to explain how body systems interact with and respond to physical activity and movement.  ESSENTIAL UNDERSTANDINGS   * + - * Physical activity affects metabolism and all major body systems.       * Physical activity affects brain chemistry and cognitive functioning, contributing to emotional stability, physical health, and the ability to learn.       * By staying active, you challenge your heart, lungs, muscles, tendons, and bones to adapt to the stress of whatever exercise/activity you do, and that adaptation will transfer to help you with all physical movement. | | | | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | | **Terms (Vocabulary) and Content Information** | | **SUGGESTED/SAMPLE**  **ACTIVITIES** | |
| **8.2.f** Describe the effects of physical activity and exercise on the body, including cardiorespiratory, muscular, and nervous systems.  **Suggested Learning Targets:**  I can describe the effects of [specific activity] (i.e., weightlifting) on the muscular and skeletal systems to a peer.  I can describe the effects of aerobic activity on the (i.e., cardiorespiratory system, muscular system or skeletal system) in a graphic organizer.  I can describe the effects of exercise/activity on the brain through an exit ticket. | **Assessment for Learning (Formative)**   * Questioning to check for understanding. * Teacher observation. * Written response: students describe the effects of exercise/activity on various body systems.   **Assessment of Learning (Summative)**   * Pick an exercise/activity and describe the effects it has on physical movement, body systems, and brain development. | | * Effects of exercise/activity on the brain: * Increased blood flow due to physical movement benefits the brain. Immediately, the brain cells will start functioning at a higher level, making you feel more alert and awake during exercise and more focused afterward. Exercising also promotes the growth of new brain cells. These new brain cells help boost memory and learning. * Effects of exercise/activity on the body systems: * The body’s structures and functions respond and adapt to physical stressors. For example, aerobic activity places a stress on the cardiorespiratory systems and muscular system, requiring the lungs to move more air and the heart to pump more blood to be delivered to the working muscles so aerobic activity largely benefits the body’s cardiovascular system. * Muscle/bone strengthening physical activity programs improve the muscular and skeletal systems. For example, weightlifting programs improve muscular strength and keep bone density from declining. | | * Make connections between exercise/activity on physical movement. Example: You have a lower risk of functional movement limitations than people who are inactive. * Make connections between the effects of exercise/activity on the brain. Example: Exercise encourages your brain to work at optimum capacity by causing your nerve cells to multiply, strengthening their interconnections and protecting them from damage. * Make connections between exercise/activity on body systems. Example: heart rate increases and supplies more oxygenated blood to your muscles. The fitter you are, the more efficiently your heart can do this, allowing you to work out longer and harder. This increased efficiency will also reduce your restingheart rate. Your blood pressure will also decrease as a result of new blood vessels forming. | |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://edquestscience.com/pdf/LS-CS-3notes.pdf>  <http://kassar-hsc-pdhpe.wikispaces.com/file/view/Preliminary+Core+2-+Body+in+Motion.pdf>  <https://www.teenhealth101.org/post/exercise-the-impact-on-our-mental-health-and-cognitive-function> | | | | | | |

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| **VA SOL Standard:** 8.2 The student will apply movement principles and concepts, and apply knowledge of major body structures to explain how body systems interact with and respond to physical activity and movement.  ESSENTIAL UNDERSTANDINGS   * + - * Muscles exist in groupings that work to produce movements by muscle contraction.       * Muscles can only cause bones to move by [contracting](http://www.bbc.co.uk/schools/gcsebitesize/science/triple_ocr_21c/further_biology/movement_and_exercise/revision/1/), which means a muscle can only move a bone in one direction.       * Muscles work in antagonistic pairs.       * Ballistic movement (rapid movement of the limbs), as found in speed, agility, and quickness training, is created by a forced and rapid lengthening of a muscle immediately followed by a shortening of the muscle, creating an elastic “rubber-band-like” effect of energy release. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **8.2.g** Apply knowledge of anatomy to accurately describe movements in relation to type of joint and associated movement/motion, associated bones and muscles and type of muscle contraction.  **Suggested Learning Targets:**  I can identify and explain the role of stabilizing muscles in movement in my [selected assessment product] (i.e., log, journal or portfolio). | **Assessment for Learning (Formative)**   * Oral: peer discussions on bone and muscle movement. * Questioning to check for understanding. Examples: * What muscles work together to move the legs back and forth when running? Answer: back of the legs, hamstrings; front of the legs, quadriceps. * What muscles move the arms and shoulders forward and backward? Answer: pectorals and trapezius. * Why do you use the biceps more than the triceps? Answer: We use our biceps more than our triceps due to lifting against gravity. * Why are skeletal muscles also called voluntary muscles? Answer: They are under conscious control. * What enables a joint to be mobile? Answer: Joint mobility is the ability of a joint to move through its natural, effective range of motion and is further characterized as the balance of strength and flexibility regulating contrasting motions around a joint (i.e., flexion and extension).   **Assessment of Learning (Summative)**   * Choose a paired muscle movement and describe how the muscles move the bones to create the movement by relaxing and contracting. Example: Bicep curl. * The agonist, the prime mover, will contract. This is the biceps. * The antagonist, which is the triceps, relaxes (lengthens). * The synergist, which helps to stabilize the bone that is not moving, is the deltoid. * Choose a joint movement and describe how the muscles cause the movement. Include bones that the muscles attach to and move. Example: kicking. * Quadriceps origin of attachment to the stationary bone is the femur. Origin of attachment to the moving bone is the tibia. When the quadriceps contract, the tibia of the lower leg is pulled forward to straighten the knee joint. The hamstrings lengthen as the knee is strengthened. | * Bone and muscle vocabulary: * Bones: rigid tissues that can support weight without bending. * Muscle: tissue that can contract and relax to cause movement. * Tendons: strong, fibrous, flexible connective tissue that joins muscles to bone. * Ligament: strong, fibrous, elastic connective tissues that connect bones to each other in a joint. * Flexor: the muscle that contracts to cause a joint to bend. * Extensor: the muscle that contracts to cause the joint to straighten. * Groupings of muscles according to actions: * Agonist: (Prime movers) muscles that are associated with motion itself by shortening with contraction to produce a movement. Also referred to as primemovers, because they are the muscles that are primarily responsible for generating the movement. * Antagonistic pairs: opposing muscles to agonists. One muscle contracts while the other relaxes. Example: The biceps flexes the elbow and the triceps extends it. * Synergist: produce motion similar to or in concert with agonist muscles. Muscles that act around a moveable joint to produce motion similar to or in concert with agonist muscles, allowing for a range of movements. Sometimes referred to as neutralizers because they help cancel out or neutralize, extra motion from the agonists to make sure that the force generated works within the desired plane of motion. * Muscles can contract in the following ways: * Isometric contraction: A contraction in which no movement takes place because the load on the muscle exceeds the tension generated by the contracting muscle. Occurs when a muscle attempts to push or pull an immovable object. * Isotonic contraction: A contraction in which movement does take place because the tension generated by the contracting muscle exceeds the load on the muscle. Occurs when you use your muscles to successfully push or pull an object. * Isotonic contractions are further divided into two types: * Concentric contraction: A contraction in which the muscle decreases in length (shortens) against an opposing load, such as lifting a weight up. * Eccentric contraction: A contraction in which the muscle increases in length (lengthens) as it resists a load, such as lowering a weight down in a slow, controlled fashion. During this contraction, the muscles that are shortening serve as the agonists and hence do all of the work. The muscles that are lengthening serve as the agonists (and do all of the work). * Ballistic movements: Movements initiated by muscle activity in one muscle group, continued in a “coasting” period with no muscle activation and terminated by deceleration by the opposite muscle group or by passive tissue structures, such as ligaments. Many ballistic sports movements can be subdivided biomechanically into three phases. Each of these phases has specific biomechanical functions. Example: jumping. * Preparation: Lowering the body. * Action: Raising the body. * Recovery: Time in the air and controlled landing. * Flexion: movement that decreases the joint angle, usually anteriorly in the sagittal plane. (shoulder, knee, elbow, hip movement) * Extension: movement that increases the joint angle, usually posteriorly in the sagittal plane. (shoulder, knee, elbow, hip movement) * Abduction: movement away the midline of the body, usually in the frontal plane. (shoulder, wrist, hip movement) * Rotation (right or left): right or left rotation in the transverse plane. (neck, trunk movement) | * Discussions on paired movements. Examples: * Biceps and triceps: example of an agonist/antagonist pair. * During [extension](https://www.boundless.com/physiology/definition/extension), the triceps would act as the agonist, while the biceps would act as the antagonist. These reverse during flexion. * The lower arm is moved upward (flexed) when the biceps muscle contracts and the triceps muscle is relaxed. It is moved downward (extended) when the triceps is contracted and the biceps is relaxed. * When the muscles contract, usually just one bone moves, such as when the biceps in the arm contracts, the radius moves but the scapula does not. * Hamstrings and quadriceps: control the movement of the lower leg. * Teach examples of: * Flexion, such as tuck jump, front dumbbell raise, bicep curl. * Extension, such as straight leg deadlift, triceps press down, military press. * Adduction, such as cable crossover pulldown, supine dumbbell flys. * Abduction, such as straight arm dumbbell side raise, star jump. * Teach how muscles are stabilizers. Examples: * Muscles contract to hold another body part immobile while another body part is moving, such as your wrist while doing a bench press, or core muscles.   A proximal joint (closest to) is stabilized while the distal joint (farthest from) performs the action, such as the shoulder joint being stabilized by flexors/extensors, abductors/adductors, and internal/external rotators, to perform an isolated elbow flexion. |
| Resources:  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.edu.xunta.es/ftpserver/portal/S_EUROPEAS/ED_FISICA2/MUSCLES.htm>  <https://www.boundless.com/physiology/textbooks/boundless-anatomy-and-physiology-textbook/the-muscular-system-10/overview-of-the-muscular-system-103/how-skeletal-muscles-produce-movements-566-7388/> | | | |

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| **VA SOL Standard:** 8.3 The student will apply self-assessment skills and use technology to create and implement a personal fitness plan to improve or maintain personal fitness.  ESSENTIAL UNDERSTANDINGS   * + - * Relevant fitness data helps a good planner know when and where to make adjustments to improve physical fitness. * Fitness planning creates consistency and makes sure that individuals are getting the most out of their workouts by targeting all muscle groups as well as getting a good cardio workout. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **8.3.a** Complete a self-assessment of current fitness levels and develop a comprehensive personal fitness plan, including SMART (specific, measurable, attainable, realistic, timely) goals, an action plan that incorporates the FITT (frequency, intensity, time and type of exercise) principle, a timeline, documentation of activities inside and outside school, roadblocks/barriers and solutions, mid-year and end-of-year assessments, and reflection on progress for improving at least three components of health-related fitness.  **Suggested Learning Targets:**  I can interpret and use fitness assessment data to determine areas to improve/maintain and create SMART goals for the development of a fitness plan in a fitness log/journal.  I can develop a personal fitness plan for all the areas of health-related fitness to reach my SMART goals that includes action steps and appropriate activities, mid-year and end-of-year assessments, conditioning principles, a timeline, and reflection on progress. | **Assessment for Learning (Formative)**   * Design brief for personal fitness plan. Example: * Situation: What are you trying to develop? * Problem: What are the concerns? * Requirements: What individual requirements must be met to complete the task? * Resources: What resources will you use? * Evaluation: What is the criteria by which the task will be graded? * Peer assessment: Exchange fitness plan goals and evaluate whether they are written as a correct SMART goal. * Written reflections of fitness data. Example: * An in-depth, valid comparison of the data between two fitness test periods that determines whether improvement has occurred and relevant examples of goals for future fitness testing. * An analysis of how the experience contributed to student understanding of self, others and/or course concepts of fitness.   **Assessment of Learning (Summative)**   * Develop a personal fitness plan to address all components of health-related fitness to improve/maintain, including intermediate (quarterly) and long-term SMART goals, an action plan, reassessments, and modifications/alterations/changes to the plans as needed. | * Health-related fitness: muscular strength, muscular endurance, flexibility, cardiovascular endurance, and body composition. <http://www.teachpe.com/fitness/health.php> * FITT principle: used to guide the development of fitness plans that cater for an individual's specific needs. * <http://www.ode.state.or.us/teachlearn/subjects/pe/curriculum/fittprinciple.pdf> * <http://stretchcoach.com/articles/fitt-principle/> * SMART goals: <http://www.unh.edu/hr/sites/unh.edu.hr/files/pdfs/SMART-Goals.pdf> * Body mass index (BMI): <https://www.cdc.gov/healthyweight/assessing/bmi/> * Training principles: <http://www.teachpe.com/fitness/training_principles.php> | * Teach how to assess personal fitness status for each component of fitness and use the information to develop individualized physical fitness goals. * Participate independently in the implementation of a personal fitness plan inside of school. * Complete a self-assessment of health-related fitness and interpret fitness data, comparing individual scores to established Virginia Wellness fitness standards and BMI calculations to the Centers for Disease Control and Prevention (CDC) protocols and recommendations. * Create SMART goals for improvement of physical activities. * Analyze and evaluate a personal fitness plan in relation to the FITT principle, specificity, overload, and progression * Documentation of activities: <http://kidshealth.org/en/teens/exercise-log.html?WT.ac=ctg#catdieting> |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.askthetrainer.com/5-components-of-physical-fitness/>  <http://www.humankinetics.com/excerpts/excerpts/the-importance-of-health-fitness-and-wellness>  <http://www.teachpe.com/fitness/training_principles.php>  <http://www.ode.state.or.us/teachlearn/subjects/pe/curriculum/fittprinciple.pdf>  <http://www.heart.org/HEARTORG/HealthyLiving/PhysicalActivity/FitnessBasics/Types-of-Fitness_UCM_462352_Article.jsp#.V6d9AP36upo>  <http://www.heart.org/HEARTORG/HealthyLiving/PhysicalActivity/StayingMotivatedforFitness/Identifying-Your-Fitness-Goals_UCM_462202_Article.jsp#.V6eCrf36upo>  <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <http://www.cdc.gov/healthyweight/assessing/bmi/adult_bmi/english_bmi_calculator/bmi_calculator.html>  <http://classroom.kidshealth.org/classroom/6to8/personal/fitness/fitness.pdf>  <http://www.thephysicaleducator.com/resources/infographics/fitness_components/>  <https://www.move.va.gov/docs/NewHandouts/Standard/S07_FITT.pdf> | | | |

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| **VA SOL Standard:** 8.3 The student will apply self-assessment skills and use technology to create and implement a personal fitness plan to improve or maintain personal fitness.  ESSENTIAL UNDERSTANDINGS   * When amounts of physical activity need to be increased to meet personal goals, physical activity should be increased gradually over time, because creating a small overload and waiting for the body to adapt and recover reduces the risk of injury. * Combining the specificity, overload, and progression principles will ensure that you are not only doing the right exercises but also doing them at a resistance, speed, and frequency that will force your body to adapt. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **8.3.b** Describe how an RPE scale can be used to adjust workout intensity during physical activity  **Suggested Learning Targets:**  I can describe how I use an RPE scale to adjust physical activity and reflect upon that in my fitness journal/portfolio. | **Assessment for Learning (Formative)**   * Questioning to check for understanding. Example: Have students use a line on the gym floor as a rate of perceived exertion (RPE) scale and establish which end of the line is zero and which end of the line is 10. Call out different physical activities and have students stand on the line based on where they would place the activity on the RPE scale. Have students defend their decisions based on a class discussion. Question how each activity relates to energy expenditure.   **Assessment of Learning (Summative)**   * Choose a physical activity and describe how you would use an RPE scale to adjust workout intensity. Example: based on physical sensations experienced during activity such as: * Increased heart rate. * Increased respiration/breathing rate. * Increased sweating. * Muscle fatigue. | * The RPE scale is used to measure the intensity of your exercise. The numbers below relate to phrases used to rate how easy or difficult you find an activity. Example – Zero (nothing at all) would be how you feel when sitting in a chair; 10 (very, very heavy) is how you feel at the end of a difficult activity.   0 – Nothing at all  0.5 – Just noticeable  1 – Very light  2 – Light  3 – Moderate  4 – Somewhat heavy  5 – Heavy  6  7 – Very heavy  8  9  10 – Very, very heavy  All activity, whether done at a light, moderate, or high level of intensity, expends energy. Therefore, it is helpful for weight loss. The more intense the exercise and/or the longer the duration of exercise, the greater the energy expended per minute and the greater the effect on weight loss. | * Teach how increasing the intensity, volume or frequency of an exercise will overload your body, forcing it to adapt. Example: * Increase exercise intensity: Increase the weight lifted or the speed you move an object or your body through space. * Increase exercise volume: Increase the number of repetitions, sets, or distance you move an object or your body through space. * Increase exercise frequency: Increase the number of times you complete the same exercise in a week or month. * Use the RPE scale as an adjunct method to heart rate monitoring during exercise. * Discuss how the ratings of physical effort and feelings correspond with heart rate and people can learn to exercise at a desired level of intensity based on their subjective feelings of exertion. * Teach the physical cues of intensity levels (see table below). |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.teachpe.com/fitness/training_principles.php>  <https://thephysicaleducator.com/2017/03/14/heart-rate-viewer-for-middle-school-physical-education/> | | | |

**Physical Cues of Intensity Levels**

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| Level of Intensity | RPE | Physical Cues |
| Light | Easy | Does not induce sweating unless it’s a hot, humid day. There is no noticeable change in breathing patterns. |
| Moderate | Somewhat hard | Will break a sweat after performing the activity for about 10 minutes. Breathing becomes deeper and more frequent. You can carry on a conversation but not sing. |
| High | Hard | Will break a sweat after three to five minutes. Breathing is deep and rapid. You can only talk in short phrases. |

Duncan GE, Sydeman SJ, Perri MG, Limacher MC, Martin AD. [Can sedentary adults accurately recall the intensity of their physical activity?](http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?cmd=Retrieve&db=pubmed&dopt=Abstract&list_uids=11482992) Prev Med. 2001 Jul;33(1):18-26

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| **VA SOL Standard:** 8.3 The student will apply self-assessment skills and use technology to create and implement a personal fitness plan to improve or maintain personal fitness.  ESSENTIAL UNDERSTANDINGS   * + - * There are tools that can be used to analyze fitness.       * Selection of a measurement method depends on the purpose of the evaluation and what is being measured. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **8.3.c** Use resources, including available technology tools and prior fitness data, to evaluate, monitor, and record activities for personal fitness improvement.  **Suggested Learning Targets:**  I can incorporate technology to enhance knowledge and improve the performance of my personal fitness.  I can conduct self or peer assessment of a physical fitness activity using technology tools. | **Assessment for Learning (Formative)**   * Online training logs.   **Assessment of Learning (Summative)**   * Pick a technology tool and a fitness activity to monitor for a two-week period. Create data by performing a pre-diagnostic test, a one-week or mid-activity test and a two-week or post-test. Reflect on the data and how the technology tool enhanced your ability to track improvement in the fitness activity that was being monitored. | * Evaluation tools * Heart/pulse monitors: used primarily to assess and monitor exercise intensity. Predict the energy expenditure associated with various durations, intensities and frequencies of physical activity. * Pedometers: tracks distance and pace. * Computers: internet resources such as pictures, videos, and proper instruction on hundreds of exercises, which can help individuals plan workouts or check their form when following recommended programs on their own. * Digital cameras and tablet computers: methods of video recording for self/peer assessment. * Smartphone applications: Applications (apps) for phones that track activity. | * Students uses available technology (e.g., pedometers, heart rate monitors) to self-monitor aerobic intensity. * Teach available online tools designed for assessment and monitoring and others that are geared for record keeping and program development. Citing convenience of standardized forms and embedded fitness calculators to quickly determine training levels with fewer mathematics errors. Visual aids and reports are another plus. * Use technology to record and evaluate activities for fitness improvement. * Use software that is available to all students in and out of school. * Monitoring and evaluation: * The routine collection and use of data to assess programs in achieving programmed objectives. * Collecting special data on a periodic or “as needed” basis to address issues that cannot be examined using routinely collected data, such as overall impact. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.humankinetics.com/excerpts/excerpts/using-technology-to-promote-physical-activity>  h[ttp://www.shapeamerica.org/standards/pe/upload/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf](http://www.shapeamerica.org/standards/pe/upload/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf)  <http://www.livestrong.com/article/95271-normal-pulse-rate-teenager/#ixzz1YV5chxVS>  <https://healthpoweredkids.org/lessons/pedometer-fitness-challenge/> | | | |

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| **VA SOL Standard:** 8.3 The student will apply self-assessment skills and use technology to create and implement a personal fitness plan to improve or maintain personal fitness.  ESSENTIAL UNDERSTANDINGS   * Current guidelines for physical activity can be reached by building physical activities into your daily routine. * Fitness improvement is based upon appropriate amounts of time set aside to implement physical activity. * The use of technology provides daily fitness feedback and tracking and positively affects behavior. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **8.3.d** Create and implement an activity plan (that includes warm-up, cool-down and appropriate intensity levels) applying specificity, overload, and progression, and identify safety precautions to meet the Centers for Disease Control and Prevention’s Physical Activity Guidelines for Americans.  **Suggested Learning Targets:**  I can identify ways of increasing physical activity in routine daily activities.  I can perform an effective warm-up and cool-down for (selected activity) and demonstrate it to my teacher.  I can identify the in-school and community opportunities for activity and list them in an activity log.  I can develop, implement, and reflect on the success of a physical activity plan that meets guidelines.  I can apply specificity, overload, and progressions when designing an activity plan. | **Assessment for Learning (Formative)**   * Questioning to check for understanding. * Teacher observation: demonstration of proper warm-up and cool-down activities. * Activity logs. Example: * Log your personal amount of daily moderate to vigorous physical activity for a week. * Evaluate the amount of activity. * Written: Research where there are local parks, walking trails and recreational centers.   **Assessment of Learning (Summative)**   * Create an activity plan. * 60 minutes a day of moderate to vigorous physical activity. * Warm-up and cool-down. * Appropriate intensity levels. * Reflection on progress and achievement of goals. | * Warm-up/cool-down: * <http://www.mayoclinic.org/healthy-lifestyle/fitness/in-depth/exercise/art-20045517> * <http://www.heart.org/HEARTORG/HealthyLiving/PhysicalActivity/FitnessBasics/Warm-Up-Cool-Down_UCM_430168_Article.jsp#.WA_F37frvcs> * Warm-up:An effective warm-up increases the respiratory rate and the heart rate. A warm-up should consist of light physical activity for five to 10 minutes of exercise, such as walking, slow jogging, knee lifts, arm circles, or trunk rotations. Low-intensity movements that simulate movements to be used in the activity can also be included in the warm-up. A warm-up can consist of a lower-intensity form of the exercise about to commence. * Cool-down: This is the recovery period from a workout. Similarly, the stretching afterward helps to lengthen and strengthen your muscles in preparation for the next workout. Purpose of the cool-down includes: * Bringing the breathing, body temperature, and heart rate back to normal slowly. * Allowing the blood to properly redistribute itself to the heart. This redistribution helps rid the muscles of lactic acid, which can build up around the muscles during an aerobic workout. * Static stretching: consists of stretching a muscle (or group of muscles) to its farthest point and then maintaining or holding that position. Static stretching is not considered part of a warm-up routine. * Dynamic stretching: involves moving parts of your body and gradually increasing reach, speed of movement, or both. * Heart rate can be used for gauging exercise intensity due to the relationship between heart rate and oxygen consumption. * Training zones may be characterized by the level of intensity (using a RPE scale) or percentage of maximal heart rate range. \*See additional information in 8.5.d. * Becoming self-directed in the implementation of an activity plan: * By demonstrating on-task independence of the plan. * By developing a sound knowledge base for the purpose of the plan. * By developing, carrying out, and evaluating the activity plan. * By balancing current and future needs. * By striving against external forces that will inhibit execution of the plan. * Specificity of training: refers to the type of exercise used to make specific changes in fitness. * Resistance work (high load, few reps) improves muscle strength. * Stretching exercises improve flexibility. * Resistance work (light load, many reps) improves muscle endurance. * Endurance exercises improve cardiorespiratory endurance. * Overload principle: An overload is an intensity greater than encountered on a regularly daily basis. * Physiological changes can only occur from exercise when an overload is applied. * A small overload is to move from sedentary to fit, whereas a greater overload is needed to move to higher levels of fitness. * It is recommended to first increase the number of minutes per session (duration) and the number of days per week (frequency) of moderate-intensity activity. Later, if desired, increase the intensity. * Progression: increasing the frequency, intensity, and duration of activities over a period will cause improvement in physical activity. * Improvement is rapid at first but will gradually level off. At high levels of activity, it may be necessary to change the type of activity performed. | * Teach effective self-monitoring skills that incorporate opportunities for physical activity in and outside of school. Example:   <http://kidshealth.org/en/teens/easy-exercises.html?WT.ac=ctg#catdieting>   * Teach how to plan and implement daily flexibility, strength, endurance, and aerobic activities. * Teach how to plan and implement daily skill-related fitness activities. * Teach lifetime sports, dance, aquatics, or outdoor activities that cause engagement outside the school day in physical activity. * Students design and implement a warm-up/cool-down regimen for a self-selected physical activity. * Monitor heart rates during activities that cause students to move through the different intensity levels. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://classroom.kidshealth.org/classroom/6to8/personal/fitness/fitness.pdf>  [http://www.heart.org/HEARTORG/HealthyLiving/PhysicalActivity/GettingActive/Create-Your-Own-Circuit-Workout-at Home\_UCM\_484683\_Article.jsp#.V6d6Yv36upo](http://www.heart.org/HEARTORG/HealthyLiving/PhysicalActivity/GettingActive/Create-Your-Own-Circuit-Workout-at%20Home_UCM_484683_Article.jsp#.V6d6Yv36upo)  <https://www.cdc.gov/policy/hst/hi5/physicalactivity/index.html#:~:text=Physical%20education%20may%20be%20expanded%20by%20increasing%20the,the%20recommended%2060%20minutes%20of%20activity%20every%20day>; <https://kidshealth.org/en/teens/exercise-wise.html> | | | |

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| **VA SOL Standard: 8.3** The student will apply self-assessment skills and use technology to create and implement a personal fitness plan to improve or maintain personal fitness.  ESSENTIAL UNDERSTANDING   * Aware of body’s physiological responses to warm-ups and cool downs. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **8.3.e)** Describe the body’s physiological responses to warm-ups and cool downs.  **Suggested Learning Targets:**  I can describe the effects of warm-ups on the body through an exit ticket.  I can describe the effects of cool downs on the body to a peer. | **Assessment for Learning**  **(Formative)**   * Questioning to check for understanding * Teacher observation   **Assessment of Learning**  **(Summative)**   * Choose a physical activity and develop a warm-up and cool down that relates. * Describe the physiological responses and the importance of the warm-ups and cool downs for that physical activity. | * Effects of Warmups: * Dilates capillaries and raises the pulse rate which enables more blood and oxygen to be available for the muscles * Raises body temperature which enhances the rate of ATP conversion * Prepares muscles to operate over its full range * Reduces the risk of injury * Produces hormones like epinephrine, endorphins, growth hormone and testosterone, all of which increase the energy available for your workout * Effects of Cool Downs: * Reducing to lighter exercises will help with the removal of lactic acid * Prevents blood pooling that causes dizziness * Stretching improves flexibility * Slow down the heart rate * Slows down the blood flow * Slows down nervous system activity * Helps minimize muscle fatigue and soreness | * Teaching dynamic warm-ups, which involve moving joints repetitively within a full range of motion. Then discussing the benefits of warm-ups. * Choose warm-up exercises that connect to the activity and movements that students will be doing for the day. * Discuss how activity-specific warm-ups are designed to properly prepare the body for physical activity and sharpen mental focus for the activity at hand. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://kidshealth.org/en/teens/stretching.html?WT.ac=ctg#catdieting>;  <http://www.fitnesshealth101.com/fitness/weight-training/beginners/warm-up>  <https://www.heart.org/en/healthy-living/fitness/fitness-basics/warm-up-cool-down> | | | |

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| **VA SOL Standard: 8.3** The student will apply self-assessment skills and use technology to create and implement a personal fitness plan to improve or maintain personal fitness.  ESSENTIAL UNDERSTANDINGS   * Awareness of the body’s physiological responses to warm-ups and cool downs. * Understand perseverance strategies. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **8.3.f** Identify activities that use the anaerobic and aerobic energy systems.**Suggested Learning Targets:**  I can identify anaerobic and aerobic exercises.  **8.3.g** Demonstrate perseverance in achieving fitness goals.  **Suggested Learning Targets:**  I can use perseverance strategies to achieve my fitness goals. | **Assessment for Learning (Formative)**   * Questioning to check for understanding. * Provide visuals of anaerobic and aerobic exercises/activities and have students identify whether the exercise/activity uses the aerobic or anaerobic energy system. * Oral: peer discussion. Example: Think about several physical activities that use the anaerobic and aerobic energy systems.   **Assessment of Learning (Summative)**   * Explain the anaerobic and aerobic energy systems through the progression of an all-out sprint, to a slower jog, to an eventual walk. Identify another movement progression that moves through the anaerobic and aerobic energy systems. | * Anaerobic exercise is typically used by athletes in non-endurance sports to build power and by body builders to build muscle mass. Examples of anaerobic exercise: * Weightlifting. * Sprinting and jumping. * Any exercise that consists of short exertion, high-intensity movement. * Aerobic exercise includes any type of exercise but typically those performed at moderate levels of intensity for extended periods of time that maintain an increased heart rate. Examples of aerobic exercise: * Walking. * Running. * Swimming. * Cycling. * One of the systems will be the dominant source of energy during a particular type of exercise, but both exercise energy systems are active at all times. It is the relative amount of energy that each system is providing that will change with varying exercise intensity and duration. * Perseverance strategies * Set realistic goals (SMART). * Be persistent. * Celebrate your successes. * Create your non-negotiables (do away with excuses). * Monitor your progress. | * Perform activities that use the anaerobic and aerobic energy systems. Example: Discuss anaerobic and aerobic energy system contributions in track running events after students perform each event. (See table below).   Duffield R, Dawson B, Goodman C. Energy system contribution to 100-m and 200-m track running events. J Sci Med Sport. 2004 Sep; 7(3):302-13.  Duffield R, Dawson B, Goodman C. Energy system contribution to 400-metre and 800-metre track running. J Sports Sci. 2005 Mar; 23(3):299-307.  Duffield R, Dawson B, Goodman C. Energy system contribution to 1500- and 3000-metre track running. J Sports Sci. 2005 Oct; 23(10):993-1002. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://kidshealth.org/en/teens/stretching.html?WT.ac=ctg#catdieting>  <http://www.fitnesshealth101.com/fitness/weight-training/beginners/warm-up>  <https://www.healthline.com/health/fitness-exercise/difference-between-aerobic-and-anaerobic#aerobic-examples> | | | |

**Anaerobic and Aerobic Energy System Contributions in Track Running Events**

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|  | Males | Males | Females | Females |
| Event | Aerobic  Energy | Anaerobic  Energy | Aerobic  Energy | Anaerobic  Energy |
| 100 m | 21% | 79% | 25% | 75% |
| 200 m | 28% | 72% | 33% | 67% |
| 400 m | 41% | 59% | 45% | 55% |
| 800 m | 60% | 40% | 70% | 30% |
| 1500 m | 77% | 23% | 86% | 14% |
| 3000 m | 86% | 14% | 94% | 6% |

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| **VA SOL Standard:** 8.4 The student will describe and apply social and safety skills to achieve individual and group goals in physical activity settings.  ESSENTIAL UNDERSTANDINGS   * Being aware of personal strengths, individual needs, and specific health risks is essential for safely starting a new physical activity. * People who are physically fit have a lower risk of injury than people who are not, and the health benefits of physical activity far outweigh the risks. | | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **8.4.a** Describe and demonstrate best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).  **Suggested Learning Targets:**  I can summarize types of equipment, products, procedures, and rules that contribute to the safety of [specific activity] (e.g., jogging in hot weather, cyclists using helmets, shallow water diving) and demonstrate best practices through a summary paragraph. | **Assessment for Learning (Formative)**   * Questioning to check for understanding. * Teacher observation.   **Assessment of Learning (Summative)**   * Design and build an obstacle course outdoors. Present through lecture and demonstration how to navigate the course for injury prevention, proper alignment, use of equipment, rules, plus hydration and sun protection for an outdoor activity. | * Guidelines for safe physical activity:   + Understand the risks but be confident that physical activity is safe for most individuals.   + Choose types of physical activity that are appropriate for your current fitness level and health goals.   + Increase physical activity gradually over time whenever more activity is necessary to meet health goals.   + Be protected by using appropriate gear and sports equipment, looking for safe environments, and following rules and procedures. Examples: Policies that promote the use of bicycle helmets reduce the risk of head injury among cyclists. Rules against diving into shallow water at swimming pools prevent head and neck injuries.   + Make good choices about when, where, and how to be active reduces possible injuries and adverse events can be prevented. Example: During very hot and humid weather, lessen the chances of dehydration and heat stress by: * Exercising in the cool of early morning as opposed to midday heat. * Switching to indoor activities (playing basketball in the gym rather than on the playground. * Changing the type of activity (swimming rather than playing soccer). * Lowering the intensity of activity (walking rather than running). * Paying close attention to rest, shade, drinking enough fluids, and other ways to minimize effects of heat.   + If you have chronic conditions or symptoms, consult your health-care provider about the types and amounts of activity that is appropriate. * Benefits of water during exercise:   <http://www.humankinetics.com/excerpts/excerpts/benefits-of-water-during-exercise>. | * Groups select a low-organized game to teach the class. After “teaching” their game to the class, the teacher has a class discussion using the following questions: * Did the “teachers” review proper safety rules and procedures? * Did participants apply safety rules that ensured a safe and fair playing environment? * Were all students encouraged to be part of the game? * Was equipment safe? * Was the environment free of possible hazards? |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.health.harvard.edu/healthbeat/10-tips-for-exercising-safely>; <http://www.earlytorise.com/10-best-practices-for-safe-workouts/>;  <http://www.everydayhealth.com/fitness/basics/tips/how-to-exercise-safely.aspx>; <http://www.cancer.org/healthy/besafeinthesun/index>  <http://www.heart.org/HEARTORG/HealthyLiving/PhysicalActivity/FitnessBasics/Warm-Up-Cool-Down_UCM_430168_Article.jsp#.V7G32bf6vcs>;  <http://www.cdc.gov/homeandrecreationalsafety/water-safety/waterinjuries-factsheet.html>; <http://kidshealth.org/en/teens/safety-inline.html?WT.ac=ctg#catdieting>;  <http://kidshealth.org/en/teens/safety-golf.html?WT.ac=ctg#catdieting> ; <https://miquon.org/wp-content/uploads/2015/11/The-PE-Cooperative-Games-and-Problem-Solving-Activities.pdf> | | | | |

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| **VA SOL:** 8.4 The student will describe and apply social and safety skills to achieve individual and group goals in physical activity settings.  ESSENTIAL UNDERSTANDING   * + - * Values associated with well-being, personal development, and social integration include effort, self-management, respect for other people’s feelings and rights, and caring. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **8.4 b** Describe and demonstrate appropriate encouragement and feedback to peers without prompting from the teacher.  **Suggested Learning Targets:**  I can use a checklist to provide appropriate feedback to a peer/partner.  **8.4 c** Identify and demonstrate proper etiquette, respect for others, integrity, effective communication, problem-solving skills, conflict-resolution skills, self-management and teamwork skills while engaging in cooperative and dynamic physical activity and/or social dance.  **Suggested Learning Targets:**  I can organize games and apply safety rules and procedures and demonstrate it to my teacher.  I can identify the rules of fair play and behavior and give examples to a peer.  I can abide by the decisions of the officials, accept the outcome of the game, and show appreciation toward participants and demonstrate it to my teacher.  I can demonstrate appropriate etiquette in activity settings and give examples to a peer.  I can use communication, problem-solving, and conflict-resolution skills when participating in activities. | **Assessment for Learning (Formative)**   * + - * Peer assessment. Example: Give feedback to one another on participation behavior using a student- or teacher-created checklist or rubric.       * Teacher observation of students working with partners/peers. Example: What to look for (measure/assess) during activity: * Are students accepting of all partners? * Are students hustling to find partners? * Are they mixing themselves up?   + - * Written. Example: * Select a sport or game from a posted list and research the rules and etiquette. Present information to class.   + - * Reflection/journal: writing on ethics in sports and how these issues affect today’s youth.       * Questioning to check for understanding.       * Student reflection on the importance of cooperating with classmates and the importance of supportive behaviors.   **Assessment of Learning (Summative)**   * + - * Checklist. Example   \_\_\_ Working with the team to apply knowledge about a game/activity/dance to outsmart opponents by understanding their moves or showing comprehension of dance elements.  \_\_\_ Showing commitment to the game/activity/dance.  \_\_\_ Caring for classmates by showing kind treatment during game/activity/dance.  \_\_\_ Support and encourage classmates instead of using put-downs during game/activity/dance.  \_\_\_ Showing control and standing tall when faced with defeat in game/activity or inability to master a dance routine.  \_\_\_ Owning up to mistakes/fouls that made during game/activity/dance.  \_\_\_ Showing humility by refraining from boasting when winning a game/activity or completing a dance routine. | * + - * Respecting the rights and feelings of others: * By maintaining self-control. * By respecting everyone’s right to be included. * By respecting everyone’s right to a peaceful conflict resolution. * Participation and putting forth effort: * By exploring effort. * By trying new things. * By developing a personal definition of success. * Being sensitive and responsive to the well-being of others: * By developing prerequisite interpersonal skills. * By becoming sensitive and compassionate to others. * By helping others without the need for rewards. * Self-efficacy: The belief in one’s capabilities to organize and execute the courses of action to produce given attainments. * Measures of sportsmanship: * Be polite, do not show off, tell opponents “good game,” learn the rules, do not argue with the official, do not make up excuses or blame a teammate, be willing to sit out, play fair, don’t cheat, cheer for teammates. * Measures of responsibility: * Personally: * Willingness to try and experience new things. * Can work independently. * Can develop and carry out a plan that will enhance personal well-being. * Socially: * Can respect the rights and feelings of others. * Is sensitive and responsive to the well-being of others. * Attempts to put these actions into practice in and outside of physical education classes. | * + - * Students create a behavior checklist for participation in physical activities. Partners will exchange their checklist and evaluate each other during a physical activity. Partners will pair/share upon completion of the checklist evaluation. * The teacher integrates the teaching of responsibility within physical activities/games by allowing students opportunities to make informed decisions about positive behaviors. * Students apply rules and etiquette by acting as an official for modified physical activities/games. * Students create dance routines within a given set of parameters while demonstrating responsible social behavior that shows respect for self and others. * Class discussions on the importance of fair play and etiquette (e.g., shaking hands with opponents after a game). |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml>https://openphysed.org/; [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://classroom.kidshealth.org/classroom/6to8/personal/growing/empathy.pdf>  <http://www.teachpe.com/sports_psychology/attitudes.php>; <http://www.pecentral.org/climate/january99article.html>  <http://lessonplanspage.com/peoempowereddecisionmaking612.htm/>  <http://classroom.kidshealth.org/classroom/6to8/personal/growing/getting_along.pdf>  <https://us.humankinetics.com/blogs/excerpt/tips-for-resolving-conflicts-in-physical-activity-settings> | | | |

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| **VA SOL Standard:** 8.4 The student will describe and apply social and safety skills to achieve individual and group goals in physical activity settings.  ESSENTIAL UNDERSTANDINGS   * Physical activity is an effective means of reducing stress. * Stress is only harmful when it becomes overwhelming and interrupts the healthy state of equilibrium that your nervous system needs to remain in balance. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **8.4.d** Identify and demonstrate self-awareness in selecting stress-reducing activities (e.g., yoga, Pilates, tai chi).  **Suggested Learning Targets:**  I can identify the different relaxation techniques that relieve stress and list them in an exit ticket.  I can develop a plan to incorporate stress-reduction practices into my daily life and record that in my [selected assessment product] (i.e., log, journal or portfolio). | **Assessment for Learning (Formative)**   * Teacher observation. * Peer coaching: One student helps another learn basic movements. * Peer assessment: Evaluate basic movements used in yoga, Pilates or tai chi for accuracy, then revise and refine.   **Assessment of Learning (Summative)**   * Demonstrate and explain relaxation techniques. * Develop a plan for incorporating stress reduction practices into your daily life. | * Yoga: the physical practice of stepping the body through poses and postures that help improve strength, flexibility, and balance. The practice of yoga relieves muscle tension, lowers blood pressure, and decreases cholesterol levels. It is an excellent stress-relieving practice. * <http://kidshealth.org/en/teens/yoga-home.html?WT.ac=ctg#catdieting> * <http://kidshealth.org/en/teens/yoga-stress.html?WT.ac=t-ra> * <http://kidshealth.org/en/teens/meditation.html?WT.ac=t-ra> * Tai chi: originally developed in China as a martial-arts style of self-defense. Over time, it has become a form of exercise and a process for personal development. It involves the practice of various postures. Movements are continuous and serve to relax and align the body. [http://kidshealth.org/en/teens/tai-Chi.html?WT.ac=ctg#catdieting](http://kidshealth.org/en/teens/tai-chi.html?WT.ac=ctg#catdieting) * Pilates: a series of fluid movements performed in a precise manner, accompanied by specialized breathing techniques and intense mental concentration. * Amount of recommend relaxation practice time: * Most stress experts recommend setting aside at least 10-20 minutes a day for relaxation practice. If you would like to get even more stress relief, aim for 30 minutes to an hour. If that sounds like a daunting commitment, remember that many of these techniques can be incorporated into your existing daily schedule, such as practicing at your desk over lunch or on the bus during your morning commute. | * Basic movements used in stress-reducing activities such as yoga, Pilates and tai chi. Example: <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8790#.WBdeWrfrvcs>. * Relaxation techniques, such as: * Breathing mediation: breathing deeply from the abdomen, getting as much fresh air as possible in your lungs. * Progressive muscle relaxation: relaxing muscles starting at the feet and working up to the face. * Body scam meditation: focuses on the sensations in each part of your body. * Mindfulness: ability to remain aware of how you’re feeling right now, your “moment-to-moment” experience (internal and external). * Visualization: guided imagery. Requires you to employ not only your visual sense but your sense of taste, touch, smell, and sound. When used as a relaxation technique, it involves imagining a scene in which you feel at peace, free to let go of all tension and anxiety. * Quick visualization: Ask students to close their eyes and visualize a calm and peaceful moment, a feeling that they would like to bring to class that day, something they are grateful for, or another visualization that they find calming. Then they should slowly inhale deeply, exhale fully, and open their eyes. If students do not feel comfortable closing their eyes, give them the option to look at the whiteboard, posters of calm scenery, or their desktops. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://darebee.com/>  <http://www.sparkpe.org/wp-content/uploads/yoga-content-card_hs.pdf>  <http://www.webmd.com/balance/stress-management/stress-busting-checklist>  <http://www.uwosh.edu/ccdet/caregiver/Documents/Responding/StressReduction_FacilitatorGuide_022510.pdf> ; <https://www.kidsyogastories.com/mindfulness-for-middle-school/> | | | |

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| **VA SOL Standard:** 8.4 The student will describe and apply social and safety skills to achieve individual and group goals in physical activity settings.  ESSENTIAL UNDERSTANDINGS   * + - * [Team-building activities](http://www.wilderdom.com/games/InitiativeGames.html) are stimulating problem-solving tasks designed to help group members develop their capacity to work effectively together.       * Group dynamics describes the way members of a group interact with one another. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **8.4.e** Apply relationship skills and strategies (e.g., trust, compassion, empathy) that promote team/group dynamics and inclusion.  **Suggested Learning Targets:**  I can organize and work cooperatively with a group to achieve the goals of the group and describe how I showed that in a summary paragraph.  I can identify the contributions of members of a group or team and reward members for accomplishing a task or goal and demonstrate that through feedback to peers within my group.  I can accept the roles of group members within the structure of a game or activity and demonstrate that to my teacher. | **Assessment for Learning (Formative)**   * Teacher observation. * Teacher questioning for understanding. Example: Students are given statements they agree with, disagree with or are unsure of and include a reason for their answer. * Everyone has to put up with a certain amount of disrespect in team/group activities. * Saying “please” and “thank-you” shows respect for people. * Treat people with respect. * I will talk to you any way I want. * Swearing is an acceptable way of communicating. * There is no “I” in teamwork. * There are occasions when one has to raise one’s voice when talking in a group. * Student self-reflection. Example: * 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 … * Written: List strategies of how to include others when creating groups for physical activities, and explain how these strategies improve time wasted and ease confusion.   **Assessment of Learning (Summative)**   * Written. Example: Students will write about the following: * During an activity/game this school year, have you experienced an incident that made you angry? * Describe what happened in the incident. When/where did it happen? * What were your thoughts and feelings at the time? * Describe your actions and how you handled the situation. * What was the result? * How would you act now in a similar situation? * What communication skills and strategies could have applied to this situation? | * Vocabulary for team-building skills to accomplish a common goal: * Positive interdependence: team members rely on one another to achieve the goal. If any team member fails to do their part, everyone suffers the consequences. * Individual accountability: all students within the group are held accountable for doing their share of the work. * Face-to-face interaction: group members interacting to provide one another with feedback, reasoning, conclusions, and encouragement. * Group processing: groups set goals, assess what they are doing well, and identify changes they will make to function more effectively in the future. * Collaborative skills include: * The ability to contribute to group activities and discussions. * Consideration of the ideas and perspectives of others. * Including others in the collaborative process. * Staying focused on the task. * Providing and receiving constructive feedback. | * Class discussions on the following: * Effective listening skills: staying quiet while someone is speaking. * Effective speaking skills: changing language and tone to make the message clearer and/or more appealing to the listener. * Effective nonverbal skills that enhance effective communication: using appropriate body language, such as smiling or an affirmative nod of the head. * Accepting the roles of group members during a game or activity. * Students evaluate the role of cooperation and positive interactions with others when participating in physical activity. * The teacher creates scripts that model effective communication skills for students to practice. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://kidshealth.org/en/teens/tips-disagree.html> | | | |

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| **VA SOL Standard:** 8.4 The student will describe and apply social and safety skills to achieve individual and group goals in physical activity settings.  ESSENTIAL UNDERSTANDINGS   * + - * Personal actions affect more than one person.       * Using self-management skills allows for safe participation in physical activities. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **8.4.f** Analyze the proper use of equipment and self-management skills in relation to safety in physical activity.  **Suggested Learning Targets:**  I can use self-management skills and equipment safely when participating in activities. | * Questioning to check for understanding * Teacher observation * Design and build an obstacle course outdoors. Present through lecture and demonstration how to navigate the course for injury prevention, proper alignment, use of equipment, rules, and self-management skills. | * Self-management skills: problem solving, flexibility, honesty, communication, confidence, integrity. | * Use cooperative games and team-building challenges to emphasize inclusion, safety, conflict resolution, and problem-solving. * Groups select a low-organized game to teach the class. After “teaching” their game to the class, the teacher has a class discussion using the following questions: * Did the “teachers” review proper safety rules and procedures? * Did participants apply safety rules that ensured a safe and fair playing environment? * Were all students using equipment safely? * Did the students use self-management skills to complete the activity? |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes;  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://classroom.kidshealth.org/classroom/6to8/personal/growing/conflict_resolution.pdf>; <http://ctb.ku.edu/en/table-of-contents/implement/provide-information-enhance-skills/conflict-resolution/tools> | | | |

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| V**A SOL Standard:** 8.4 The student will describe and apply social and safety skills to achieve individual and group goals in physical activity settings.  ESSENTIAL UNDERSTANDINGS   * + - * Even performing the simplest of the embedded social and communication skills involves some type of motor skills (e.g., smiling when greeted, pointing to a choice).       * Participating in physical activities helps to achieve the development of motor skills that will maximize participation today and the motor skills that will increase independence in the future.       * Positive relationships play a crucial role in well-being; thus, opportunities for social interaction through physical activity in the community could vastly improve the well-being of individuals as well as the community as a whole. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **8.4.g** Analyze and compare social and emotional benefits of participation in various activities.  **Suggested Learning Targets:**  I can analyze and compare social and emotional benefits of [specific activity] (i.e., a walking group) through a graphic organizer.    **8.4 h)** Identify opportunities for social interaction through physical activity in the community.  **Suggested Learning Targets:**  I can identify opportunities for social interaction in the community through [specific activity] (i.e., hiking, biking, walking, or rock climbing.) and give examples to a peer.  **8.4.i** Develop plans to enhance inclusion and reduce social exclusion/marginalization.  **Suggested Learning Targets**  I can construct plans to facilitate inclusion, and reduce exclusion/marginalization, for myself and my peers. | **Assessment for Learning (Formative)**   * Questioning to check for understanding. * Example: What are the social opportunities and emotional benefits of walking groups? Answer: Walking does not require any special skills or equipment, and it can be done almost anywhere and with little cost. Group-based walking programs have been conducted with many different types of groups, such as older adults, women, new mothers, and people from non-English speaking backgrounds, as well as low-income populations. It shows promising results with respect to fostering social capital like social networks and support, cooperation, community involvement, promoting physical activity, and the creation of a sense of purpose and belonging. * Research to learn physical activities appropriate to your area that encourage social interaction. Examples: Skiing, hiking, biking, walking tracks, or rock climbing.   **Assessment of Learning (Summative)**   * Pick three community activities and analyze the social and emotional benefits of participation in the activities. * Students can identify and describe instances of inclusion and exclusion/marginalization, and construct rules, routines, behaviors, and activities that will support inclusion while reducing exclusion/marginalization. | * Social and emotional benefits of participation in physical activities: * Improves your mental health and mood. * Reduces the risk of depression and anxiety. * Develops higher self-esteem and body image. * Helps develop basic motor skills needed for day-to-day life. * Effective in promoting mutual understanding and empathy among young people. * Benefits of team activities: * Builds character: social skills like teamwork, cooperation and leadership. * Ability to handle winning and losing while being a good sport. * Helps develop discipline. * Helps set goals and then work to achieve those goals. * Moral behavior is acquired through social interaction that occurs through games and physical activity conducted in a collective. Whether the game or physical activity has a positive effect on character-building in an individual is highly dependent on the context of the program and the valuespromoted and developed. * Self-management skills: problem solving, flexibility, honesty, communication, confidence, integrity. * Social exclusion: the process through which individuals or groups are excluded from facilities or opportunities that others enjoy. * Marginalization: when an individual or a group has been relegated to an unimportant position within the group. | * Lessons about the role of physical activity as a means for group membership and positive social interaction and the importance of this type of interaction throughout history and in different cultures. * Make connections between an activity and the emotional benefits and social interaction. Example: It is found that group-based walking substantially increased social capital that includes sense of connectedness, collective efficacy, social engagement, and acceptance of other groups. * Ask students to construct their own PE rules and routines that will help to enhance inclusion while reducing exclusion/marginalization. Allow students to identify instances of each throughout the school year. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.helpguide.org/articles/exercise-fitness/emotional-benefits-of-exercise.htm>  <http://www.thecommunityguide.org/pa/behavioral-social/community.html>  <http://ijbnpa.biomedcentral.com/articles/10.1186/1479-5868-4-54>  <https://thephysicaleducator.com/2019/02/13/emotional-self-regulation-in-physical-education/#:~:text=Emotional%20Self-Regulation%20In%20Physical%20Education%201%20Step%20One%3A,Step%20Five%3A%20Helping%20Students%20Get%20To%20Green.%20> | | | |

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| **VA SOL Standard:** 8.5 The student will explain the relationship of caloric intake, caloric expenditure and body composition.  ESSENTIAL UNDERSTANDINGS   * + - * Diet-related chronic diseases are the most common cause of death in the world and present a great burden for society.       * The imbalance between declining energy expenditure due to physical inactivity and high energy in the diet is the main determinant of the obesity epidemic. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **8.5.a** Describe the relationship between inadequate caloric intake and health risk factors.  **Suggested Learning Targets:**  I can describe the health problems of too low a caloric intake and demonstrate it in my [selected assessment product] (i.e., journal or portfolio).  I can describe the disease associated with too high a caloric intake and demonstrate it in my [selected assessment product] (i.e., journal or portfolio). | **Assessment for Learning (Formative)**   * Questioning to check for understanding. * Teacher observation.   **Assessment of Learning (Summative)**   * Choose three diseases that are linked to too high a caloric intake and describe the relationships. | * Health risk factors for poor caloric intake: * Obesity: The imbalance between declining energy expenditure due to physical inactivity and high energy in the diet (excess calories whether from sugar, starches, or fat) is the main determinant of the obesity epidemic. Increasing physical activity, plus reducing intakes of foods high in fat and foods and drinks high in sugars can prevent unhealthy weight gain. * Diabetes**:** Excess weight gain, overweight, and obesity and physical inactivity account for the high rates of type 2 diabetes in the world. Diabetes leads to an increased risk of heart disease, kidney disease, stroke, and infections. Increased physical activity and maintaining a healthy weight play an important role in the prevention and treatment of diabetes. * Cardiovascular diseases**:** Cardiovascular diseases, including heart disease and stroke, are the major killers worldwide. They are due to unbalanced diets and physical inactivity. Prevention and treatment includes eating less saturated and trans fats and sufficient amounts of (n-3 and n-6) polyunsaturated fats, fruits and vegetables and less salt, as well as by physical activity and controlling weight. * Cancer: Maintaining a healthy weight will reduce the risk for cancers of the esophagus, colorectal, breast, endometrium, and kidney. Adequate intake of fruit and vegetables should further reduce the risk for oral cavity, esophageal, stomach, and colorectal cancer. * Osteoporosis and bone fractures**:** Adequate intake of calcium (500 mg per day or more) and of vitamin D helps to reduce fracture risk. Sun exposure and physical activity also strengthen bones and muscles. | * Discuss the health problems of too low of a caloric intake. Example: * Reduced muscle mass because your body searches for sources of energy to keep the vital organs functioning. * Metabolic rate will drop and compound muscle mass loss. * Become sluggish and often highly irritable. * Binge dieting causes vital organs to stop functioning properly. * Discuss the health problems of too high of a caloric intake. Example: * The body stores excess calories in fat cells. * \*See content information on diseases due to high calorie intake. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  <http://kidshealth.org/en/kids/calorie.html>  http://kidshealth.org/en/teens/emotional-eating.html?WT.ac=ctg#catdieting  http://kidshealth.org/en/teens/food-journal.html?WT.ac=ctg  Kids and Calories | | | |

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| **VA SOL Standard:** 8.5 The student will explain the relationship of caloric intake, caloric expenditure, and body composition.  ESSENTIAL UNDERSTANDINGS   * + - * Physical activity is a key determinant of energy expenditure and thus fundamental to energy balance and weight control.       * People of the same height and weight may need different amounts of energy or calories to maintain their weight, depending on their body composition.       * Many factors influence body composition, including gender, age, diet, activity level, and genes. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **8.5.b** Explain the role of energy balance in weight management and body composition.  **Suggested Learning Targets:**  I can explain the relationship between caloric intake and physical activitythrough a graphic organizer.  I can explain the effects of nutrition and participation in physical activity on weight control, self-concept, and physical performance through reflective writing in my fitness journal/portfolio. | **Assessment for Learning (Formative)**   * Questioning to check for understanding. * Journals. * Gathering and organizing information on the role of energy balance in weight management and body composition. * Reflecting on personal weight for maintaining or improving. * Reflecting on physical activity levels and how it relates to caloric intake.   **Assessment of Learning (Summative)**   * Develop a plan of improvement for weight management and body composition using specificity, overload, and progression. Example: * Overload * Frequency: daily aerobic exercise. * Intensity: low. * Time: approximately one hour. * Progression * Begin daily. * Begin a low-intensity aerobic intensity and work up to a longer duration. * Begin low-intensity aerobic exercise for 30 minutes and work up to 60 minutes. * Specificity * Increase aerobic exercise and decrease caloric intake. | * Body fat ranges (see table below). * Calories are units of energy and are found in our food and drinks. It’s important to consume enough calories so that our bodies have the energy they need grow and function. When we consume more calories than we burn, the calories are stored in our bodies as fat, and this can lead to health problems. The number of calories each person needs varies based on factors like age, height, weight, and how much we exercise. * The total amount of caloric expenditure associated with physical activity is determined by the amount of muscle mass, producing bodily movements and the intensity, duration, and frequency of muscular contractions. | * Make connections between activities and the perceived rate of exertion scale in relationship to weight management and body composition. * Make connections to activity level and calorie intake. Example: * 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, such as; * Jogging: 30 minutes, around 300. * Hiking: 30 minutes, around 200. * Walking: 30 minutes, around 125. * <http://kidshealth.org/en/teens/weight-tips.html?WT.ac=ctg#catdieting> * Class discussion on the relationship between caloric intake and physical activity. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  [http://teenshealth.org/en/teens/fat-calories.html#](http://teenshealth.org/en/teens/fat-calories.html)  <http://kidshealth.org/en/teens/detox-diets.html?WT.ac=ctg#catdieting>; <http://kidshealth.org/en/teens/bmi.html?WT.ac=ctg#catdieting>  <http://kidshealth.org/en/teens/healthy-weight-plan.html?WT.ac=ctg#catdieting>  <http://kidshealth.org/en/kids/fat-thin.html>  <http://www.calorieking.com/> | | | |

**Body Fat Ranges**

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|  | Men | Women |
| Exceptionally Lean | 6-10% | 10-15% |
| Very Lean | 11-14% | 16-19% |
| Lean | 15-18% | 20-25% |
| Moderate | 19-24% | 26-29% |
| Obese | 25%+ | 30%+ |

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| **VA SOL Standard:** 8.5 The student will explain the relationship of caloric intake, caloric expenditure, and body composition.  ESSENTIAL UNDERSTANDING   * + - * Body composition analysis is an important part of your fitness assessment because it shows how much fat you carry on your body in relation to your muscle mass. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **8.5.c**  Describe types of body-composition measures. .  **Suggested Learning Targets:**  I can describe at least two different types of body-composition measures. | **Assessment for Learning (Formative)**   * + - * Questioning to check for understanding. Example: Name different ways of measuring body-composition. * Have students describe when using different types of body-composition measures would be most appropriate.   **Assessment of Learning**  **(Summative)**   * + - * Describe one body-composition measure. Example: Skinfold measurement: Folds of your skin are measured with calipers in as few as three to as many as nine areas of your body. Skinfold measurements are made by grasping the skin and underlying tissue, shaking it to exclude any muscle and pinching it between the jaws of the caliper. Then a calculation is used to derive a body fat percentage based on the sum of the measurements. | * + - * Ways body composition is measured: * Underwater weighing: the most accurate method for measuring body composition. Underwater weighing involves submerging a person in a tank of water and having them expel the air out of their lungs. This method is not easy to administer and can be expensive. The measurement error for underwater weighing is 2-2.5%. * Skinfold measurements: Measure the subcutaneous fat folds around specific body parts (triceps, waist, thigh and back) with skin calipers. The accuracy of the skinfold test depends upon the person performing it, the integrity of the skin caliper, and the formula one uses to calculate percentage of body fat. These, in turn, increase chances for error, which is 3-3.5% but could be as high as 5%. * Bioelectrical Impedance: a simple, non-invasive technique that uses electrical conductivity to estimate lean body mass. This test is dependent upon hydration status because muscle holds most of the water in the body; so, the more muscle, the better the conduction. The error of bioelectrical impedance is 3-3.5%. * NIR (near infrared interactance): Uses a fiber optic probe to measure subcutaneous fat and muscle at the biceps. A relatively new method that has questionable validity. * MRI/CT scan: creates a visual display of specific body areas, showing deep fat with the comparison to bone. This technique is expensive and has not been proven to be better than underwater weighing. * Circumferences taken of various body parts with a soft measuring tape: Common circumferences taken are the neck, chest, arms, forearms, waist, hip, thighs, and calves. There are equations that allow you to estimate body fat percentage using circumferences. * Body composition can also be assessed with a “before and after” picture. Show as much skin as possible to see whether the training program gave the results wanted. | * + - * Introduce the different ways to measure body-composition. * Students use teacher given types of available measurements for body-composition for use of before and after results of an activity plan. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.nhlbi.nih.gov/health/educational/wecan/healthy-weight-basics/balance.htm>  <http://goaskalice.columbia.edu/what-relationship-between-body-composition-and-caloric-need>  <https://www.myprotein.com/thezone/nutrition/how-to-use-skin-fold-calipers-measuring-body-fat-percentage/> | | | |

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| **VA SOL Standard:** 8.5 The student will explain the relationship of caloric intake, caloric expenditure, and body composition.  ESSENTIAL UNDERSTANDINGS   * Using the rate of perceived exertion (RPE) scale helps you to recognize your body’s signs of exertion and to modify your normal workout intensity. * RPE is a subjective rating system for exercise intensity based on general fatigue and helps individuals focus on the feelings of exertion.   + - * The RPE scale serves as an indicator of your heart rate. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **8.5.d** Explain a rate of perceived exertion (RPE) scale and how it relates to energy expenditure.  **Suggested Learning Targets:**  I can explain an RPE scale and how it relates to weight loss through my fitness journal/portfolio. | **Assessment for Learning (Formative)**   * Questioning to check for understanding. Example: Have students use a line on the gym floor as an RPE scale and establish which end of the line is zero and which end of the line is “10.” Call out different physical activities and have students stand on the line based on where they would place the activity on the RPE scale. Have students defend their decisions based in a class discussion. Question how each activity relates to energy expenditure.   **Assessment of Learning (Summative)**   * Choose a physical activity and describe how you would use an RPE scale to adjust workout intensity. Example: Based on the physical sensations experienced during activity such as: * Increased heart rate. * Increased respiration/breathing rate. * Increased sweating. * Muscle fatigue. | * The RPE scale is used to measure the intensity of your exercise. The numbers below relate to phrases used to rate how easy or difficult you find an activity. Example: zero (nothing at all) would be how you feel when sitting in a chair; 10 (very, very heavy) is how you feel at the end of a difficult activity.   0 – Nothing at all  0.5 – Just noticeable  1 – Very light  2 – Light  3 – Moderate  4 – Somewhat heavy  5 – Heavy  6  7 – Very heavy  8  9  10 – Very, very heavy   * All activity, whether done at a light, moderate, or high level of intensity, expends energy and therefore is helpful for weight loss. The more intense the exercise and/or the longer the duration of exercise, the greater the energy expended per minute and the greater the influence on weight loss. | * Use the RPE scale as an adjunct method to heart rate monitoring during exercise. * Discuss how the ratings of physical effort and feelings correspond with heart rate and people can learn to exercise at a desired level of intensity based on their subjective feelings of exertion. * Teach the physical cues of intensity levels (see table below). |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.weightwatchers.com/util/art/index_art.aspx?tabnum=1&art_id=20971>  <http://www.cdc.gov/physicalactivity/basics/measuring/index.html> | | | |

**Physical Cues of Intensity Levels**

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| Level of Intensity | RPE | Physical Cues |
| Light | Easy | Does not induce sweating unless it’s a hot, humid day. There is no noticeable change in breathing patterns. |
| Moderate | Somewhat hard | Will break a sweat after performing the activity for about 10 minutes. Breathing becomes deeper and more frequent. You can carry on a conversation but not sing. |
| High | Hard | Will break a sweat after 3-5 minutes. Breathing is deep and rapid. You can only talk in short phrases. |

Duncan GE, Sydeman SJ, Perri MG, Limacher MC, Martin AD. [Can sedentary adults accurately recall the intensity of their physical activity?](http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?cmd=Retrieve&db=pubmed&dopt=Abstract&list_uids=11482992) Prev Med. 2001 Jul;33(1):18-26

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| **VA SOL Standard:** 8.5 The student will explain the relationship of caloric intake, caloric expenditure, and body composition.  ESSENTIAL UNDERSTANDING   * + - * Personalized meal plans should be based on your age, sex, height, weight, and physical activity level.       * Creating a meal plan using the recommended dietary allowances (RDA). | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **8.5.e** Create a one-day energy balance plan, including snacks and physical activity, based on Recommended Dietary Allowance (RDA).  **Suggested Learning Targets:**  I can create a balanced healthy meal and demonstrate it in my fitness journal/portfolio.  I can identify what is a healthy snack and tell it to my teacher. | **Assessment for Learning (Formative)**   * + - * Questioning to check for understanding.       * Written: Research the RDA.   **Assessment of Learning (Summative)**   * + - * Creation of a one-day meal plan that includes snacks and physical activity, based on RDAs. | * + - * Ranges of nutrient intake goals: * Total fat [intake](http://www.greenfacts.org/glossary/ghi/intake-biologic-intake.htm) should represent 15-30% of total dietary energy intake. * Intake of [free sugars](http://www.greenfacts.org/glossary/def/free-sugar.htm), such as those found in soft drinks and many processed foods, should amount to less than 10% of total energy intake. * An intake of at least 400g of fruits and vegetables per day is recommended. Combine with a consumption of whole-grain cereals to provide an adequate amount of fiber. * Diet suggestions: * Eat less high-calorie foods, especially foods high in saturated or trans fats and sugar. * Be physically active, prefer unsaturated fat and use less salt. * Enjoy fruits, vegetables, and legumes, and select foods of plant and marine origin. * Calories (kcal) in one gram of: * Protein: 4 kcal * Carbohydrate: 4 kcal * Fat: 9 kcal | * + - * Have students bring in empty containers as examples of different foods that are based on the RDAs, macronutrients, vitamins, minerals, sugar, and salt. Scatter the empty containers around the gym area. Place students in groups and conduct a relay race to get the different examples for groups to create a healthy meal. Discuss each group’s meal and have other groups give suggestions on better choices. * Discussions on healthy snacks. * Individually, or in small groups, have students create healthy meals for breakfast, lunch, and dinner (based on RDAs). |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.choosemyplate.gov/supertracker-tools/daily-food-plans.html>  <http://classroom.kidshealth.org/classroom/6to8/personal/nutrition/healthy_snacking.pdf>  <http://classroom.kidshealth.org/classroom/6to8/personal/nutrition/school_lunch.pdf> | | | |

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| **VA SOL Standard:** 9.1 The student will perform all basic movement skills and demonstrate movement and biomechanical principles in activities that may include outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, individual performance activities, and games and sports (net/wall, striking/fielding, and goal/target[s]).  ESSENTIAL UNDERSTANDINGS   * Achieving physical literacy includes movement experiences that build competent and confident movers through acquisition, performance, and refinement of movement skills in activities. * Movement competence is defined as the development of sufficient skill and ability to ensure successful performance in physical activities. | | | |
| Note: The Society for Health and Physical Educators (SHAPE America) National Physical Education Standards Document 2014 recommends the exclusion of invasion and fielding/striking games for high school outcomes because these activities require team participation and are less suited for lifelong participation. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **9.1.a** Demonstrate proficiency and refinement in locomotor, non-locomotor, and manipulative skills through appropriate activities (e.g., ,orienteering, rock climbing, cycling, disc golf, lifetime activities, fitness activities, dance and rhythmic activities, aquatics, individual performance activities, games and sports [net/wall, striking/fielding, and goal/target]).  **Suggested Learning Targets:**  I can recognize the advanced skills for [selected activity] and demonstrate them using a checklist.  I can create a dance/rhythmic sequence that includes various tempos, including changes in speed, direction and flow, and demonstrate this through a [self/group] presentation.  I can perform with proficiency the skills needed for [selected activity] and demonstrate it through a peer assessment. | **Assessment for Learning (Formative)**   * Written: Pre-test cognitive knowledge for skills needed to be successful in selected activity/activities. * Performance: Pre-test skill performance of mature movement forms and skill combinations. * Self/peer assessments: Assessing skill levels in the combination of specialized movement forms for selected activities (e.g., negotiating obstacles when cycling, combining movements in dance for fitness activities). * Teachers observation with feedback of skills while participating in modified activities. * Skill checklist: for advanced skills. * Skill rubric: for activity application.   **Assessment of Learning (Summative)**   * Written: Post cognitive tests for comprehension of skills needed to be successful in activity(s) selected. * Performance: Skill rubric   Sample Performance Rubric  4 (*Beyond what was taught)*  Displays consistent and correct performance of all elements during unpredictable situations; includes smooth transitions between skills/movements; includes advanced strategies as appropriate.  3 (*What was explicitly taught)*  Performs all critical elements (mature movement skills and patterns) appropriately and consistently during unpredictable situations and adapts movements to changing situations.  2 (*Identify basic elements)*  Performs critical elements (mature movements skills and patterns) in isolation.  1 (*With help/prompts/cues)*  With teacher cues, student can demonstrate some/most of the critical elements in isolation. | * Activity-specific vocabulary * Self/peer feedback: * Improves motor skills by providing error detection and motivation. * Is based on the critical elements for each skill. * Two corrections at the most should be identified for feedback. * Should be specific and meaningful. | * Outdoor pursuits such as hiking, backpacking, kayaking, fishing orienteering, geocaching, traversing or climbing, mountain biking, adventure activities, or ropes courses. Example: disc golf.   <http://www.sparkpe.org/wp-content/uploads/clap-catch_hs.pdf>  <http://www.sparkpe.org/wp-content/uploads/c-catch_hs.pdf>  <http://www.sparkpe.org/wp-content/uploads/forehand-throw-card_hs.pdf>  <http://www.sparkpe.org/wp-content/uploads/backhand-throw-card_hs.pdf>   * Fitness activities such as yoga, Pilates, resistance training, spinning, running, fitness walking, fitness swimming, kickboxing, cardio-kick, Zumba, or exergaming. * Dance and rhythmic activities such as creative movement, ballet, modern, ethnic or folk, hip hop, Latin, line, ballroom, social, or square. * Aquatics such as swimming, diving, and water polo. * Individual-performance activities such as figure skating, track and field, multisport events, inline skating, self-defense, and cycling. * Net/wall and goal/target activities such as tennis, badminton, pickle ball, racquet ball, archery, and golf. * Manipulation of activity skills/components, such as rules, activity space, and movement within the activity space to create practice scenarios that develop understanding and the application of movement skills for intelligent play. * Opportunities to develop movement competencies necessary to successfully apply the movement solutions for the selected activities. * Self/peer assessing opportunities for the purpose of: * Increasing the quantity of feedback. * Promoting learning motivation.   Supporting the development of self-regulated learning, critical thinking and reciprocal learning. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.pecentral.org/lessonideas/searchresults.asp?category=53>  [www.ndya.org/uploads/Coaches\_Manual\_2009\_Revised\_Ch\_6.docx](http://www.ndya.org/uploads/Coaches_Manual_2009_Revised_Ch_6.docx)  <http://www.sparkpe.org/wp-content/uploads/yoga-basic-training.pdf>  <http://www.sparkpe.org/wp-content/uploads/yoga-content-card_hs.pdf>  [http://kidshealth.org/en/teens/tai-Chi.html?WT.ac=ctg#catdieting](http://kidshealth.org/en/teens/tai-chi.html?WT.ac=ctg#catdieting);  <http://kidshealth.org/en/teens/yoga-home.html?WT.ac=ctg#catdieting> | | | |

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| **VA SOL Standard:** 9.1 The student will perform all basic movement skills and demonstrate movement and biomechanical principles in activities that may include outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, individual performance activities, and games and sports (net/wall, striking/fielding, and goal/target[s]).  ESSENTIAL UNDERSTANDING   * Achieving physical literacy includes movement experiences that build competent and confident movers through acquisition, performance, and refinement of movement skills in activities. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **9.1.b** Design, implement, evaluate, and modify a ­practice plan for a self-selected skill, including the motor learning process of analysis of performance, application of principles of movement and training, goal setting, and improvement of personal skills through practice, correction, practicing at a higher level, and reassessment.  **Suggested Learning Targets:**  I can assess my skill ability for [selected activity] and set a goal(s) for improvement through a video analysis.  I can create a plan to meet my goals in skill improvement for [selected skill], document activities, reassess, and reflect on my progress using a practice plan rubric.  I can do a final assessment and reflection to improve one or more advanced skills for [selected activity] in my [selected assessment product; i.e., log, journal or portfolio]. | **Assessment for Learning (Formative)**   * Practice plan elements, such as: * Analysis of performance, goal setting, training plan, practice logs, reassessment, plan revisions, final assessment, reflection on goal progress, and achievement. * Self and/or peer assessments. * Video analysis. * Example:   <https://www.youtube.com/watch?v=Rv9.onxrvxmg>  **Assessment of Learning (Summative)**   * Practice plan that includes all elements.   Sample Rubric  4 (*Beyond what was taught)*  Plan provides rationale for goal and practice/training plan, addresses potential and actual roadblocks and how to address/how they were addressed and/or identifies short- and long-term goals.  3 (*What was explicitly taught)*  Plan includes: SMART goal based on analysis of performance, practice/training plan (action steps) designed to meet goal, logs of practice activities, reassessment, reflection on goal progress, plan revisions as appropriate, final assessment and reflection on goal achievement.  2 (*Identify basic elements)*  Plan includes basic elements of SMART goal, practice plan of activities, reassessment and final assessment.  1 (*With help/prompts/cues)*  With teacher cues, student can create a SMART goal and identify activities to meet the goal. | * Review developing SMART goals: SMART (specific, measurable, attainable, realistic, timely) goals: * Specific: A specific goal has a much greater chance of being accomplished than a general goal. * Measurable: Establish concrete criteria for measuring progress toward the attainment of each goal you set. * Attainable: When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them. * Realistic: To be realistic, a goal must represent an objective toward which you are willing and able to work. * Timely: A goal should be grounded within a period. * Movement skill phases: Not all fit neatly into three phases and additional phases may be devised, or added. Example: The long jump may also be divided into preliminary movements, run-up, takeoff, and landing. * Types and methods of skill practice: <http://www.teachpe.com/sports_psychology/teaching.php> | * Self-selected student activity (activity list recommendations–see 9.1.a). * Teach evaluation skills such as: * The ability to evaluate the validity of claims. * The relevance of different types and sources of evidence for different types of claims or questions. * The sufficiency of evidence to draw a conclusion. * Application of criteria to the judgment of a skill, such as strengths and weaknesses, judging when success has occurred, or recognizing when a change in approach is needed and make adjustments. * Identification of possible errors and biases in claims or conclusions. * When analyzing movements, teach how to divide the movement performance into phases such as: * Preparatory: Movements that prepare, such as a backswing in golf or tennis. * Execution: * Force-producing movements, such as the forward motion of the tennis forehand shot. * Critical instant: the point of contact or the release, such as the moment of contact in the tennis serve or the takeoff in the long jump. * Follow-through: Body movements after the execution where the movement slows down, such as the high leg lift after kicking a goal or the golf club after the ball is struck. * Example of breaking down a movement skill into phases:   Long Jump –   * Preparatory: The length and speed of the run to the takeoff board. * Execution: Takeoff and flight through the air. * Follow-through: The landing. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources http://www.doe.virginia.gov/instruction/physed/index.shtmlhttps://openphysed.org/  Health Smart Virginia  http://www.humanmotion.nl/uploads/categories/1408619352-thefunctionalmovementscreenFMSPB.pdfhttp://www.humankinetics.com/excerpts/excerpts/the-importance-of-health-fitness-and-wellness | | | |

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| **VA SOL Standard:** 9.2 The student will explain the structures and functions of the body and how they relate to and are affected by human movement.  ESSENTIAL UNDERSTANDING   * When the body is moving or producing movement, it obeys the same physical laws that apply to all types of motion. * Humans move through a system of levers that cannot be changed but can be more efficiently used. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **9.2.a** Analyze and evaluate proficient and efficient movement in relation to how movement is directed, including the type of muscle action that directs a movement (concentric, eccentric, and isometric), the direction the body part moves relative to its joints (abduction, adduction, flexion, and extension), and planes of motion.**Suggested Learning Targets:**  I can evaluate different types of muscle actions.  I can demonstrate how the body moves relative to its joints while participating in activities.  I can evaluate planes of motion within different physical movements.  I can explain how efficiency of movement was achieved through muscle actions, muscle contractions, and planes of movement and demonstrate it through a graphic organizer. | **Assessment for Learning (Formative)**   * Pick a movement (self/group) and list the biomechanical principles associated with the movement. Example: golf swing: * Concentric movements in the backswing, eccentric in downward swing. * Abduction and adduction of arm movements. * Frontal plane with arm movements, sagittal with elbow movements, transverse with shoulder and hip rotations. * Impact. * Stability or base of support.   + - * Demonstration an analysis of an advanced skill of self or partner (video analysis recommended). Explain the results of the advanced skill performed, the types of muscle contractions, the joints used, and the plane of motion.       * Self/peer assessment: Analysis of advanced skill of self or partner. * Provide visuals for students to differentiate different types of muscle actions. * [Anatomy and Physiology link](https://med.libretexts.org/Bookshelves/Anatomy_and_Physiology/Book%3A_Anatomy_and_Physiology_(Boundless)/9%3A_Muscular_System/9.3%3A_Control_of_Muscle_Tension/9.3E%3A_Types_of_Muscle_Contractions%3A_Isotonic_and_Isometric)   **Assessment of Learning**  **(Summative)**   * Demonstration of advanced skill with analysis of performance in relation to types of muscle contractions * Explain how movement efficiency is achieved for a selected activity/skill in terms of the type of muscle action (concentric, eccentric and isometric), direction the body parts move relative to the joints used (abduction, adduction, flexion and extension), and in what planes of movement the action occurred. | * Muscle action * Concentric contraction (positive contraction): Contraction that shortens the muscle as it acts against a resistive force (biceps curl– bicep muscles shorten as the weight is pulled toward the body). * Eccentric contraction (negative contraction): Contraction that lengthens the muscle as it produces force (lowering the weight during biceps curl lengthens the bicep muscles as the weight is lowered back to a resting position; force is produced by the biceps to allow for a controlled return to a resting position as opposed to allowing gravity to pull the weight down). * How much time is spent in each phase (concentric and eccentric contractions) will affect results. Concentrating on eccentric contractions at higher weights is referred to as negative training. * Isometric muscle contraction without appreciable shortening or change in distance between its origin and insertion. * Movement of the body part in relation to its joints (see additional information in 9.1.e). * Abduction: Muscle contraction without appreciable shortening or change in distance between its origin and insertion. * Adduction: Movement of a body part toward the median plane (of the body, in the case of limbs; of the hand or foot, in the case of digits). * Flexion: Bending movement around a joint in a limb (such as a knee or elbow) that decreases the angle between the bones of the limb at the joint. * Extension: An unbending movement around a joint in a limb that increases the angle between the bones of the limb at the joint. * Planes of movement * Sagittal plane: Vertical plane passing from the rear (posterior) to the front (anterior), dividing the body into left and right halves. It is also known as the anteroposterior plane. Most sport and exercise movements that are almost two-dimensional, such as running, long jumping, biking, and rowing, take place in this plane. * Frontal plane: Vertical and passes from left to right, dividing the body into posterior and anterior halves (front and back). When moving along this plane,  we are moving toward or away from the midline. Adduction and abduction are movements along this plane. * Transverse plane: Divides the body into top (superior) and bottom (inferior) halves. Any time we rotate a joint we are [moving along the transverse plane](http://breakingmuscle.com/strength-conditioning/3-sandbag-exercises-you-should-add-to-your-training). * Efficient movement: Exemplified by technique and fitness in running, quickness and effort in tennis, speed and control in a golf swing. of an | * Provide video of basic and advanced skills– compare and contrast basic and advanced skills in terms of efficiency and proficiency of movement. * Use video and/or demonstration of advanced skills to discuss how movement is directed, including the type of muscle action that directs a movement (concentric, eccentric and isometric), the direction the body part moves relative to its joints (abduction, adduction, flexion and extension), and planes of movement. Examples of planes of movement: * Movements that involve forward and backward motion are referred to as sagittal plane movements. When a forward roll is executed, the entire body moves parallel to the sagittal plane. * Marching, bowling and cycling are all sagittal plane movements. * Jumping jacks, side stepping and sidekicks in soccer require frontal plane movement at certain body joints. * A cartwheel is an example of total-body frontal plane movement. * A total-body transverse plane movement includes a twist executed by a diver or airborne gymnast and a dancer’s pirouette.   Example of planes and the direction the body part moves relative to its joints:  Running – Occurs in three planes.   * Sagittal: Flexion and extension are the movements. Flexion occurs in the legs at the beginning of swing phase of running, when the limb is moving forward. Extension occurs in the stance limb, reaching its full extension. * Frontal: Abduction and adduction are the movements. Observing the waistline, abduction is movement away from the middle line of the body and adduction is movement toward the middle line. Frontal plane movement is also seen in the rear foot when the shoe strikes the ground; this is termed ankle inversion and eversion. * Transverse: Rotation occurs in this plane between the pelvis, ribcage and shoulders.   Examples of the direction the body part moves relative to its joints:   * Flexion, such as tuck jump, front dumbbell raise, bicep curl. * Extension, such as straight leg deadlift, triceps press down, military press. * Adduction, such as cable crossover pulldown, supine dumbbell fly. * Abduction, such as straight arm dumbbell side raise, star jump. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml>https://openphysed.org/; [Health Smart Virginia](https://healthsmartva.pwnet.org/); <http://www.teachpe.com/biomechanics/>  <http://www.teachpe.com/anatomy/movements.php> ; [Anatomy and Physiology link](https://med.libretexts.org/Bookshelves/Anatomy_and_Physiology/Book%3A_Anatomy_and_Physiology_(Boundless)/9%3A_Muscular_System/9.3%3A_Control_of_Muscle_Tension/9.3E%3A_Types_of_Muscle_Contractions%3A_Isotonic_and_Isometric)  <http://www.teachpe.com/anatomy-physiology/anatomy-physiology-resources/>  <http://www.teachpe.com/biomechanics/angular-motion/>  <http://www.aw-bc.com/info/hopson/assets/pdf/chapter5.pdf>; <http://www.teachpe.com/index-quiz.php> | | | |

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| **VA SOL Standard:** 9.2 The student will explain the structures and functions of the body and how they relate to and are affected by human movement.  ESSENTIAL UNDERSTANDINGS   * + - * Multiple body systems are involved in producing energy during physical activity.       * Physical activity is needed to improve efficiency of the heart, keep blood vessels more elastic, and to increase the number of capillaries that bring oxygen to muscles.       * If you do not use, you lose (body tissue, efficiency, capacity). | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| 9.2.b Describe the relationship between the endocrine system and the body’s metabolic response to short- and long-term physical activity.  **Suggested Learning Targets:**  I can apply and explain how the body makes energy to move in an activity of short duration and an activity of long duration in a summary paragraph.  I can apply the principles of metabolic response while [short-term activity, such as long jumping] and while [long-term activity, such as running hurdles], and demonstrate it to a peer. | **Assessment for Learning (Formative)**   * Written: Student knowledge of how body systems function to move the body (basics of endocrine system). * Research the endocrine system and metabolic responses to activity.   **Assessment of Learning (Summative)**   * Student selects a short-duration and long-duration activity and explains how the body uses/produces energy during the activities. | * Endocrine system functions: * Endocrine glands release hormones into the bloodstream. This lets the hormones travel to cells in other parts of the body. * Hormones help control mood, growth, and development, the way our organs work, *metabolism*, and reproduction. * Parts of the Endocrine System: * Hypothalamus: located in the lower central part of the brain; links the endocrine system and nervous system; regulates the pituitary gland. * Pituitary: gland at the base of the brain; often called the “master gland.” * Thyroid: gland located in the front part of the lower neck; releases hormones that control the rate at which cells burn fuels from food to make energy. * Parathyroids: four tiny glands attached to the thyroid; releases the hormone that controls the level of calcium in the blood. * Adrenals: on your kidneys   + Adrenal cortex: releases hormones that help control salt and water balance, the body’s response to stress, metabolism, the immune system, and sexual development and function.   + Adrenal medulla: releases epinephrine (aka adrenaline), which increases blood pressure and heart rate when the body is under stress. * Pineal body/gland: in the middle of the brain; secretes melatonin (hormone that helps regulate sleep). * Reproductive glands (ovaries, testes). * Pancreas: makes insulin and glucagon, hormones that control the level of glucose (sugar) in the blood.   + Insulin helps keep the body supplied with stores of energy. The body uses this stored energy for exercise and activity and helps organs function properly. * Metabolic response: A metabolic response is any reaction by the body to a specific influence or impact. Metabolism is a general term describing the organic process in any cellular structure. * A metabolic response can occur with respect to individual cells, a gland, an organ, or a process, such as the cardiovascular system. * Metabolism is often understood in terms of the metabolic rate, which is the amount of energy expended by the body in a given period. * Metabolism is also a variable in the assessment of human performance. * Metabolic function is subject to such individual factors as age, heredity, gender, level of physical fitness, and others. The body may exhibit a metabolic response to any type of external factor or change. * Changes in the physical intensity of athletic activity, either by training practices or competitive schedule, will generate a metabolic response. This response is particularly evident when assessing the nature of muscle composition in an athlete. When an athlete seeks to improve endurance ability, the training program will correspondingly focus on endurance exercise. The muscle groups involved in the generation of power in the exercise, each with a set pattern of distribution between fast-twitch and slow-twitch fibers, will respond by making a slight adaptation in which more fast-twitch fibers are utilized for the muscle. | * Anaerobic and aerobic activities to explain and discuss how the body produced energy to move. * May be instructed in connection with 9.2.e. * Visuals in the form of charts. * Students demonstrate short-term and long-term activities to their peers to better understand the principles of metabolic response. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes; NOVA PBS Learning Media – How the body responds to exercise;  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.pbslearningmedia.org/resource/oer08.sci.life.reg.exercise/how-the-body-responds-to-exercise/>  <http://www.faqs.org/sports-science/Je-Mo/Metabolic-Response.html>  [https://www.cdc.gov/nccdphp/sgr/pdf/chap3.pdf](https://www.cdc.gov/nccdphp/sgr/pdf/chap3.pdf;)  <https://kidshealth.org/en/teens/endocrine.html>  <https://www.hormone.org/what-is-endocrinology/the-endocrine-system> | | | |

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| **VA SOL Standard:** 9.2 The student will explain the structures and functions of the body and how they relate to and are affected by human movement.  ESSENTIAL UNDERSTANDINGS   * The principle of specificity, overload, and progression (SOP) are interrelated to the principle of frequency, intensity, time, and type of exercise (FITT). * In order to improve fitness or skill performance, the body must be overloaded in a safe and progressive manner. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **9.2.c** Explain the body’s response to the principles of specificity, overload, and progression (SOP) in relation to frequency, intensity, time, and type of exercise (FITT).  **Suggested Learning Targets:**  I can explain how to improve [selected activity or advanced skill] in relation to specificity, overload, and progression (SOP) and in relation to frequency, intensity, time, and type of exercise (FITT) using a graphic organizer. | **Assessment for Learning (Formative)**   * Written: Assess background knowledge of terms and applications (descriptions) for SOP and FITT. * Oral: * Share the principles of specificity, overload, and progression (SOP). * Explain SOP in relation to frequency, intensity, time, and type of exercise (FITT).   **Assessment of Learning (Summative)**   * Student selects an activity or advanced skill to improve and describes how they would use SOP and FITT to make improvements (should include acknowledgement of under- and over-exercise). | * Overload: See additional information in 9.1.d. * To improve fitness, one must load the body in a higher manner than normal (longer duration of activity, more frequency, higher weight, more often). The body responds by increasing muscular contractions, strengthening and improving the efficiency of body responses, and increasing the number of capillaries to bring oxygenated blood to muscle cells. Caution must be taken not to overload to the point of exertion, which may lead to injury. * Specificity: See additional information in 9.1.d. Only those muscles or muscle groups used will benefit from the activity a person engages in (for example, upper body strength does not improve by walking, jogging or running). * Progression: See additional information in 9.1.d. The rate at which overload is applied; use caution when overload is done too rapidly or too sporadically. This is where there is a connection to FITT. * FITT is related and interconnected to the principles of SOP; frequency may affect progression, intensity is connected to overload and progression, time is related to overload and progression, type is related to specificity. | * Look for opportunities to combine with skill improvement planning or fitness improvement planning (9.1.b, 9.3.a). * Instruction on how increasing the intensity, volume, or frequency of an exercise will overload your body, forcing it to adapt. Examples: * Increase exercise intensity: Increase the weight lifted or the speed you move an object or your body through space. * Increase exercise volume: Increase the number of repetitions, sets, or distance you move an object or your body through space. * Increase exercise frequency: Increase the number of times you complete the same exercise in a week or month. * Instruction on the body’s response to the principles of SOP. * Specificity of training: * Resistance work (high load, few reps) improves muscle strength. * Stretching exercises improves flexibility. * Resistance work (light load, many reps) improves muscle endurance. * Endurance exercises improve cardiorespiratory endurance. * Overload principle: * Physiological changes, moving to higher levels of fitness. * Progression: Increasing the frequency, intensity, and duration of activities over a period will cause improvement in physical activity. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.ode.state.or.us/teachlearn/subjects/pe/curriculum/fittprinciple.pdf>  <http://stretchcoach.com/articles/fitt-principle/>  <http://www.teachpe.com/fitness/training_principles.php> | | | |

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| **VA SOL Standard:** 9.2 The student will explain the structures and functions of the body and how they relate to and are affected by human movement.  ESSENTIAL UNDERSTANDINGS   * Two respiration systems are used by the body for energy, and the systems are dependent upon the duration of the activity. * Body systems are interconnected and dependent upon one another. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **9.2.d** Explain the anaerobic respiration (ATP-PC and lactic acid system) and aerobic respiration systems used for energy during activity.  **Suggested Learning Targets:**  I can explain how the body makes energy to move in an activity of short duration (less than two minutes) using the anaerobic respiration (ATP-PC and lactic acid system) by telling a peer.  I can explain how the body makes energy to move in an activity of long duration (more than two minutes) using the aerobic respiration systems through an exit ticket. | **Assessment for Learning (Formative)**   * Written: Student knowledge of the terms *aerobic* and *anaerobic* and associated activities. * Students research a question such as, “Is a 400-meter run an anaerobic or aerobic activity?”   **Assessment of Learning (Summative)**   * Student selects a short-duration and a long-duration activity and explains how the body uses/produces energy during the activities. | * + - * Anaerobic: without oxygen; the body relies on anaerobic processes for the first couple of minutes of activity; produces fast bursts of energy for short, powerful bursts.       * Aerobic: with oxygen; the aerobic system produces the largest amounts of energy at the lowest intensity; used for long-term, steady-paced exercise and day-to-day activities.       * The anaerobic respiration is comprised of two systems.         + ATP-PC: immediate and limited energy source; ATP is stored in small amounts in the muscles; essential at the onset of activity and short-term, high-intensity activities (e.g., sprinting, weightlifting, throwing a ball), 1-30 seconds.   + Lactic acid system: (aka anaerobic glycolysis); lactic acid is thought to interfere with muscle contraction due to disrupting the binding of calcium to troponin; acidity also stimulates free nerve endings within the muscle, causing pain; due to lactic acid production, this energy system can only be predominant for up to two minutes. * Aerobic respiration (aka aerobic glycolysis): the breakdown of carbohydrates to produce ATP; slow, uses carbohydrates or fat (carbohydrates and fats are only burned in presence of oxygen); needs oxygen to produce ATP; sustained energy; longer-duration, lower-intensity after anaerobic systems have fatigued; long-term, steady-paced exercise and day-to-day activities; produces large amounts of energy at the lowest intensity. During exercise muscles continually contract and relax. This requires energy. The energy comes mainly from fat and carbohydrates mixed with oxygen. The body has to move a large amount of oxygenated blood from the lungs to tiny muscle cells. The capacity to do this relies on how well the heart is beating, how well the vessels expand that carry the oxygenated blood, how elastic the blood vessels are, how many capillaries there are to carry the oxygenated blood (VO2 max is a measure of the body’s ability to extract and use oxygen during exercise). | * Use “ATP-PC images” in a search engine online to find charts to help explain concepts. * Use activities to explain the anaerobic and aerobic systems. * Introduce ATP. Example: When you exercise, your muscles act something like [electric motors](http://electronics.howstuffworks.com/motor.htm). Your muscles take in a source of energy and they use it to generate force. An electric motor uses electricity to supply its energy. Your muscles are biochemical motors and they use a chemical called adenosine triphosphate (ATP) for their energy source. During the process of “burning” ATP, your muscles need three things: * They need oxygen, because chemical reactions require ATP and oxygen is consumed to produce ATP. * They need to eliminate metabolic wastes (carbon dioxide, lactic acid) that the chemical reactions generate. * They need to get rid of heat. Just like an electric motor, a working muscle generates heat that it needs to get rid of. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes; NOVA PBS Learning Media – How the body responds to exercise  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.pbslearningmedia.org/resource/oer08.sci.life.reg.exercise/how-the-body-responds-to-exercise/> <http://www.teachpe.com/physiology/energy_systems.php>  <http://www.teachpe.com/anatomy/aerobic_respiration.php> | | | |

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| **VA SOL Standard:** 9.2 The student will explain the structures and functions of the body and how they relate to and are affected by human movement.  ESSENTIAL UNDERSTANDINGS   * + - * Feedback is important to master advanced skills.       * Feedback is useful when it is focused on the goal of the skill and is specific, objective, and provided in terms understood by the recipient of the feedback. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **9.2.e** Analyze movement performance and use feedback to learn or to improve the movement skills of self and others.  **Suggested Learning Targets:**  I can evaluate my performance of [advanced skill] and use feedback from the teacher and/or others to learn or improve performance of the skill through reflective writing and teacher observation.  I can analyze the performance of a peer and provide appropriate and meaningful feedback to help them learn or improve the skill using a peer assessment checklist. | **Assessment for Learning (Formative)**   * Assess student background knowledge of how to provide feedback. * Provide students with a basic skill and have them analyze for the component elements to be successful. * Apply their analysis of a skill to practice evaluating a peer.   **Assessment of Learning (Summative)**   * Self or peer assessment of performance with feedback of an advanced skill (using a student-generated or a generic video that all students may use for assessment). Example: Tennis serve. Analysis of videotapes relative to the five components of the serving motion: (a) grip and stance, (b) ball toss, (c) racket preparation, (d) arm extension, and (e) follow through. Rubric/checklist provided to score each component. Students correct and practice the serve, then videotape each other again and reassess. | * Helpful feedback is goal-referenced, tangible and transparent, actionable, user-friendly (specific and personalized), timely, ongoing, and consistent.   Effective feedback is concrete, specific and useful; it provides actionable information. Thus, “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. See 9.1.f for additional information.   * Learners may need to receive feedback on what they did, not advice about what to do, when first learning a task. * Too much feedback is also counterproductive; it is better to help the performer concentrate on only one or two key elements of performance. * When analyzing movements, divide the movement performance into three phases: * Preparatory: Movements that prepare, such as a backswing in golf or tennis. * Execution: * Force-producing movements, such as the forward motion of the tennis forehand shot. * Critical instant, the point of contact or the release, such as the moment of contact in the tennis serve or the takeoff in the long jump. * Follow-through: Body movements after the execution where the movement slows down, such as the high leg lift after kicking a goal or the golf club after the ball is struck.   Example of breaking down a movement skill into phases:  Long Jump –   * Preparatory: The length and speed of the run to the takeoff board. * Execution: Takeoff and flight through the air. * Follow-through: The landing. * Movement skill phases may not all fit neatly into three phases, and additional phases may be devised or added. Example: The long jump may also be divided into preliminary movements, run-up, takeoff, and landing. | * May be combined during instruction of activities for 9.1.a. * Opportunities should be provided for teacher modeling and student practice of how to provide specific feedback with reasoning/justification, conclusions and encouragement. See 9.1.f – for additional information. Examples: * 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.”). * 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…”). * Provide rubrics or list(s) of skill cues to help students provide accurate and specific feedback. * Use of student video (personal devices) to evaluate performance is recommended. * Use video clips of performances of advanced skills available online for instructional and/or assessment purposes. * Discuss how to analyze the sequence of tasks in parts. Students will analyze self/peer for each “part,” correct, practice, and reassess. Example: Tennis serve, part progression –  1. Serving toss. 2. Tossing and hitting, beginning with the racket in “back-scratch” position. 3. Tossing and hitting, beginning with the racket held near the hip. 4. Whole serving motion.  * Discuss observation strategies: * Observe from different angles (e.g., side, front, and back). This gives different perspectives. If the movement covers some distance or moves in different directions, observation should be from various points. * View the movement more than once. First look at the whole movement, then focus on the different parts of the movement. * Look for the cause of ineffective movement and not the symptoms. For example, if a step back is taken after a landing on a back somersault, do not comment on the landing but instead comment on the reason for the poor landing due to not tucking tightly or opening out to soon. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://sydney.edu.au/education_social_work/groupwork/docs/SelfPeerAssessment.pdf>  <http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx> (ASCD article is geared toward teachers but provides good background explanation for feedback)  <https://standupkids.org/standing-vs-sitting/> | | | |

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| **VA SOL Standard:** 9.2 The student will explain the structures and functions of the body and how they relate to and are affected by human movement.  ESSENTIAL UNDERSTANDINGS   * When the body is moving or producing movement, it obeys the same physical laws that apply to all types of motion. * Humans move through a system of levers that cannot be changed but can be more efficiently used. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **9.2.f**  Apply the concepts and principles of levers, force, motion, and rotation to activities.  **Suggested Learning Targets:**  I can apply the concept of levers when [specific activity; i.e., using a racquet to serve a tennis ball] to affect performance and explain it to a peer.  I can apply the concept of force when [specific activity; i.e., serving a tennis ball] and explain its effect on performance to a partner.  I can apply the concept of motion and rotation when [specific activity; i.e., topspin on a tennis ball in tennis] and explain its effect on performance through an exit ticket.  I can analyze an advanced skill to explain the use of levers, force, motion, and rotation and evaluate the application in my journal. | **Assessment for Learning (Formative)**   * Individual or group investigation of an advanced skill and the use/application of levers, force, motion, and rotation (as appropriate for the skill/activity).   **Assessment of Learning (Summative)**   * Demonstration and explanation of the use and effects of levers, force, motion, and rotation on activities. | * Lever: a rigid rod or bar to which a force may be applied to overcome a resistance or weight. In the body: * Bones represent a lever. * Joints are the axis. * Muscles contract to apply force to move. * Speed is increased by applying force through a shorter distance than the resistance is moved. This requires a proportional increase of force.   Example: When a tennis racquet is swung, the end of the racquet moves faster than the hands, but greater force is needed to swing the racquet than is needed to move the hands alone. A longer-handled implement needs more force applied to increase speed of the implement.   * Force: strength or energy exerted; the cause of motion, such as the force needed to strike for distance and/or accuracy. Absorption, impact of one or more force, speed of objects and generation of force. * Torque: how to generate force; a twisting force that tends to cause rotation or turns things. * Newton’s Laws of Motion:   + First Law – An object at rest stays at rest unless acted upon by a force; an object in a state of uniform motion tends to remain in motion unless an external force is applied.     - Tennis serve: A tennis ball does not leave the hand unless force is applied to toss it upward; the tossed ball moves upward until gravity (force) or a racquet strike (force) is applied to change the direction of the tossed ball.   + Second Law – There is a relationship between an object’s mass, acceleration, and the force applied; a force causes only a change in velocity (an acceleration); it does not maintain the velocity of the object.     - The speed of a served tennis ball will vary according to the amount of force applied to the ball with the racquet and according to the weight of the ball. On a humid day, the ball absorbs moisture and will need additional force to achieve the desired speed/acceleration of a tennis ball compared with a tennis ball used on a dry/low-humidity day. Professional tennis players achieve service speeds of 120–150 mph.   + Third Law – For every action there is an equal and opposite reaction.     - The force the ball exerts on the racket is equal and opposite to the force the racket exerts on the ball. * Newton’s Law of Rotation: applying a motion to produce spin on a tennis ball, bowling ball, ping pong and the resulting movement.   + Backspin on a tennis ball (strike below the center of the mass) keeps the ball’s trajectory low, tends to move the ball right to left and stays low when it bounces.   + Topspin on a tennis ball (strike above the center of the mass; racquet moves from low to high [windshield wiper motion]) rotates the ball forward in the air, increasing the speed of the ball causing it to dip toward the ground. This decreases the distance traveled (hits the ground sooner) and increases its speed as it hits the ground, travels faster and low to the ground. | * Activities that demonstrate the concepts and principles: * Levers and force: use of short- and long-handled implements in tennis, golf, ping pong, pickle ball. * Class discussions on the difference in using long-and short-handled instruments–which provides more power or more accuracy; compare a ping pong paddle with a tennis racquet, or a golf putter to a driver. * Motion and rotation: different types of spin and resulting actions. Example: How force can be used to create topspin, backspin and sidespin. * Class instruction/discussion on the effect of knowledge of levers, force, motion, and rotation to achieve advanced skills in selected activities. Example: Force * Using force to stop and start movement of the body. * Using force to manipulate an object. * Generating and absorbing the force of an object. * Using force to increase speed or distance. * Using force to create spin. * Using force to alter the outcome. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes; Sports Science Resources Online  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.profedf.ufpr.br/rodackibiomecanica_arquivos/Books/Introduction%20to%20Sports%20Biomechanics.pdf>  <http://www.hhp.txstate.edu/hper/faculty/pankey/bioprin/htm/index.html>  <http://www.slideshare.net/ryanm9/year-11-biomechanics-with-levers-force-summation>  <http://www.teachpe.com/biomechanics/angular-motion/>  <http://www.teachpe.com/biomechanics/forces/> | | | |

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| **VA SOL Standard:** 9.2 The student will explain the structures and functions of the body and how they relate to and are affected by human movement.  ESSENTIAL UNDERSTANDINGS   * Sports biomechanics uses the scientific methods of mechanics to study the effects of various forces on an individual or object. * Balance is a static and dynamic process that makes it possible for the body to maintain its center of gravity over its base of support. * Core muscles provide the foundation for movement throughout your entire body and are incorporated into almost every movement of the human body, acting as a stabilizer to help gain greater balance. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **9.2.g**  Apply biomechanical principles of balance, energy, and types of muscle contractions to activities.  **Suggested Learning Targets:**  I can apply the concept of balance when [specific activity; i.e., using a racquet to serve a tennis ball] and explain its effect on performance to a peer.  I can apply the concept of energy when [specific activity; i.e., court movements in tennis] and explain its effect on performance to my teacher.  I can demonstrate muscle contractions in (specific activity) and describe it through an exit ticket. | **Assessment for Learning (Formative)**   * Assess student understanding of the biomechanical principles of balance, energy, and types of muscle contractions. * Oral: * Describe the use of balance in selected activities. Example: Tennis serve. * Describe the use of energy in selected activities. Example: Tennis play–movement to the ball and when hitting the ball. * Describe the types of muscle contractions used in selected activities. Example: Tennis backhand. * Written/Oral: Describe paired muscle movements. Example: Bicep curl. * The agonist–the prime mover, which is the biceps–will contract. * The antagonist which is the triceps, relaxes (lengthens). * The synergist, which helps to stabilize the bone that is not moving, is the deltoid.   **Assessment of Learning (Summative)**  Demonstrate and explain the principles of balance, energy, and types of muscle contractions for a selected activity, such as different types of tennis serves; include the effects of different heights of individuals and different body movements that affect balance for the type of serve, different types of racquets (amount of energy needed to use), different serves, the amount of energy needed to execute, and the different muscle contractions needed to execute. | * Balance: The ability to maintain the body’s center of gravity within the limits of stability as determined by the base of support. * Center of gravity is the point at which all of the body’s mass and weight are equally balanced or equally distributed in all directions (in the body it is slightly higher than the waist). * An individual’s limits of stability is the distance outside of the base of support that they can go without losing control of the center of gravity. * Base of support: the surface supporting the body and points of contact with that surface (when standing, the position of the feet on the ground). * The lower the center of gravity to the base of support, the greater the stability. * The nearer the center of gravity to the center of the base of support, the more stable the body. * Stability is increased with the number of points of contact (two feet vs. one foot) * Dynamic activities can also be described as those that cause the center of gravity to move in response to muscular activity. * Movement is stabilized by balance (center of gravity and center of support, muscle actions) and planes of movement (sagittal plane–flexion and extension; frontal plane–adduction and abduction; transverse plane–internal and external rotation; multiplane movements). * The muscles traditionally referred to as “[the core](http://breakingmuscle.com/mobility-recovery/do-you-know-what-your-core-really-is-and-what-it-does),” provide a working surface for our extremities to push off of, which is [crucial for any kind of movement](http://breakingmuscle.com/strength-conditioning/how-to-shoot-a-cannon-out-of-a-canoe). The core is where we generate, absorb, and transfer forces to and from our extremities. Strengthening core muscles will improve stability of the lumbar spine, which is beneficial for improving balance. * Energy: the ability to do work, work is moving something against a force such as gravity; we use energy for everything we do. * Muscle contractions. * Flexion: Movement that decreases the joint angle, usually anteriorly in the sagittal plane (e.g., shoulder, knee, elbow, hip movement). * Extension: Movement that increases the joint angle, usually posteriorly in the sagittal plane (e.g., shoulder, knee, elbow, hip movement). * Abduction: movement away the midline of the body, usually in the frontal plane (e.g., shoulder, wrist, hip movement). * Rotation: right or left rotation in the transverse plane (e.g., neck, trunk movement). * Groupings of muscles according to actions. * Agonist: referred to as primemovers because they are the muscles that are primarily responsible for generating the movement. * Antagonistic pairs: opposing muscles to agonists. One muscle contracts while the other relaxes. Example: The biceps flexes the elbow and the triceps extends it. * Synergist: muscles that act around a moveable joint to produce motion similar to or in concert with agonist muscles, allowing for a range of movements. | * Discussions on the biomechanical principles of a physical activity. Example: * Sprinting on the tennis court is produced by a rotary motion of the limbs as they pivot at an individual’s joints and the individual’s center of gravity rises and falls during each stride. * In anticipation of an oncoming force, stability may be increased by enlarging the size of the base of support in the direction of the anticipated force. * Perform activities on different playing surfaces and the changes needed for balance and energy. Example: Tennis on asphalt, grass and clay/dirt. * Activities that demonstrate the differences between static and dynamic balance. * Static balance means that the athlete is not moving, such as performing a handstand. * Dynamic balance means that the athlete maintains equilibrium while moving, such as in slalom ski events. Other examples: inline skating, landing after a rebound in basketball. * Activities that demonstrate different muscle contractions. Examples: * Biceps and triceps. Example of an agonist/antagonist pair: * During [extension](https://www.boundless.com/physiology/definition/extension), the triceps would act as the agonist, while the biceps would act as the antagonist. These reverse during flexion. * The lower arm is moved upward (flexed) when the biceps muscle contracts and the triceps muscle is relaxed. It is moved downward (extended) when the triceps is contracted and the biceps is relaxed. * Hamstrings and quadriceps: Control the movement of the lower leg. * Discussions on the structure and function of the muscular system as they relate to physical performance and stabilization of movement. * Muscles pull on bones to cause movement. * Muscles work in pairs. * Muscles work by contracting and relaxing. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.mananatomy.com/basic-anatomy/actions-skeletal-muscles>  <http://www.yogajournal.com/article/practice-section/plumb-perfect/>  <http://www.teachpe.com/anatomy/movements.php>  <http://www.heart.org/HEARTORG/HealthyLiving/PhysicalActivity/FitnessBasics/Balance-Exercise_UCM_464001_Article.jsp#.V6eFYP36upo>  <http://www.humankinetics.com/excerpts/excerpts/five-factors-determine-stability-and-mobility> | | | |

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| **VA SOL Standard:** 9.3 The student will evaluate current fitness behaviors and demonstrate achievement and maintenance of a health-enhancing level of personal fitness by designing, implementing, self-assessing and modifying a personal fitness program.  ESSENTIAL UNDERSTANDING   * + - * Physical literacy includes the ability to plan, implement, evaluate, and modify a personal, goal-driven fitness plan that enables students to achieve and maintain the level of fitness needed to meet their personal goals for various work-related, sport, and leisure activities. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **9.3.a** Demonstrate program-planning skills by assessing and analyzing personal fitness levels, setting goals, devising strategies, making timelines for a personal physical fitness plan and evaluating the components and progress of the personal fitness plan.  **Suggested Learning Targets:**  I will evaluate my personal fitness levels and analyze the results to determine areas to improve/maintain and demonstrate it through a fitness data analysis summary.  I can create specific, measurable, attainable, realistic, and timely (SMART) personal fitness goals based on fitness assessment data results and write them in a fitness log/journal.  I can create a written fitness plan to reach my SMART goals that includes action steps and appropriate activities, demonstrates the principals of SOP and FITT, includes a timeline, and addresses challenges.  I can document implementation of an individualized fitness program in my [selected assessment product; i.e., fitness log, journal and portfolio].  I can reassess and reflect on progress at midyear and the end of the year in my [selected assessment product; i.e., fitness log, journal and portfolio]. | **Assessment of Learning (Formative)**   * + - * Written: Examining the individual plan elements as the plan is developed. Example of a design brief: * Situation: What are you trying to develop? * Problem: What are the concerns? * Requirements: What individual requirements must be met to complete the task? * Resources: What resources will you use? * Evaluation: What is the criteria by which the task will be graded?   **Assessment of Learning (Summative)**   * + - * Personal fitness plan. Elements should include: * Baseline assessment. * Analysis of baseline data. * SMART goal statements to improve or maintain fitness levels for each component of fitness. * Action plan to meet goals with short- (quarterly) and long-term (school year) goals. * Activity logs. * Reassessment (for each short-term goal; quarterly, for example). * Reflection. * Modifications as needed (includes identifying roadblocks and strategies to address roadblocks). * Final assessment and reflection of goal achievement. | * + - * Review health-related fitness components. \*(refer to 9.1.f for additional information) * Cardiorespiratory endurance**:** the ability of the cardiovascular system (heart, blood, blood vessels) and respiratory system (lungs, air passages) to deliver oxygen and other nutrients to the working muscles and to remove wastes. Tests that involve running (e.g., 20-meter shuttle run test), cycling, and swimming can be used to measure this fitness component. Activities vary in intensity level: * Light activitiesare physical activities that involve large muscle groups. While engaging in light activities, people begin to notice their breathing, but they can still talk fairly easily. * Moderate activitiesare physical activities that cause breathing and heart rate to increase. People engaging in moderate activities can hear themselves breathe, but they can still talk. * Vigorous activitiesare physical activities that cause breathing and heart rate to increase to a higher level, making it difficult to talk. * Muscular strengthis the ability of a muscle or a group of muscles to exert force for a brief period of time. Strength of different muscles can be measured by having a person perform weightlifting exercises and determining the maximum amount of weight the person can lift. A person’s strength can be expressed as absolute strength (the actual weight lifted) or as relative strength(the weight lifted, divided by the person’s body weight). * Muscular enduranceis the ability of a muscle or a group of muscles to sustain repeated contractions or to continue applying force against a fixed object. Push-ups and curl-ups are often used to test muscular endurance. The person’s endurance is expressed as the number of repetitions completed without stopping for a set period of time (often one minute). * Flexibilityis the ability to move joints through their full range of motion. The sit-and-reach test is a good measure of flexibility of the lower back and the backs of the upper legs (hamstrings). A person’s flexibility is usually expressed in how far a joint can be moved or the degrees through which a joint can be moved. * Body compositionrefers to the makeup of the body in terms of lean mass (muscle, bone, vital tissue and organs) and fat mass. Good body composition has strong bones, adequate skeletal muscle size, a strong heart and a low amount of fat mass. Regular physical activity and exercise will help decrease body fat and increase or maintain muscle mass, increase bone mass, and improve heart function. Although body composition entails muscle, bone and fat, it is often expressed only as percentage of body fat. Many types of tools can be used to assess body composition, including skinfold calipers, bioelectrical impedance analyzers (found in many weigh scales), body mass index (BMI), underwater weighing, and dual energy X-ray absorptiometry. Improving in these four health-related fitness areas will increase lean body mass (stronger bones and muscle) and decrease fat mass and therefore significantly affect body composition. Improvements will also reduce risk of disease and improve work capacity. | * + - * Students complete a self-assessment of health-related fitness and interpret fitness data, comparing individual scores to established Virginia wellness (Fitnessgram) fitness standards and BMI calculations to the Centers for Disease Control and Prevention (CDC) protocols and recommendations. * Create SMART goals for improvement of physical activities.   <http://www.unh.edu/hr/sites/unh.edu.hr/files/pdfs/SMART-Goals.pdf>   * Additional resources may include pedometers, accelerometers, personal fitness tracking devices, heart rate, appropriate apps, BMI calculations, activity logs, and fitness and activity planning. * Class instruction/discussion on roadblocks/barriers to developing a personal fitness plan: <http://www.heart.org/HEARTORG/HealthyLiving/PhysicalActivity/StayingMotivatedforFitness/Breaking-Down-Barriers-to-Fitness_UCM_462208_Article.jsp#.V6eGEf36upo>   Example discussion questions: How do family values, beliefs, and availability influence a comprehensive personal fitness plan outside school, and what are some possible solutions?   * Participate independently in the implementation of a personal fitness plan inside school.   \*Note: It is an inappropriate practice to grade students on fitness test results. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <http://www.thephysicaleducator.com/resources/infographics/fitness_components/>  <http://www.cdc.gov/physicalactivity/basics/adding-pa/index.htm>  [http://kidshealth.org/en/teens/exercise-log.html](%20%20%20%20%20http://kidshealth.org/en/teens/exercise-log.html)  <https://www.adultfitnesstest.org/testInstructions/aerobicFitness/index.php>  <https://www.acefitness.org/acefit/fitness_programs_core_workout.aspx?workoutid=17>  <https://www.adultfitnesstest.org/testInstructions/muscularStrengthAndEndurance/interpretImprove.php>  <http://kidshealth.org/en/teens/easy-exercises.html>  <http://www.heart.org/HEARTORG/Conditions/More/CardiacRehab/Develop-a-Physical-Activity-Plan-for-You_UCM_307380_Article.jsp#.V8Npu_36s5u>  [http://www.heart.org/HEARTORG/HealthyLiving/PhysicalActivity/StayingMotivatedforFitness/Identifying-Your-Fitness Goals\_UCM\_462202\_Article.jsp#.V8NnnP36s5t](http://www.heart.org/HEARTORG/HealthyLiving/PhysicalActivity/StayingMotivatedforFitness/Identifying-Your-Fitness%20Goals_UCM_462202_Article.jsp#.V8NnnP36s5t)  <https://www.betterhealth.vic.gov.au/health/healthyliving/physical-activity-overcoming-the-barriers> | | | |
| **VA SOL Standard:** 9.3 The student will evaluate current fitness behaviors and demonstrate achievement and maintenance of a health-enhancing level of personal fitness by designing, implementing, self-assessing and modifying a personal fitness program.  ESSENTIAL UNDERSTANDING   * + - * To improve fitness, the body must be overloaded in a safe and progressive manner.       * The risk of injury can be reduced by performing appropriate amounts of activity and setting appropriate personal goals. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **9.3.b** Apply the FITT (frequency, intensity, time, type of exercise) principle and other principles of training, such as overload, specificity, and progression, in accordance with personal goals to the personal fitness plan.  **Suggested Learning Targets:**  I can demonstrate the FITT and SOP principles for improvement of my personal fitness through my written personal fitness plan. | **Assessment for Learning (Formative)**   * + - * Review understanding of 9.2.c.       * Students review personal fitness plan action steps for use of SOP and FITT principles.   **Assessment of Learning (Summative)**   * Fitness plan action steps include explicit use of SOP and FITT principles to achieve personal fitness goals. | * + - * Review principles of training, such as specificity, overload, and progression. \*Additional information found in 9.2.c.       * Review the FITT principle. * Frequency: how often; commonly measured in days per week. For each component of health-related fitness, a safe frequency is three to five times a week. * Intensity: how hard; commonly measured in intensity levels. Intensity can be measured in different ways, depending on the connected health-related component. For example, monitoring heart rate is one way to gauge intensity during aerobic endurance activities. * Time: how long; commonly measured in minutes/hours. Time varies depending on the health-related fitness component targeted. For example, flexibility or stretching may take 10-30 seconds for each stretch, while the minimum time for performing aerobic activity is 15 minutes of continuous activity. * Type: what kind; measured in a specific health-related component of fitness.  For example, an individual wishing to increase arm strength must exercise the triceps and biceps, while an individual wishing to increase aerobic endurance needs to jog, run, swim, or perform some other aerobically challenging activity. | * + - * Instruct in conjunction with or after 9.3.a (may be an additional component of the personal fitness plan following instruction of concepts in 9.2.c.       * Give examples of the FITT principle to improve the different components of fitness. Example: Muscular strength and endurance. * Using the FITT principle to improve muscular endurance: * Frequency: three to five days per week. * Intensity: lighter weights; more repetitions (one to three sets of 10-20 reps). * Time: six seconds per lift. * Type of activity: free weights, weight training, medicine ball, own body weight. * Using the FITT principle to improve muscular strength: * Frequency: three to four days per week. * Intensity: heavier weights; less repetition (one to three sets of 8-10 reps). * Time: six seconds per lift. * Type of activity: free weights, weight training, medicine ball, own body weight.   + - * Give examples of SOP principles to exercise workouts for improvement of a component of fitness. Example: Cardiorespiratory endurance. * Overloading for cardiorespiratory endurance * Frequency = minimum of three days/week. * Intensity = exercising in target heart-rate zone. * Time = minimum of 15 minutes rate. * Progression for cardiorespiratory endurance * Begin at a frequency of three days/week and work up to no more than six days/week. * Begin at an intensity near target heart rate threshold and work up to 80% of target heart rate. * Begin at 15 minutes and work up to 60 minutes. * Specificity for cardiorespiratory endurance * Perform aerobic (with oxygen) activities for at least 15 minutes without developing an oxygen debt. * Aerobic activities include, but are not limited, to brisk walking, jogging, bicycling and swimming. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.teachpe.com/fitness/training_principles.php>  <http://www.ode.state.or.us/teachlearn/subjects/pe/curriculum/fittprinciple.pdf>  <https://wellsource.info/wn/fitt.pdf> | | | |

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| **VA SOL Standard:** 9.3 The student will evaluate current fitness behaviors and demonstrate achievement and maintenance of a health-enhancing level of personal fitness by designing, implementing, self-assessing and modifying a personal fitness program.  ESSENTIAL UNDERSTANDINGS   * Exercise programs range in scope and effectiveness and are not appropriate for all people to meet all goals. * Exercise programs need to be selected based on personal goals, availability of resources to implement, knowledge of safety concerns, and knowledge of correct techniques. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **9.3.c** Explain the characteristics, including scientific principles and concepts, of safe and appropriate muscular-stretching, muscular-strengthening, and cardiorespiratory exercise programs to improve the health-related components of fitness.  **Suggested Learning Targets:**  I can describe the appropriate and inappropriate uses of [selected exercise program, such as static, ballistic, dynamic, and proprioceptive neuromuscular facilitation] stretching to improve flexibility and explain it to a peer.  I can compare the appropriate and inappropriate uses of different types of strength/resistance training to improve muscular strength and explain it in a graphic organizer.  I can explain the appropriate and inappropriate uses of long, slow distance training, pace/tempo training, and interval training to improve anaerobic and aerobic capacity in my journal. | **Assessment for Learning (Formative)**   * Vocabulary assessments. * Descriptions of each type of muscular-stretching, muscular-strengthening, and cardiorespiratory exercise programs. * Provide students with an activity and have them identify the appropriate exercise program. * Creative Mode WS (Open PhysEd) <https://openphysed.org/wp-content/uploads/2017/02/H-02-21-CreativeModeFitness-CMFitnessWorksheet.pdf>   **Assessment of Learning (Summative)**   * Fitness plan action steps include explicit and appropriate use of muscular-stretching, muscular-strengthening and cardiorespiratory exercise programs. | * Muscular stretching: Be sure to raise the body’s internal temperature through light physical activity before engaging in stretching activities.   + Active stretch: the person stretching applies the force of the stretch.   + Passive: resistance by a chair, towel, machine, or partner provides the force of the stretch; carries some risk.   + Static: slow and constant with the end position held; caution is exercised with proper technique.   + Ballistic: bouncing-type movement; not recommended for health-related fitness.   + Dynamic: flexibility during sport-specific movements; avoids bouncing, such as a track sprinter performing long walking strides for a warmup focus on hip extension.   + Reflex-assisted, such as plyometric: higher injury risk; not recommended for health-related fitness.   + Proprioceptive neuromuscular facilitation (PNF): A technique that combines passive and isometric stretching; a muscle group is passively stretched, then contracts isometrically against resistance while in the stretched position and then is passively stretched again through the resulting increased range of motion; use of a partner to provide resistance against the isometric contraction and then later to passively take the joint through its increased range of motion. May be done without a partner, such as using a towel; muscles need to be warmed up first. * Muscular strengthening   + Strength training or resistance training: A systematic program of exercises designed to increase an individual’s ability to resist or exert force.   + Free weights, weight machines, resistance bands, plyometric exercise, callisthenic exercises, Pilates, yoga, martial arts, circuit training (large muscles before small muscles, alternate push and pull, alternate upper body and lower body), pyramid training, and negative training.   + Safety: clothing, footwear, equipment, spotters, technique. * Cardiorespiratory exercise   + FITT principle; heart rate; VO2 max; rate of perceived exertion (RPE).   + Recovery time between workouts should include sufficient rest, rehydration, and restoring fuel sources.   + Long, slow distance training– About 80% of maximum heart rate (70% VO2 max); person is able to talk and exercise without respiratory distress.   + Pace/tempo training: Steady or threshold training for 20-30 minutes; intermittent pace/tempo training: intensity is same as steady threshold but shorter intervals of time with brief recovery periods.   + Interval training: Intensity close to VO2 max; workout intervals between three and five minutes; rest intervals at equal/equivalent time; 1:1; stressful and should be performed sparingly; benefits increased VO2 max and anaerobic metabolism. | * Instruct in conjunction with or after 9.3.b. * Teach safety considerations in cardiorespiratory exercise programs:   + Know how to calculate target heart-rate zone.   + Know how to monitor intensity (e.g., talk test, RPE, heart-rate monitors).   + When increasing the intensity (speed, incline and/or resistance) or duration of exercise, keep in mind the 10% rule(e.g., if a person is running continuously for 10 minutes per session in Week 1, then in Week 2 the maximum increase recommended would be to run continuously for 11 minutes per session).   + Include various activities to avoid overuse injuries or to prevent boredom.   + Include a cardiorespiratory cool-down. To prevent post-exercise peril (e.g., dizziness, light-headedness, fainting), gradually reduce the heart rate, breathing rate, and body temperature before moving on to resistance training or flexibility training. This could be accomplished by walking slowly for five to 10 minutes. * Teach safety considerations in muscular strengthening exercise programs:   + Include a general warm-up prior to training.   + Wear appropriate clothes and protective equipment. For example, gloves reduce the risk of blisters. Solid running shoes provide a stable base from which to exercise.   + Always secure weight plates with safety collars.   + Do not hold the breath while lifting weights. In general, breathe out on the exertion or when tightening the muscle and breathe in when lowering the weight or returning to the start position.   + Never completely straighten a joint.   + Work big muscle groups before small ones.   + Perform multi-joint exercises before single-joint exercises.   + Train the core area last.   + Never work the same muscle or muscle group two days in a row.   + When in a situation where a “spotter” may be required, check with the physical education instructor or weight room supervisor regarding safety and proper technique.   + Always control the speed of the lifting and lowering. It is recommended that one repetition should take approximately four to seven seconds to complete. Avoid jerky motion. * Teach safety considerations in muscular-stretching programs:   + A stretch should feel like a gentle pull and should not be painful.   + Avoid bouncing.   + Work toward holding a stretch for 30 seconds.   + Remember to breathe normally.   + Be sure to stretch tight postural muscles (e.g., chest) as well as the muscle focused on in the workout. |
| **Resources:**  <http://web.mit.edu/tkd/stretch/stretching_4.html>  <http://kidshealth.org/en/teens/strength-training.html>  <http://www.teachpe.com/strengthening/free_weights.php>  <http://www.teachpe.com/stretching/stretches.php> | | | |

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| **VA SOL Standard:** 9.3 The student will evaluate current fitness behaviors and demonstrate achievement and maintenance of a health-enhancing level of personal fitness by designing, implementing, self-assessing and modifying a personal fitness program.  ESSENTIAL UNDERSTANDINGS   * + - * Heart rate is a useful indicator of the intensity of effort and the body’s physiological adaptation.       * Monitoring your heart rate will allow you to track the changes taking place in your cardiovascular system as you move toward aerobic fitness.       * Selection of a measurement method depends on the purpose of the evaluation, the nature of the study, and the resources available. | | | | | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | | **Terms (Vocabulary) and Content Information** | | **SUGGESTED/SAMPLE**  **ACTIVITIES** | |
| **9.3.d** Calculate and explain the relationship between resting heart rate, target heart rate, recovery heart rate, blood pressure, training zones, and exercise intensity, including measurement devices (e.g., heart rate monitors, pedometers, accelerometers) to meet exercise and personal fitness goals.  **Suggested Learning Targets:**  I can explain the effects of heart rate, training zones, and exercise intensity on meeting personal exercise and fitness goals and write it in my fitness journal.  I can conduct a self-assessment of a physical fitness activity using a [selected measurement device] to track my exercise intensity and give my conclusions to a peer.  I can self-monitor my heart rate during exercise and summarize my performance to my teacher.  I can incorporate technology to enhance knowledge, improve performance, and provide feedback for self-assessing and application for the development of my written personal fitness plan.  I can take/calculate my resting heart rate and target heart rate and record it in my fitness journal.  I can explain blood pressure results for myself or others through an exit ticket. | | **Assessment for Learning (Formative)**   * Vocabulary assessment. * Heart rate calculations (resting, target heart rate ranges). * Calculation of target heart rate ranges for appropriate intensity levels. * Practice use of selected measurement devices (i.e., pedometer, accelerometer, heart rate monitor, other available technology, such as fitness watches, fitness apps).   **Assessment of Learning (Summative)**   * Demonstration of measures and the analysis of results of measures for heart rate, training zones and exercise intensity. * Fitness plan documents, including activity logs that detail the results of measurement devices used. * Explain the purpose of blood pressure measures and what the numbers indicate. | | * Blood pressure: A measure of the force of blood pushing against blood vessel walls; high blood pressure indicates that the heart is working harder to get blood out to the body; normal is less than 120 over 80 (120/80); measured with a blood pressure cuff (sphygmomanometer), a rubber cuff and a gauge; works by inflating a cuff around the upper arm to temporarily stop the flow of blood in an artery. As air is slowly released from the cuff, the device records the pressure at which blood begins to flow again.  Blood pressure is recorded as two measurements: * The first number is the systolic pressure. Systolic pressure represents the peak blood pressure that occurs when the heart contracts. * The second number is the diastolic pressure. Diastolic pressure represents the lowest blood pressure that occurs when the heart relaxes between beats. * Resting heart rate: Normally ranges from 60-100 beats/min. * Target heart rates help to determine appropriate intensity levels for exercise. By keeping the target heart rate in check, a person is able to avoid under or over training and able to avoid overexertion. Exercise programs may be characterized by the level of intensity or percentage of maximal heart rate range. * Heart rate is most frequently used for gauging exercise intensity due to the relationship between heart rate and oxygen consumption (VO2 max is a measure of the body’s ability to extract and use oxygen during exercise); see 9.2.e. * Training zones may be characterized by the level of intensity (using a RPE scale) or percentage of maximal heart rate range. * Rate of perceived exertion (RPE): Scale(s) selection such as: * 0-10 scale –zero (nothing at all) would be how you feel when sitting in a chair, and 10 (very, very heavy) is how you feel at the end of a difficult activity. * Borg Scale (CDC)   6 No exertion at all  7 Extremely light (7.5) 8  9 Very light  10  11 Light  12  13 Somewhat hard  14  15 Hard (heavy)  16  17 Very hard  18  19 Extremely hard  20 Maximal exertion   * Intensity Levels (such as) * Intensity Level 1: not moving (seated) * Intensity Level 2: slow (walking) * Intensity Level 3: medium (skipping, galloping) * Intensity Level 4: fast (jogging/ running) * Intensity Level 5: very fast (sprinting) * Measures   Note: Teachers may want to connect with their school nurses, public health nurses, or nurse training programs in their school or in their area to support instruction of blood pressure.   * Heart rate monitor: a wireless chest strap that sends continuous data to a monitor worn on the wrist; pulse monitors may be worn on the wrist that require you to put your finger on a certain spot to take your pulse; some may have indicators worn on shoes or have GPS capability to map routes or distance; fitness trackers provide multiple target zones, calorie counters, speed/distance, * Pedometer: tracks the steps taken by indicating each time the wearer’s hips move; some models can track foot movement. * Accelerometer: measures acceleration; able to capture the intensity of physical activity; able to distinguish between walking and running; can separate human movement from mechanical vibration, such as riding in a car * Fitness Apps * MyFitness Pal (web and app) | | * Resting heart rate: Take resting pulse by placing the tips of the index and middle fingers on their opposite wrist. Count the number of heartbeats in 60 seconds (or count for six seconds and multiply the number by 10). * Record target heart rates while resting and participating in different activities. * Connect with school nurses, EMTs, public health nurses, or nurse training programs in school or in the area to support instruction of blood pressure or perform individual student blood pressures. * Monitor heart rates for comparison to workout intensity. Use the percentage of maximal heart rate method (target heart rate range method). * APMHR = 220 – age * Target heart rate (THR) = (APMHR X exercise intensity)   Example: A 20-year-old wants to work at an intensity level of 70-85% of maximal heart rate; to find Target Heart Rate Range (THRR), find APMHR = 220 – 20 = 200 bpm   * + Low THRR = 200 x .70 = 140 bpm   + High THRR = 200 x .85 = 170 bpm * Create activities that cause students to move through the different intensity levels and take target heart rates throughout. * Record pedometer steps in or out of class:   Information…   * 30 minutes/day of MVPA. * 8,000 steps/day for 30 minutes of MVPA for adults. * Step target for MVPA for all kids: 12,000/day. * 150 minutes/week of MVPA translates to 7,000 steps/day (or 49,000 steps/week). * Accumulating 8,000 steps/day is a good proxy for 30 minutes of daily MVPA, while accumulating 7,000 steps/day is consistent with obtaining 150 minutes of weekly MVPA. (MVPA: moderate to vigorous physical activity) * Using the RPE scale on a regular basis to recognize the body’s signs of exertion and to modify normal workout intensity. * Once you feel that you are exercising “somewhat hard,” you can increase or decrease your efforts depending on how you feel and the intensity you require. | |
| **Resources:**  Resources: SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml>https://openphysed.org/ ; [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.humankinetics.com/excerpts/excerpts/using-technology-to-promote-physical-activity>  <http://www.livestrong.com/article/95271-normal-pulse-rate-teenager/#ixzz1YV5chxVS>  <http://www.cdc.gov/physicalactivity/basics/measuring/index.html> | | | | | | | |
| **VA SOL Standard:** 9.3 The student will evaluate current fitness behaviors and demonstrate achievement and maintenance of a health-enhancing level of personal fitness by designing, implementing, self-assessing and modifying a personal fitness program.  ESSENTIAL UNDERSTANDINGS   * Resistance training is any exercise that causes the muscles to contract against an external resistance with the expectation of increases in strength, tone, mass, and/or endurance. * Using technology resources to evaluate and monitor fitness goals. | | | | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | | **Terms (Vocabulary) and Content Information** | | **SUGGESTED/SAMPLE**  **ACTIVITIES** | |
| **9.3.e**  Demonstrate appropriate techniques and describe the benefits of resistance-training activities, machines, and/or free weights.  **Suggested Learning Targets:**  I can perform safe techniques for [selected resistance-training activity] and demonstrate it to my teacher.  **9.3.f**  Use the scientific process to analyze and compare resources, including available technology, to evaluate, monitor, and record activities for fitness improvement.  **Suggested Learning Targets:**  I can evaluate my fitness improvement using technology.  I understand how to use the scientific process to analyze my fitness improvement. | **Assessment for Learning (Formative)**   * Review knowledge of 9.3.c. * Identify examples/types of resistance activities. * Identify safe techniques for resistance-training activities. * Identify examples/types of strength and stretching activities. * [NIH Exercise and Physical Activity Tracking Tools](https://www.nia.nih.gov/health/exercise-and-physical-activity-tracking-tools) * Questions to ask yourself before getting started. * Logging your exercise and physical activity. * Making a plan and setting goals.   **Assessment of Learning (Summative)**   * Demonstration of appropriate techniques for resistance-training activities. * Written or physical demonstration of types of strength and stretching exercises. | | * Resistance Training: making your muscles work against a weight or force. * Isometric, concentric, eccentric (see 9.2.b). * Static, proprioceptive neuromuscular facilitation, dynamic (see 9.3.c). * Appropriate techniques will be determined by activities selected. * Muscular endurance vs. muscular strength. * Sets and reps: Circuit training stations. Weight-training circuits use large muscle groups first and require 10-20 repetitions per station vs. strength-training programs that require up to five sets of one to eight repetitions. * Rest intervals: Circuit training targets muscular endurance by employing short rest periods of 20-30 seconds between stations or sets versus strength-training that requires maximal effort lifting during each set. Therefore, strength-training programs use rest periods of two to five minutes between sets. Longer rest periods enable full muscular recovery, while shorter periods do not. * Benefits of strength training * Improve overall fitness. * Increase lean body mass (more muscle, less fat). * Burn more calories. * Make bones strong. * Improve mental health. * Evaluating fitness: the process of getting information about a person’s fitness level by identifying strong and weak points. * Monitoring fitness levels: the process of using an individual’s heart rate, talk test, or RPE scale to understand exercise intensity. * Fitness improvement: the process of documenting fitness levels and using SMART to set realistic goals. | | * Build on 9.3.c instruction. * Appropriate techniques for resistance-training activities: Activities, whether using resistance bands, free weights, apps or media (videos) should match student interest, fitness level, activity level, and experience and should provide student choice; caution should be exercised when implementing any new techniques. Example:   <http://greatist.com/fitness/50-bodyweight-exercises-you-can-do-anywhere>.   * Students may investigate available online tools/apps designed for personal fitness development; any media and apps used with students should be reviewed for safe and appropriate activities for all students. * Online tools/resources: * MuscleWiki (<https://musclewiki.com/>) * Sworkit (<https://sworkit.com/>) * Fitness Blender (https://www.fitnessblender.com) * Darebee (<https://darebee.com/>) | |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://kidshealth.org/en/teens/strength-training.html>  <https://www.acsm.org/docs/brochures/resistance-training.pdf>  <https://www.betterhealth.vic.gov.au/health/healthyliving/resistance-training-preventing-injury>  <https://kidshealth.org/en/teens/strength-training.html#catexercise>  <https://www.nia.nih.gov/health/exercise-and-physical-activity-tracking-tools> | | | | | | |

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| **VA SOL Standard:** 9.3 The student will evaluate current fitness behaviors and demonstrate achievement and maintenance of a health-enhancing level of personal fitness by designing, implementing, self-assessing and modifying a personal fitness program.  ESSENTIAL UNDERSTANDINGS   * Exercise programs range in scope and effectiveness and are not appropriate for all people to meet all goals. * Exercise programs need to be selected based on personal goals, availability of resources to implement, knowledge of safety concerns, and knowledge of correct techniques. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **9.3.g** Identify types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation, dynamic) for personal fitness development (e.g., strength, endurance, range of motion).  **Suggested Learning Targets:**  I can provide examples of strength and stretching exercises and tell how they can improve/maintain my fitness to a peer. | **Assessment for Learning (Formative)**   * Review knowledge of 9.3.c. * Oral: * Identify examples/types of resistance activities. * Identify examples/types of strength and stretching activities.   **Assessment of Learning**  **(Summative)**   * Teacher observation: Demonstration of appropriate techniques for resistance-training activities. * Written or physical demonstration of types of strength and stretching exercises. | * Isometric, concentric, eccentric (see 9.2.b). * Static, proprioceptive neuromuscular facilitation, dynamic (see 9.3.c). * Appropriate techniques will be determined by activities selected. | * Build on 9.3.c. instruction. * Appropriate techniques for resistance-training activities: Activities, whether using resistance bands, free weights, apps, or media (videos) should match student interest, fitness level, activity level, and experience and should provide student choice; caution should be exercised when implementing any new techniques. * Students may investigate available online tools/apps designed for personal fitness development; any media and apps used with students should be reviewed for safe and appropriate activities for all students. * Display strength exercises. Example: * <http://www.sparkpe.org/wp-content/uploads/basic-training-chest-card_hs.pdf> |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  Reliable Internet resources, such as recognized associations (NASM), medically-based or .gov sites  <http://www.sparkpe.org/wp-content/uploads/basic-training-chest-card_hs.pdf>  <http://kidshealth.org/en/teens/strength-training-vd.html?WT.ac=ctg#catdieting>  <http://greatist.com/fitness/50-bodyweight-exercises-you-can-do-anywhere>  <http://www.fitnesshealth101.com/fitness/weight-training/strength-training>  <https://quizlet.com/57485876/2-weight-training-flash-cards/> | | | |

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| **VA SOL Standard:** 9.3 The student will evaluate current fitness behaviors and demonstrate achievement and maintenance of a health-enhancing level of personal fitness by designing, implementing, self-assessing and modifying a personal fitness program.  ESSENTIAL UNDERSTANDINGS   * Exercise programs range in scope and effectiveness and are not appropriate for all people to meet all goals. * Exercise is physical activity that is planned, structured, and repetitive for the purpose of conditioning any part of the body. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **9.3.h** Define and describe terms and activities associated with fitness, including *set*, *repetition*, *isometric*, *isotonic*, *isokinetic*, *core*, and *upper-body exercises* and *lower-body exercises*.  **Suggested Learning Targets:**  I can define and provide examples for [selected term] and tell it to a peer. | **Assessment for Learning (Formative)**   * Assess student knowledge of vocabulary (*set*, *repetition*, *isometric*, *isotonic*, *isokinetic*, *core*, *upper-body exercises* and *lower-body exercises*.   **Assessment of Learning (Summative)**   * Define and describe terms. * Provide/identify examples of each term. | * Set: a group of consecutive reps for any exercise. * Repetition (rep): one completion of an activity or exercise. * Isometric: a muscle contraction against resistance, without appreciable shortening or change in the length of muscle fibers and with marked increase in muscle tone; strength gains only occur at the joints used. * Isotonic: a muscle contraction in the absence of significant resistance, with marked shortening of muscle fibers and without great increase in muscle tone. * Isokinetic: exercises that use equipment to provide resistance to movement at a given speed; movements with constant external resistance. * Core: the muscles that are the central part of the body; muscles of the upper and lower torso, around the spine and pelvic muscles (back, side, pelvic and buttock muscles); include rectus abdominis, transversus abdominis, obliques, trapezius, latissimus dorsi, spinal erector, gluteus maximus, pectoralis major and deltoid; provides stability, ability to flex, side bend and rotate the trunk; protect abdominal organs. * Upper-body exercises would train the following muscle groups to some degree: * Chest * Back * Shoulders * Biceps * Triceps * Lower-body exercises would train the following muscle groups to some degree: * Quads * Hamstrings * Calves * Lower back * Abs | * Terms and examples should be provided in a variety of settings. * Display examples of upper and lower body exercises. Example:   <https://wellness.ucr.edu/Stretches%20for%20Lower%20and%20Upper%20Body.pdf> |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.health.harvard.edu/blog/build-your-core-muscles-for-a-healthier-more-active-future-201212285698>  <http://www2.gsu.edu/~wwwfit/lowerbod.html>  <https://www.nsca.com/Education/Articles/The-Often-Forgotten-Exercises-Isometric-Training/> | | | |

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| **VA SOL Standard:** 9.3 The student will evaluate current fitness behaviors and demonstrate achievement and maintenance of a health-enhancing level of personal fitness by designing, implementing, self-assessing and modifying a personal fitness program.  ESSENTIAL UNDERSTANDING   * Exercise programs range in scope and effectiveness and are not appropriate for all people to meet all goals. * Exercise is physical activity that is planned, structured, and repetitive for the purpose of conditioning any part of the body. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **9.3.i** Apply physiological principles of warm-up, cool down, overload, specificity, and progression.  **Suggested Learning Targets:**  I can describe the physiological principles for warm-up, cool down, overload, specificity, and progression.  I can perform a proper warm-up and cool down for [selected activity] and demonstrate it to my teacher.  I can apply [overload, specificity, or progression] to improve skill performance and demonstrate it to my partner. | **Assessment for Learning (Formative)**   * Define and describe terms. * Provide/identify examples of each term. * Assess student’s knowledge of warm-up, cool down, overload, specificity, and progression. * Teacher observation: Demonstration of proper warm-up and cool-down activities. * Self/peer/teacher assessment: Demonstration of activities that demonstrate overload, specificity and progression.   **Assessment of Learning (Summative)**   * Demonstration of student-selected/student-created warm-up and cool-down techniques. * Demonstration of student-selected/student-created activities that include correct application of overload, specificity, and progression to improve performance. | * Warm up * To increase your breathing and heart rate. * To increase the energy-releasing reactions in the muscles. * To promote blood flow to the muscles, supply them with more oxygen, and to remove waste products. * Prepares your muscles for stretching. * Cool down * To help your heart rate and breathing move toward resting levels. * To help avoid fainting or dizziness. * To help remove waste products such as lactic acid from your muscles. * To help prepare muscles for the next exercise session. * Principle of specificity: Only those body parts, muscles, or systems involved in a workout will be the ones to experience training. Specificity may apply to muscle groups, energy systems, or specific movements and activities. Examples: * Weight training for the upper body will improve arm, shoulder, and back strength, but activities in the lower body, such as squats or lunges, will not improve upper body. * A swimmer that swims several times a week will gain cardiorespiratory endurance but may lack in flexibility benefits. * If a baseball pitcher wants to work specifically on his accuracy, he will target this skill by trying to hit a specific target. If he wants to work on his speed, he will target the throwing phase of the pitch. * Principle of overload: A person must work (load) the body in a higher manner than normal in order to improve fitness. * For improved cardiorespiratory endurance, it means walking faster and farther or more times a week than normal. * For improved muscular strength and endurance, it means contracting the muscles for a longer period of time or more frequently during the week or adding weight to the number of repetitions performed. * For improved flexibility, it requires stretching more often, holding stretches for longer periods, or stretching beyond the usual point of flexion or extension. * Principle of progression: The increase in exercise to make it more demanding once the body has adapted to the exercise being done before to continue improvements. * When overload is no longer sufficient, adjustments must be made for fitness level improvement. Training status will benefit by gradually increasing the load that the body is working against. Incorrect overload may bring injury and demotivation due to overzealous targets. * Changes to frequency, intensity or amount of time in the exercise program. | * Specific lessons on the application of principles of training and examples for students to perform for warm-up, cool down, overload, specificity, and progression. * Class instruction/discussion on the physiological principles of warm-up, cool down, overload, specificity, and progression to improve performance. Example: * Warm-ups: Stretching is not warming up. Cold muscles do not stretch well. Warming up the core should occur before stretching to reduce injury. When a muscle is tight, [range of motion can be compromised](http://breakingmuscle.com/mobility-recovery/the-top-5-ways-fascia-matters-to-athletes). Lack of range of motion causes changes in movement patterns that limit quality of performance and ultimately create injury risk. A tight muscle is a weak muscle. An overstretched or long muscle is also a weak muscle. This is known as the length-tension relationship. This rule says that a muscle must be at mid-length (or on a slight stretch) to generate optimal force. * Training for maintaining lifelong movement skills. * Specificity:Training in which engagement is directed specifically at improving movement abilities in life means choosing the right combination of physical fitness components to help improve movement activities.  For example: Strength training results in increases in strength for the muscles being exercised but does little to improve cardiorespiratory endurance. Training can also be specific to the activity of interest.  For example: Optimal running performance is best achieved when the muscles involved in running are trained for the movements required. It does not necessarily follow that a good swimmer is a good runner. Specificity also requires that one consider the speed of motion, the number of limbs moving, the direction in which they are moving and the range over which the movement occurs. * Overload:If a person works often enough (frequency), hard enough (intensity) and long enough (duration) to load the body above its resting level, physical fitness will improve. If this is done regularly over time, the body will gradually adapt to the increase in demands. The term “overload” does not refer to the idea that one needs to overexert or exert at high intensities to obtain gains in fitness; it simply means that one needs to load the body more than it is usually accustomed to. * Progression:Increasing the frequency, intensity, and/or duration of an activity over time is necessary for continued improvement in physical fitness. Improvements in physical fitness are realized fairly rapidly at the onset of an exercise or training program. The rate of improvement will gradually slow and level off (adaptation) if an overload is present (meaning that the load is increasing and that there is progress). At high levels of physical fitness, it may even be necessary to change the type(s) of exercise(s) being performed. * Warm-up/cool-down activities (Open PhysEd) <https://openphysed.org/wp-content/uploads/2019/02/HS-07-03a-FitnessRunning-WarmCoolActivities.pdf> * RPS victory lap (warm-up) * Around the world RPS (warm-up) * Walk/talk (cool-down) |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.teachpe.com/fitness/training_principles.php> | | | |

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| **VA SOL Standard:** 9.4 The student will explain and demonstrate the skills needed to be safe, responsible, and respectful in all physical activity settings.  ESSENTIAL UNDERSTANDINGS   * Social development includes respecting the rights and feelings of others and being sensitive and responsive to the well-being of others. * Learning and practicing social development skills in an educational environment with a goal of putting these skills and actions into practice in and outside physical education classes. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **9.4.a** Identify and demonstrate proper etiquette, respect for the differences of others, integrity, safety and teamwork while engaging in a variety of activities.  **Suggested Learning Targets:**  I can demonstrate appropriate etiquette in activity settings and give examples to a peer.  I can show how to accept decisions of activity officials, accept the outcome of the activity, and show appreciation toward participants when participating in [selected activity] and demonstrate it through a checklist.  **9.4.b** Explain the impact of sports and activities in developing respect for the unique characteristics, differences, and abilities of peers.  **Suggested Learning Targets:**  I can explain how the unique abilities of others influence the experience of participating in and/or the success of [selected activity] through an exit ticket.  I can show how to support others by respecting the abilities and strengths of others and demonstrate it through encouraging feedback to peers for teacher observation. | **Assessment for Learning (Formative)**   * Teacher observation: demonstrates knowledge of etiquette while engaging in an activity. * Research/investigate the role of sports/activities in promoting inclusion (people with different abilities, unique characteristics). * Self/peer checklist: Example:   \_\_\_ Working with the team to apply knowledge about a game/activity/dance to outsmart opponents by understanding their moves or showing comprehension of dance elements.  \_\_\_ Showing commitment to the game/activity/dance.  \_\_\_ Caring for classmates by showing kind treatment during game/activity/dance.  \_\_\_ Support and encourage classmates instead of using put-downs during game/activity/dance.  \_\_\_ Showing control and standing tall when faced with defeat in a game/activity or the inability to master a dance routine.  \_\_\_ Owning up to mistakes/fouls made during a game/activity/dance.  \_\_\_ Showing humility by refraining from boasting when winning a game/activity or completing a dance routine.  **Assessment of Learning (Summative)**   * Written: Proper etiquette, respect for others, integrity, and teamwork. * Written: Influence of sports and activities in developing respect for the unique characteristics, differences, and abilities of peers. * Performance: Demonstration of proper etiquette, respect for others, integrity, and teamwork. | * Etiquette: proper, acceptable actions, behavior, or conduct within an activity. Elements: * Be kind. * Be courteous. * Be respectful. * Respecting the rights and feelings of others: * By maintaining self-control. * By respecting everyone’s right to be included. * By respecting everyone’s right to a peaceful conflict resolution. * Participation and putting forth effort: * By exploring effort. * By trying new things. * By developing a personal definition of success. * Being sensitive and responsive to the well-being of others. * By developing prerequisite interpersonal skills. * By becoming sensitive and compassionate to others. * By helping others without the need for rewards. * Measures of sportsmanship: * Be polite; don’t show off; congratulate and thank opponents; learn the rules; don’t argue with the official; don’t make up excuses or blame a teammate; be willing to sit out; play fair; don’t cheat; cheer for teammates; and acknowledge the good play of opponents. | * Use activities and opportunities for students to experience examples and non-examples for proper etiquette, respect for others, integrity, and teamwork. * Provide students an opportunity to investigate the influence of sports on inclusion and respect for differences. * Students apply rules and etiquette by acting as an official for activities. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.teachpe.com/sports_psychology/attitudes.php>  <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <http://lessonplanspage.com/peoempowereddecisionmaking612.htm/> | | | |

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| **VA SOL Standard:** 9.4 The student will explain and demonstrate the skills needed to be safe, responsible, and respectful in all physical activity settings.  ESSENTIAL UNDERSTANDINGS   * + - * Conflict is normal and inevitable, occurring in various settings throughout all life experiences.       * There are healthy and unhealthy ways to resolve conflict.       * When handled in a respectful and positive way, conflict provides an opportunity for growth, ultimately strengthening the bond between people. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **9.4.c** Apply conflict-resolution skills in physical activity settings.**Suggested Learning Targets:**  I can show healthy and effective ways to avoid and address conflict with peers and demonstrate it to my teacher.  I can create guidelines to resolve conflict during [selected activity] and tell them to a peer.  I can perform cooperation skills in [selected activity] and demonstrate it through a self-reflection summary paragraph.  I can demonstrate positive strategies to resolve problems and conflict when faced with a group challenge and demonstrate it through a peer assessment. | **Assessment for Learning (Formative)**   * Written: Knowledge of conflict-resolution skills. * Peer Assessment: Example – Give feedback to a peer on their ability to avoid or address conflict using a teacher-created checklist or rubric. * Teacher observation * Written reflection: Example – * During an activity/game, have you ever experienced an incident that made you angry? * Describe what happened in the incident. When/where did it happen? * What were your thoughts and feelings at the time? * Describe your actions and how you handled the situation. * What was the result? * Now that you have had time to think about it, how would you act now in a similar situation? * What communication skills and strategies would you have applied to this situation?   **Assessment of Learning (Summative)**   * Written: application of conflict-resolution skills in physical activity settings (scenario-based assessment). * Performance: demonstration of use of healthy and effective conflict resolution skills. | * Conflict resolution skills: * Discuss the problem without blame. * Use active listening. * Identify and clarify issues and needs. * Brainstorm solutions. * Choose and apply a solution. * Evaluate the solution. * Constructive ways to address conflict: * Listen to all opinions before making a judgment. * Talk it out. * Have face-to-face conversations with a mediator/teacher present. * Seek understanding. * Destructive ways to address conflict: * Criticize people for their opinions. * Blame others. * Say or do hurtful things. * Cooperative is described as: * 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. | * Student creation of a behavior self-checklist for addressing personal conflict when participating in selected physical activities. * Instruction should include role-plays to practice conflict resolution skills. Example: Present a case scenario that exemplifies a conflict between two people in a physical activity setting. Clearly identify the opposing opinions. Divide the class into two equal groups, each group representing one side of the conflict exemplified in the case scenario. Each group discusses the issue from its assigned perspective, using the following questions as a guide: * How does your group see the conflict? * What is the source of the conflict? * What would the group be willing to do to resolve the conflict? * What would the group hope to achieve from a resolution? * Student creation of guidelines for resolving conflicts in activity settings that may include: * Positive strategies, such as offering suggestions/assistance, leading/following others. * Providing possible solutions when faced with a group challenge. * Helping and encouraging others, avoiding negative talk and providing support to classmates. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://classroom.kidshealth.org/classroom/6to8/personal/growing/conflict_resolution.pdf>  <http://classroom.kidshealth.org/classroom/6to8/personal/growing/getting_along.pdf>  <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=859#.V7H-Ybf6vcs>  <http://ctb.ku.edu/en/table-of-contents/implement/provide-information-enhance-skills/conflict-resolution/tools> | | | |

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| **VA SOL Standard:** 9.4 The student will explain and demonstrate the skills needed to be safe, responsible, and respectful in all physical activity settings.  ESSENTIAL UNDERSTANDINGS   * Working with others and encouraging teamwork will build confidence and support within a group. * Positive relationships play a crucial role in well-being; thus, opportunities for social interaction through physical activity in the community could vastly improve the well-being of individuals as well as the community as a whole. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **9.4.d** Identify an opportunity for social support in a self-selected physical activity.  **Suggested Learning Targets:**  I can identify opportunities for social interaction in the community through [specific activities] and express the benefits to a peer. | **Assessment for Learning (Formative)**   * Student knowledge of the emotional and social health (mental health) benefits of physical activity. * Investigate opportunities for physical activities appropriate to your area that encourage social interaction. Examples: Skiing, hiking, biking, walking tracks or rock climbing.   **Assessment of Learning (Summative)**   * Student selects two physical activities and compares the social and emotional benefits of participation in the activities. | * Social and emotional benefits of participation in physical activities: * Improves mental health and mood. * Reduces the risk of depression and anxiety. * Develops higher self-esteem and body image. * Helps develop basic motor skills needed for day-to-day life. * Effective in promoting mutual understanding and empathy. * Builds character and social skills like teamwork, cooperation, and leadership. * Ability to handle winning and losing while being a good sport. * Develop resiliency. * Helps develop discipline. | * Emphasize the role of physical activity as a means for group membership and positive social interaction and the importance of this type of interaction throughout history and in different cultures. * Make connections between an activity and the emotional benefits and social interaction. Example: It is found that group-based walking substantially increased social capital that includes a sense of connectedness, collective efficacy, social engagement, and acceptance of other groups. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <http://www.thecommunityguide.org/pa/behavioral-social/community.html>  <http://ijbnpa.biomedcentral.com/articles/10.1186/1479-5868-4-54> | | | |

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| **VA SOL Standard:** 9.4 The student will explain and demonstrate the skills needed to be safe, responsible, and respectful in all physical activity settings.  ESSENTIAL UNDERSTANDINGS   * + - * Effective communication includes what is said, how it is said, and how it is interpreted by the receiver of the message (what is meant is what is understood).       * Effective communication is important for personal, work/career, life, and relationship success. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **9.4.e** Apply communication skills and strategies that promote positive team/group dynamics.**Suggested Learning Targets:**  I can use effective communication skills for [selected activity] and demonstrate it to my teacher.  I can use appropriate strategies that promote positive team/group dynamics and describe them to a peer. | **Assessment for Learning (Formative)**   * Teacher observation: What to look for (measure/assess) during activity: * Are students accepting of all partners? * Are students hustling to find partners? * Are they mixing themselves up? * Written: Describe verbal and nonverbal communication. * Oral: * Describe the verbal and nonverbal communications that occur in the selected activity. * List strategies of how to include others when creating groups for physical activities, and explain how these strategies improve time wasted and ease confusion. * Self-reflection: * 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…   **Assessment of Learning (Summative)**   * Written: Evaluation of communication strategies appropriate for selected activity. * Performance assessment.   **Sample Rubric**  4 (*Beyond what was taught)*  Demonstrates ability to adapt and adjust communication strategies based on the response of others in dynamic and unpredictable situations.  3 (*What was explicitly taught)*  Demonstrates appropriate and proper use of verbal and nonverbal communication skills appropriate to selected activity in dynamic situations.  2 (*Identify basic elements)*  Demonstrates appropriate and proper use of communication in isolation.  1 (*With help/prompts/cues)*  With teacher cues, student can demonstrate communication skills | * Collaborative skills include: * The ability to contribute to group activities and discussions. * Consideration of the ideas and perspectives of others. * Involving others in the collaborative process. * Staying focused on the task. * Providing and receiving constructive feedback. * Communication strategies may include: * Verbal communication: the sharing of information/relay a message between two or more people that uses sounds, signs, and/or language; can be either oral or written, spoken, and face-to-face or electronic. * Nonverbal communication: sending and receiving wordless messages; body movements/body language, such as facial expressions, body posture, gestures, eye contact, way, tone of voice, touch. * Visual communication: visual aids, such as signs, graphics, drawings, design, color, graphs, charts. * Active listening: paying attention to the speaker, avoiding being distracted; showing you are listening, through smiling and nodding; providing feedback – restating what you heard, asking follow-up questions; deferring judgment, not interrupting; responding with respect. * Strategy guidelines for including others: * Positive strategies, such as offering suggestions/assistance, leading/following others. * Providing possible solutions when faced with a group challenge. * Helping and encouraging others, avoiding negative talk, and providing support to classmates. | * Any outdoor pursuit activities, fitness activities, dance and rhythmic activities, aquatics, selected individual performance activities, and net/wall and target games activities that use communication strategies. * Effective listening skills: Staying quiet while someone is speaking. * Effective speaking skills: Changing language and tone to make the message clearer and/or more appealing to the listener. * Effective nonverbal skills that enhance effective communication: Using appropriate body language, such as smiling or an affirmative nod of the head. * Teach characteristics of good communication comments during team/group physical activities: * given with the goal of improvement * timely * honest * respectful * clear * issue-specific * objective * supportive * motivating * action-oriented * solution-oriented. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://kidshealth.org/en/teens/tips-disagree.html> | | | |

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| **VA SOL Standard:** 9.4 The student will explain and demonstrate the skills needed to be safe, responsible, and respectful in all physical activity settings.  ESSENTIAL UNDERSTANDINGS   * [Cooperative](http://www.wilderdom.com/games/InitiativeGames.html) activities are problem-solving tasks designed to help group members develop their capacity to work effectively together. * Group dynamics describes the way members of a group interact with each other. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **9.4.f** Apply problem-solving and critical-thinking skills in physical activity settings, both as an individual and in groups. **Suggested Learning Targets:**  I can work cooperatively with a group to achieve the goals of the group by using problem-solving and critical-thinking skills and give examples of how I demonstrated that in an exit ticket. | **Assessment for Learning (Formative)**   * Written: assess student knowledge of problem-solving skill set. * Role-play opportunities to practice problem solving and critical thinking. * Teacher observation of positive interdependence, in which students all need to do their assigned specific roles and duties in order for a task to be completed. * Oral: Partner discussion on how a lack of unity affects problem solving within a group.   **Assessment of Learning (Summative)**   * Written: scenario-based assessment to apply problem solving. * Performance: demonstrate problem solving strategies with a group to achieve a goal or goals | * Problem solving skill set: * Identify the problem. * Analyze the problem. * Generate potential solutions. * Select and plan the solution. * Implement the solution. * Evaluate the solution. * Positive interdependence: Team members rely on one another to achieve the goal. If any team member fails to do their part, everyone suffers the consequences. * Individual accountability: All students within the group are held accountable for doing their share of the work. * Cooperative learning for problem solving: * Division of labor among students in the group. * Face-to-face interaction between students. * Assignment of specific roles and duties to students. * Group processing of a task. * Positive interdependence, in which students all need to do their assigned duties in order for the task to be completed. * Individual accountability for completing one’s assigned duties. * Group members are responsible for the behavior of all members. If a team member displays inappropriate behavior, it is the duty of fellow members to remind that student to “check” themselves. The members attempt to refocus the misbehaving student by offering help and suggestions. | * Cooperative activities or activities that focus on a group goal. * Group processing: Groups set goals, assess what they are doing well, and identify changes they will make to function more effectively in the future. * Cooperative games and activities that develop positive social interaction, increase self-confidence and self-esteem. <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=774#.V6Sms7f6vcs> * Students participate in a land- or water-based alternative pursuit activity near or away from the school. Examples: * orienteering at a local park * hiking or backpacking * canoeing * cycling * cross-country skiing   Involve students in planning the outing, developing a risk-management plan, and identifying ways to accommodate the varying abilities of participants.  Example: Hiking and backpacking requires students to think about backpacks in regard to:   * Fit and size * How to wear * How to pack * What to pack. * \*Note: Check school/division policy regarding choice of alternative pursuit activities outside school. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.pecentral.org/climate/january99article.html> | | | |

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| **VA SOL Standard: 9.4** The student will explain and demonstrate the skills needed to be safe, responsible, and respectful in all physical activity settings.  ESSENTIAL UNDERSTANDING   * Safety has to be thought out and planned prior to engaging in physical activity. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **9.4.g** Apply best practices for participating safely physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).  **Suggested Learning Targets:**  I can identify safe practices for [selected activities] that include [injury prevention, proper alignment, hydration, use of equipment, implementation of rules and/or sun protection] and describe it to a peer.  I can demonstrate safe practices when participating in activities and describe them in an exit ticket. | **Assessment for Learning (Formative)**   * Student knowledge of safe practices of activities. * Have students take the Sun Safety IQ test from [www.cancer.org](http://www.cancer.org). * Compare and contrast safety for indoor versus outdoor activities; short-duration versus long-duration activities; the role of training and knowledge of skill/techniques in preventing injury in two different activities.   **Assessment of Learning (Summative)**   * Written: Analysis of safety practices for [selected activity]. * Performance: Application of safe practices in [selected activity] – rubric or checklist depends on the complexity of the activity. * Provide students with the following list of terms and phrases, which include examples of physical activities, exercise techniques, and physiological reasons for using proper exercise techniques: * half neck circles (forward) * reduce lower back strain * bend knees to 90° angle or less * hamstring stretch * keep head forward of body’s midline * prevent wear and tear on joints * pull bar down to chest * prevent strain on knee joints * prevent strain/weight load on cervical spine * lat pull-down (latissimus dorsi) * bend knees * low-impact “aerobics” class * keep shoulders forward of body’s midline * standing dumbbell overhead press * lunge * prevent shoulder impingement * perform in seated position * curl-up (abdominal) * keep one foot on floor at all times * wall squat   Working in small groups, students place the terms and phrases in the appropriate column(s) of a chart that has the following headings. (Note that terms may apply to more than one heading.)   |  |  |  | | --- | --- | --- | | **Exercise**  **Activity** | **Exercise**  **Tech-nique** | **Physio-logical**  **Reason** | |  |  |  | |  |  |  | | * Choose physical activities that are appropriate for current fitness level and health goals. Increase physical activity gradually over time whenever more activity is necessary to meet health goals. * Be protected by using appropriate gear and sports equipment, looking for safe environments, following rules and procedures. Examples: * Policies that promote the use of bicycle helmets reduce the risk of head injury among cyclists. * Rules against diving into shallow water at swimming pools prevent head and neck injuries. * Tips to prepare for an outdoor adventure, such as developing trip itineraries; carrying appropriate equipment, including guides, maps and a compass; sufficient food and water; dressing in proper clothing; carrying emergency contact numbers; and preparing for access to shelter, such as tents, cabins or lean-tos * <http://kidshealth.org/en/teens/sport-safety.html?WT.ac=ctg#catdieting> * Make good choices about when, where and how to be active to reduce possible injuries and adverse events that can be prevented. Example: During very hot and humid weather, lessen the chances of dehydration and heat stress by: * Exercising in the cool of early morning as opposed to midday heat. * Switching to indoor activities. * Changing the type of activity. * Lowering the intensity of the activity. * Paying close attention to rest, shade, drinking enough fluids, and other ways to minimize effects of heat. * Use proper protection for sun exposure, such as sunscreen, hat, clothing that protects from UV rays, and sunglasses with protective lens to protect eyes. * Equipment for an activity that may range from general items of clothing to special protective suits or apparatus. Example: Having the right footwear and clothing for physical activity for both comfort and safety. * Choose the right workout clothing that is ideal for your exercise and body type for safety. Clothing that enables the right amount of movement to perform the activity correctly and comfortably. For instance, if you wear jeans and try to stretch, you won’t be able to push your body as far.   <https://medlineplus.gov/ency/patientinstructions/000817.htm>   * Sport and exercise safety * Using the wrong (or not properly fitted) equipment is a major cause of injuries. * Helmets are key. * Eye protection. * Mouthguards. * Wrist, knee, and elbow guards. * Pads for contact sports. * Proper footwear. * Warming up and stretching. * Take proper time to heal after an injury before returning to activity. * Learn the rules of the game/activity and follow them. | * Provide safe practices for all activities that students are engaged in during physical education classes. * Cover the answers to exercise techniques and physiological reasons for using proper exercise techniques, which includes: examples of physical activities, exercise techniques, and physiological reasons for using proper exercise techniques.  |  |  |  | | --- | --- | --- | | **Exercise**  **Activity** | **Exercise**  **Technique** | **Physio-logical**  **Reason** | | hamstring stretch | perform in seated position | reduce lower back strain | | low-impact “aerobics” class | keep one foot on the floor at all times | prevent wear and tear on joints | | lat. pull-own | pull bar down to chest | reduce lower back strain | | wall squat | bend knees to 90° angle or less | prevent strain on knee joints | | standing dumbbell  overhead press | keep shoulders  forward of body’s  midline | prevent shoulder  impingement | | lunge | bend knees to 90° angle or less | prevent strain on knee joints | | half neck circles  (forward) | keep head forward of body’s midline | prevent strain/ weight load on cervical spine |  * Have students check all equipment before use. * Model safe practices by ensuring students are properly warmed up, have the requisite knowledge and skills to participate, are allowed to protect themselves from sun exposure as appropriate (sunglasses, hats), and ensure equipment is safe. * Safety precautions for different recreational activities. Examples: * Hiking: Bring a charged mobile phone, warm clothing, and supplies such as water and light food or energy bars, a flashlight or headlamp, rain gear, sunscreen, and matches. Travel in groups or with another person whenever possible. Look out for challenges you may encounter in the outdoors, such as wildfires, sudden storms, muddy trail conditions, and fast moving waters. Wear light-colored clothing and long pants and long-sleeved shirts to protect against ticks and other biting insects. * Boating and paddling: Wear a personal flotation device, check the weather forecast before heading out on the water, and seek immediate shelter on shore if you hear thunder. If paddling in waters where there are motorboats, keep close to shorelines and out of main channels. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.health.harvard.edu/healthbeat/10-tips-for-exercising-safely>  <http://www.cancer.org/healthy/besafeinthesun/index>  <http://www.fs.fed.us/recreation/safety/safety.shtml>  <http://www.cdc.gov/homeandrecreationalsafety/water-safety/waterinjuries-factsheet.html>  <http://kidshealth.org/en/teens/safety-inline.html?WT.ac=ctg#catdieting>  <http://kidshealth.org/en/teens/safety-golf.html?WT.ac=ctg#catdieting>  <http://www.fitnesstipsforlife.com/workout-clothing-why-it-is-important.html>  <http://www.heart.org/HEARTORG/HealthyLiving/PhysicalActivity/FitnessBasics/Warm-Up-Cool-Down_UCM_430168_Article.jsp#.V7G32bf6vcs>  <https://kidshealth.org/en/teens/sport-safety.html#catexercise> | | | |

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| **VA SOL Standard:** 9.4 The student will explain and demonstrate the skills needed to be safe, responsible, and respectful in all physical activity settings.  ESSENTIAL UNDERSTANDINGS   * Working with others and encouraging teamwork will build confidence and support within a group. * Positive relationships play a crucial role in well-being; thus, opportunities for social interaction through physical activity in the community could vastly improve the well-being of individuals as well as the community as a whole. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **9.4.h** Analyze and compare psychological benefits derived from various physical activities (e.g., decreased stress and anxiety, increased self-esteem, increased mental alertness, improved mood).  **Suggested Learning Targets:**  I can analyze and compare social and emotional benefits of two different physical activities (may include one activity done alone and one activity done with others) and demonstrate it through a graphic organizer. | **Assessment for Learning (Formative)**   * Student knowledge of the emotional and social health (mental health) benefits of physical activity. * Investigate opportunities for physical activities appropriate to your area that encourage social interaction. Examples: Skiing, hiking, biking, walking tracks or rock climbing.   **Assessment of Learning (Summative)**   * Student selects two physical activities and compares the social and emotional benefits of participation in the activities. * Students can identify and describe instances of inclusion and exclusion/marginalization, and construct rules, routines, behaviors, and activities that will support inclusion while reducing exclusion/marginalization. | * Social and emotional benefits of participation in physical activities: * Improves mental health and mood. * Reduces the risk of depression and anxiety. * Develops higher self-esteem and body image. * Helps develop basic motor skills needed for day-to-day life. * Effective in promoting mutual understanding and empathy. * Builds character and social skills like teamwork, cooperation, and leadership. * Ability to handle winning and losing while being a good sport. * Develop resiliency. * Helps develop discipline. | * Emphasize the role of physical activity as a means for group membership and positive social interaction and the importance of this type of interaction throughout history and in different cultures. * Make connections between an activity and the emotional benefits and social interaction.  Example: It is found that group-based walking substantially increased social capital, which includes a sense of connectedness, collective efficacy, social engagement, and acceptance of other groups. * Ask students to construct their own PE rules and routines that will help to enhance inclusion while reducing exclusion/marginalization. Allow students to identify instances of each throughout the school year. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.teachpe.com/sports_psychology/anxiety.php>  <http://www.heart.org/HEARTORG/HealthyLiving/StressManagement/FightStressWithHealthyHabits/Fight-Stress-with-Healthy-Habits_UCM_307992_Article.jsp#.V6eDw_36upo>  <http://www.heart.org/HEARTORG/HealthyLiving/StressManagement/FourWaystoDealWithStress/Four-Ways-to-Deal-with-Stress_UCM_307996_Article.jsp#.V6eEG_36upo> | | | |

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| **VA SOL Standard:** 9.4 The student will explain and demonstrate the skills needed to be safe, responsible, and respectful in all physical activity settings.  ESSENTIAL UNDERSTANDINGS   * Working with others and encouraging teamwork will build confidence and support within a group. * Positive relationships play a crucial role in well-being; thus, opportunities for social interaction through physical activity in the community could vastly improve the well-being of individuals as well as the community as a whole. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **9.4.i** Develop and analyze activities to determine areas of exclusion and inclusion.  **Suggested learning targets:**  I can construct plans to facilitate inclusion and reduce exclusion/marginalization for myself and my peers. | **Assessment for Learning (Formative)**   * Student knowledge of the emotional and social health (mental health) benefits of physical activity.   **Assessment of Learning (Summative)**   * Student selects two physical activities and compares the social and emotional benefits of participation in the activities. * Students can identify and describe instances of inclusion and exclusion/marginalization and construct rules, routines, behaviors, and activities that will support inclusion while reducing exclusion/marginalization. | * Exclusion: leaving something or someone out; a situation in which someone or something is prevented from entering a place or taking part in an activity. * Inclusion: the action or state of including or being included within a group or structure; the practice of providing everyone with equal access to opportunities and resources. | * Make connections between an activity and the emotional benefits and social interaction. Example: It is found that group-based walking substantially increased social capital, which includes a sense of connectedness, collective efficacy, social engagement and acceptance of other groups. * Ask students to construct their own PE rules and routines that will help to enhance inclusion while reducing exclusion/marginalization. Allow students to identify instances of each throughout the school year. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.teachpe.com/sports_psychology/anxiety.php>  <http://www.heart.org/HEARTORG/HealthyLiving/StressManagement/FightStressWithHealthyHabits/Fight-Stress-with-Healthy-Habits_UCM_307992_Article.jsp#.V6eDw_36upo>  <http://www.heart.org/HEARTORG/HealthyLiving/StressManagement/FourWaystoDealWithStress/Four-Ways-to-Deal-with-Stress_UCM_307996_Article.jsp#.V6eEG_36upo> | | | |

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| **VA SOL Standard:** 9.5 The student will explain the importance of energy balance and evaluate current caloric intake and caloric expenditure to maintain optimal health prevent chronic disease.  ESSENTIAL UNDERSTANDING   * + - * The body needs sugar, sodium, and fat in appropriate quantities for body functioning. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **9.5.a** Explain the body’s physiological response to sugar, sodium, and fat.  **Suggested Learning Targets:**  I can explain how the body uses and responds to low and/or increased amounts of sugar, sodium, and fat and demonstrate it in my journal. | **Assessment for Learning (Formative)**   * + - * Define and describe knowledge of sugar, sodium, and fat.   **Assessment of Learning (Summative)**   * + - * Written: research/investigation of how the body processes/responds to sugar, sodium, and fat; what the body needs; how the body uses, eliminates, or stores each. | * + - * Sugar:       * Sugar digestion begins in the mouth, but most occurs in the small intestine, where enzymes break sugar down to monosaccharides that are carried to the liver, where it is converted to glucose.       * Glucose is used for energy or stored for later use. Glucose is important and necessary fuel for the body; the liver and kidneys produce it naturally.       * The hormone, insulin, is released from cells located in the pancreas and regulates how much sugar circulates in the blood stream; insulin speeds up the transfer of sugar from your blood and delivers it to muscle, liver, and fat tissues to be used as fuel or stored for the body to use later; if a person does not have enough insulin, sugar accumulates in the blood stream and a person has diabetes (several causes – see diabetes education website).       * Sugar is a carbohydrate; the body processes table sugar (empty calories) and sugar in fruit (nutrients, fiber, lower calories) the same way; a diet that is high in sugar content, especially refined sugar – if not burned, excess sugar turns to fat, difficult to burn off fat because it takes a lot of energy.       * Sodium:       * Found in salt; sodium is an electrolyte. Our kidneys maintain the balance of electrolytes and water by regulating the fluids that we take in and pass out of our bodies. If this balance is disturbed, our muscles, nerves, and organs won’t function correctly because the cells can’t generate muscle contractions and nerve impulses.       * Too little sodium results in hyponatremia; can happen when a person sweats excessively. If you have strong cravings for salt, you may be dehydrated or lacking one of the minerals in table salt. An extreme salt craving can be a symptom of more serious diseases.       * Too much sodium results in hypernatremia; blood volume can increase, making the heart pump harder, and is linked to high blood pressure. Dietary guidelines recommend less than 2300 mg of sodium per day (less than half a teaspoon).       * Fat– transfers vitamins A, D, E, and K in the blood that are needed for growth and healthy skin; takes longer to digest than carbohydrates or proteins, which helps to satisfy hunger longer than other nutrients; foods high in fat are usually high in calories; consuming excess amounts of fats increases the risk of unhealthful weight gain and obesity. | * + - * Review of basic information for sugar, sodium, and fat.       * Ask students to investigate what happens if a person takes in too much or too little sugar, sodium, and fat. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.cdc.gov/>  <http://dtc.ucsf.edu/types-of-diabetes/type1/understanding-type-1-diabetes/basic-facts/what-is-diabetes-mellitus/> | | | |

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| **VA SOL Standard:** 9.5 The student will explain the importance of energy balance and evaluate current caloric intake and caloric expenditure to maintain optimal health and prevent chronic disease.  ESSENTIAL UNDERSTANDING   * + - * Physical activity is a key determinant of energy expenditure and thus fundamental to energy balance and weight control. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **9.5.b** Assess and analyze current energy balance, including intake and expenditure, activity levels, food choices, and amount of sleep.  **Suggested Learning Targets:**  I can track my caloric intake, expenditure (physical activity) and hours of sleep for one weekand demonstrate it in log.  I can identify my areas for improvement and areas to maintain for my intake and expenditure, activity levels, food choices, and amount of sleep in relation to recommended guidelines and demonstrate it in my journal. | **Assessment for Learning (Formative)**   * + - * Seven-day data log for caloric intake, food choices, physical activity (amount per day and at what level of intensity), and number of hours of night sleep.   **Assessment of Learning (Summative)**   * + - * Student reflection of results of seven-day energy balance tracking. Identify areas for improvement and maintenance based on recommended guidelines. | * + - * Energy balance       * Energy in: food calories taken into the body through food and drink.       * Energy out: calories being used in the body for our daily energy requirements. When it comes to “energy out,” the body’s energy needs include the amount of energy required for maintenance at rest, physical activity and movement, and for food digestion, absorption, and transport. * Caloric intake <http://www.choosemyplate.gov/supertracker-tools/daily-food-plans.html> * Activity (expenditure) <http://www.cdc.gov/physicalactivity/basics/index.htm>   <https://www.supertracker.usda.gov/>   * Food choices   + - * <http://www.choosemyplate.gov/supertracker-tools/daily-food-plans.html>       * <http://kidshealth.org/en/teens/fad-diet-tips.html?WT.ac=ctg#catdieting> * Sleep   <http://www.cdc.gov/Features/Sleep/>   * Importance of sleep:   + - * Brain function: While you’re sleeping, your brain is preparing for the next day. It’s forming new pathways to help you learn and remember information. Studies show that a good night’s sleep improves learning.       * Physical health: Sleep is involved in the healing and repair of your heart and blood vessels. Ongoing sleep deficiency is linked to an increased risk of [heart disease](http://www.nhlbi.nih.gov/health/health-topics/topics/cad), kidney disease, [high blood pressure](http://www.nhlbi.nih.gov/health/health-topics/topics/hbp), diabetes, and [stroke](http://www.nhlbi.nih.gov/health/health-topics/topics/stroke) and it increases the risk of [obesity](http://www.nhlbi.nih.gov/health/health-topics/topics/obe). The right amount of sleep also reduces heart rate and blood pressure.       * Productivity/safety: Getting enough sleep helps you function well throughout the day. People who are sleep deficient are less productive at work and school. They take longer to finish tasks, have a slower reaction time and make more mistakes. | * + - * Teacher-created chart or electronic forms or online applications to track caloric intake, food choices, physical activity (amount per day and at what level of intensity), and number of hours of night sleep. * Recommend instruction of 9.5.b as a prerequisite to 9.5.d. * Discussions on: activity levels, food choices and amount of sleep. Example – Signs that you may need more sleep:   + - * Difficulty waking up in the morning.       * Inability to concentrate.       * Falling asleep during classes.       * Feelings of moodiness and even depression. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml><https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <https://www.supertracker.usda.gov/>  <http://www.cdc.gov/Features/Sleep/>  <http://www.nhlbi.nih.gov/health/health-topics/topics/sdd/why>  <https://newsinhealth.nih.gov/issue/apr2013/feature1>  <http://www.nhlbi.nih.gov/health/health-topics/topics/obe/causes> | | | |

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| **VA SOL Standard:** 9.5 The student will explain the importance of energy balance and evaluate current caloric intake and caloric expenditure to maintain optimal health and prevent chronic disease.  ESSENTIAL UNDERSTANDINGS   * + - * There is no ideal body weight or body type for everyone.       * Body composition analysis is an important part of your fitness assessment and should be considered in relation to other fitness assessments.       * Many factors influence body composition, including gender, age, diet, activity level, and genes/heredity. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **9.5.c**  Explain body composition, using body mass index (BMI) and other measures, the variety of body types, and healthy body weight.  **Suggested Learning Targets:**  I can explain the relationship between body composition and healthy body weight using a graphic organizer.  I can describe measures used for body composition to a peer. | **Assessment for Learning (Formative)**   * Define and describe body composition. * Describe different ways to measure body composition.   **Assessment of Learning (Summative)**   * Written: Students investigate– * What is a healthy weight for me? * How do I know? * How do I monitor weight? * Written: Describe one body-composition measure and demonstrate how to implement/calculate. | * Body composition: the relative proportion by weight of fat and lean tissue; the proportion of fat, muscle, and bone of an individual’s body, usually expressed as percentage of body fat and a percentage of lean body mass; ratio of body fat to lean body tissue, including muscle, bone, water, and connective tissue. * Body type is determined by heredity:   + Mesomorph–characterized by low-to-medium percentage of body fat, medium-to-large bone size, and a large amount of muscle mass and size; muscular and broader shoulders.   + Endomorph–characterized by high percentage of body fat, large bone size, and a small amount of muscle mass and size; rounder and broader hips.   + Ectomorph–characterized by low percentage of body fat, small bone size, and a small amount of muscle mass and size; slender and tall. * Body composition measurement   + BMI: body mass index <http://www.cdc.gov/healthyweight/assessing/bmi/index.html>.   + Underwater weighing: The most accurate method for measuring body composition. Underwater weighing involves submerging a person in a tank of water and having them expel the air out of their lungs. This method is not easy to administer and can be expensive. The margin of error of underwater weighing is 2-2.5%.   + Skinfold measurement: Measure the subcutaneous fat folds around specific body parts (triceps, waist, thigh, and back) with skin calipers. The accuracy of the skinfold test depends upon the person performing it, the integrity of the skin caliper, and the formula one uses to calculate the percentage of body fat. These, in turn, increase chances for error, which is 3-3.5% but could be as high as 5%.   + Bioelectrical impedance: A simple, non-invasive technique that uses electrical conductivity to estimate lean body mass. This test is dependent upon hydration status, because muscle holds most of the water in the body; so, the more muscle, the better the conduction. The error of bioelectrical impedance is 3-3.5%.   + Circumferences taken of various body parts with a soft measuring tape: Common circumferences taken are the neck, chest, arms, forearms, waist, hip, thighs, and calves. There are equations that allow you to estimate body fat percentage using circumferences. * Body fat ranges (see table below). * There is not an ideal weight for everyone; weight ranges take into account age, gender, height, body type, growth rate, metabolic rate, and activity level. | * Provide appropriate websites for student investigation. * Provide students with appropriate options for body composition measures/measurements. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml>https://openphysed.org/ ; [Health Smart Virginia](https://healthsmartva.pwnet.org/) ; http://www.cdc.gov/healthyweight/assessing/bmi/index.html  <http://www.nhlbi.nih.gov/health/educational/wecan/healthy-weight-basics/balance.htm>  <http://kidshealth.org/en/teens/healthy-weight-plan.html?WT.ac=ctg#catdieting>  <http://teenshealth.org/en/teens/help-body.html>; <http://kidshealth.org/en/teens/food-fitness/>  <http://kidshealth.org/en/teens/bmi.html?WT.ac=ctg#catdieting> | | | |

**Body Fat Ranges**

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|  | Men | Women |
| Exceptionally Lean | 6-10% | 10-15% |
| Very Lean | 11-14% | 16-19% |
| Lean | 15-18% | 20-25% |
| Moderate | 19-24% | 26-29% |
| Obese | 25%+ | 30%+ |

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| **VA SOL Standard:** 9.5 The student will explain the importance of energy balance and evaluate current caloric intake and caloric expenditure to maintain optimal health and prevent chronic disease.  ESSENTIAL UNDERSTANDINGS   * + - * Physical activity is a key determinant of energy expenditure and thus fundamental to energy balance and weight control.       * Two people who are the same height and weight may need different amounts of energy or calories to maintain their weight, depending on their body composition. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **9.5.d** Design and implement a plan to maintain an appropriate energy balance for a healthy, active lifestyle, including a balanced intake, expenditure (levels of intensity), and sleep.  **Suggested Learning Targets:**  I can set goals for energy balance and create a plan with action steps to achieve the goals through my wellness portfolio.  I can implement a plan for energy balance that includes intake, expenditure (levels of intensity), and sleep for [selected period] and demonstrate it to my teacher.  I can evaluate my energy balance goal(s) attainment at the end of my plan in my wellness portfolio. | **Assessment for Learning (Formative)**   * Student’s energy balance assessment conducted for 9.5.b.   **Assessment of Learning (Summative)**   * Energy balance plan includes goals for intake, expenditure, and sleep; action steps, documentation over selected time, reflection of goal progress during plan implementation, and/or reflection of goal attainment at end of plan period. | * Caloric intake <http://www.choosemyplate.gov/supertracker-tools/daily-food-plans.html> * Activity (expenditure)   + <http://www.cdc.gov/physicalactivity/basics/index.htm>   + <https://www.supertracker.usda.gov/> * Food choices <http://www.choosemyplate.gov/supertracker-tools/daily-food-plans.html> * Sleep   <http://www.cdc.gov/Features/Sleep/> | * Recommend instructing 9.5.d in connection to 9.5.b. * Use the assessment conducted in 9.5.b as the basis for the energy balance plan. * <http://kidshealth.org/en/teens/lose-weight-safely.html?WT.ac=ctg#catdieting> |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  <https://www.supertracker.usda.gov/>  <http://www.cdc.gov/Features/Sleep/>  <http://classroom.kidshealth.org/classroom/9to12/body/functions/sleep.pdf>  <http://www.nhlbi.nih.gov/health/educational/wecan/healthy-weight-basics/balance.htm> | | | |

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| **VA SOL Standard:** 10.1 The student will demonstrate proficiency and apply the concepts and principles of exercise physiology, biomechanics and anatomy in lifetime activities that may include outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, selected individual performance activities and net/wall and target games in at least two self-selected, lifelong, skill-related physical activities.  ESSENTIAL UNDERSTANDINGS   * Development of mature movement patterns occurs during dynamic and unpredictable movement experiences. * Understanding key elements of fundamental movement skills and movement concepts allows for efficient and effective mature movement that can be applied to activities. * Outdoor pursuits provide excitement, challenge and a degree of risk while minimizing the importance of winning and losing. * Lifetime recreational pursuits can increase self-esteem, reduce substance abuse, build family bonds and promote volunteerism, all at the same time. | | | | |
| Note: The Society for Health and Physical Educators (SHAPE America) National Physical Education Standards Document 2014 recommends the exclusion of invasion and fielding/striking games for high school outcomes because these activities require team participation and are less suited to lifelong participation. | | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** | |
| **10.1.a** Demonstrate skill attainment in one or more lifetime activities.  **Suggested Learning Targets:**  I can analyze the skills needed to be successful in [specific activity—i.e.; cycling, disc golf, swimming, etc.] and demonstrate this by creating a rubric for the skills needed to perform the activity.  I can perform the skills needed to be successful in [specific activity—i.e.; golf, tennis, bowling, etc.] and demonstrate my ability to be successful through a skill checklist.  I can compile the benefits, equipment needed and safety concerns for [specific activity—i.e.; scuba diving, white water rafting, rock climbing, etc.] and demonstrate this through a graphic organizer. | **Assessment for Learning (Formative)**   * Skill rubric: Perform each activity skill and movement correctly (self and/or peer analysis and feedback). * Written: evaluation of activity skills and movements, their components and indicators for success. * Teacher observation with feedback.   **Assessment of Learning (Summative)**   * Cognitive assessment: evaluation of activity skills and movements, their components and indicators for success. * Skill rubric(s): skill components and application in unpredictable situations.   Sample Rubric  4 (*Beyond what was taught)*  Displays consistent and correct performance of all elements (during unpredictable situations); includes smooth transitions between skills/movements; includes advanced strategies and tactics  3 (*What was explicitly taught)*  Performs all critical elements appropriately and consistently (during unpredictable situations)  2 (*Identify basic elements)*  Performs critical elements in isolation  1 (*With help/prompts/cues)*  With teacher cues, student can demonstrate some/most of the critical elements in isolation | * Content dependent upon activities offered to or selected by students. * Health benefits associated with lifetime recreational physical activity pursuits: * Reduced risks for chronic diseases and obesity. * Enhancement of the immune system. Active individuals have fewer hospital stays, fewer physician visits and use less medication, resulting in lower annual direct medical costs. * Can increase life expectancy in measurable increments. * Can have positive effects on depression, stress and self-esteem. * Benefits derived from outdoor pursuits: * Self-confidence: Students with limited physical skills can experience swift success in outdoor pursuits that leads them to believe in their ability to succeed.   Example: Planning a travel route that is efficient and enjoyable for everyone. By understanding a map’s contours, students can not only avoid potential hazards (e.g., moving water, exposure to lightning) but also conserve energy by avoiding unnecessary elevation gain or loss. By matching the difficulty of the route to the abilities of the group, the student supports the group while also experiencing a sense of accomplishment. Acquiring a new technical skill empowers and encourages continued involvement in an activity. Students are better poised to take on new challenges when they feel genuinely capable as a result of gaining new proficiencies.   * Mutual support: The emphasis on working together and respecting others necessitates a combination of interpersonal skills and appropriate communication.   Example: Rock climbing involves cohesiveness and trust between climber and belayer. Good belayers provide climbers with the reassurance to push their physical limits by giving them the knowledge that they can do so without worry. Outdoor pursuits develop enthusiastic and contributing group members who view their roles as an important component of an effective team.   * Fitness: There are different types of fitness in outdoor pursuits.   Examples: Cycling up a steep incline provides the steady, sustained exercise recommended for cardiorespiratory endurance and weight control. Bouldering demands power, agility and flexibility. Cycling can be adapted to individual fitness levels, and bouldering involves certain skills that can compensate for insufficient power (e.g., relying more on the legs than the arms or using techniques for shifting weight and resting).   * Excitement and fun: Whether perceived or real, an element of risk adds to the excitement of outdoor experiences. When students learn to cope successfully with risks, many of them become more autonomous and self-sufficient.   Example: Caving often includes squeezing through cramped, shadowy passages that may be steep or slippery. This task can help students learn how to cope with fears and anxieties. Furthermore, if an activity isn’t enjoyable, students will not willingly experience more of it.   * Wonder of nature: Although climbing high peaks presents important challenges, an equally valuable experience may be sitting still in a quiet place away from the usual distractions and listening to the breeze or observing a vast landscape or delicate flower. | * Teach lifetime outdoor pursuits through video clips, local instructors, field trips, or classroom instruction on the skills for activities such as: cycling, fishing, canoeing, hiking, kayaking, rock climbing, sailing, skiing, surfing, swimming, paddle boarding, scuba diving, white water rafting, etc. * Teach lifetime recreational sports skills for activities (such as tennis, golf, softball, volleyball, beach volleyball, badminton, table tennis, racquetball, bowling, handball, disc golf, duckpin bowling, etc.) by doing the following: * Movement activities in isolated and dynamic movements for each skill. * Stations for skill practice. * Display cues with visuals.   Examples:  <http://www.sparkpe.org/wp-content/uploads/backhand-throw-card_hs.pdf>  <http://www.sparkpe.org/wp-content/uploads/forehand-throw-card_hs.pdf>   * Display assessment rubrics when skills are introduced. * Example recreational lesson:   <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=4039#.V4zNabf6vcs>   * Teach lifetime fitness and dance classes through video clips, local instructors, field trips, or classroom instruction for fitness activities (such as yoga, Zumba, step aerobics, spin, kettlebell, cross training, Tabata interval training, Pilates, kickboxing, strength and conditioning, etc.) and dance activities (such as jazz, hip hop, line, rumba, ballroom, etc.). | |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  www.ndya.org/uploads/Coaches\_Manual\_2009\_Revised\_Ch\_6.docx | | | | |
| **VA SOL Standard:** 10.1 The student will demonstrate proficiency and apply the concepts and principles of exercise physiology, biomechanics and anatomy in lifetime activities that may include outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, selected individual performance activities and net/wall and target games in at least two self-selected, lifelong, skill-related physical activities.  ESSENTIAL UNDERSTANDINGS   * + - * Successful movement includes knowledge of, and the ability to create, direct and stabilize, in dynamic situations.       * Performing movements will lead to effective body management. | | | |
| Note: The Society for Health and Physical Educators (SHAPE America) National Physical Education Standards Document 2014 recommends the exclusion of invasion and fielding/striking games for high school outcomes because these activities require team participation and are less suited to lifelong participation. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **10.1.b** Apply and demonstrate knowledge of how movement is created, directed and stabilized in one or more lifetime activities.  **Suggested Learning Targets:**  I can analyze skills for [selected activity] in relation to how successful movement is created, directed, and stabilized and demonstrate this through a summary with specific purpose.  I can apply the ability to create, direct, and stabilize movements for [selected activity] and then demonstrate the understanding through an exit ticket. | **Assessment for Learning (Formative)**   * Written: knowledge of how movement is created, directed, and stabilized in a lifetime activity.   Sample: Basic principles of biomechanics and the physics of cycling, such as center of gravity (seat position), force production (standing versus sitting while climbing), optimal joint angles (saddle height), gear ratios (optimizing gears on a climb), and bike design (why the seat is positioned behind the crankset), etc.   * Skill rubric (self and peer)   **Assessment of Learning (Summative)**   * Written: evaluation of skills (breakdown of component parts to explain how successful movement is created, directed and stabilized); may include practice plan for component parts.   Sample Rubric  4 (*Beyond what was taught)*  Displays ability to create, direct and stabilize movement successfully and consistently with flow and smooth transitions between movements  3 (*What was explicitly taught)*  Displays ability to create, direct and stabilize movement successfully  2 (*Identify basic elements)*  Displays ability to create, direct and stabilize movement within discrete skill components  1 (*With help/prompts/cues)*  With teacher cues, can demonstrate ability to create, direct and stabilize movement for isolated components | * Movement is created by agility, power, coordination, reaction time, speed, force, motion, rotation and energy. * Movement is directed by type of muscle action that directs a movement (concentric, eccentric and isometric); the direction the body part moves relative to its joints (abduction, adduction, flexion and extension); levers, force, rotation, motion and planes of movement. * Movement is stabilized by balance (center of gravity and center of support, muscle actions) and planes of movement (sagittal plane – flexion and extension; frontal plane – adduction and abduction; transverse plane – internal and external rotation; multiplane movements). | Movement activities in isolated and dynamic movements for each skill.  Opportunities to practice skill components.  Opportunities for students to engage in and/or demonstrate knowledge and skills in outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, selected individual performance activities, net/wall and target games.  Discussions on the biomechanical principles of a physical activity.  Example:   * Running is produced by a rotary motion of the limbs as they pivot at an individual’s joints, and the individual’s center of gravity rises and falls during each stride. * A tennis ball hit with topspin will rebound faster and lower. A tennis ball hit with backspin will rebound slower and higher. * Cycling: \*See written formative assessment example. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:** 10.1 The student will demonstrate proficiency and apply the concepts and principles of exercise physiology, biomechanics and anatomy in lifetime activities that may include outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, selected individual performance activities and net/wall and target games in at least two self-selected, lifelong, skill-related physical activities.  ESSENTIAL UNDERSTANDINGS   * + - * Successful movement and effective body management includes knowledge of and the ability to move in the planes of motion in dynamic situations.       * Performing movements will lead to effective body management. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **10.1.c** Identify and demonstrate movement activities in each plane of motion (frontal, sagittal and transverse) and activities that occur in multiple planes.  **Suggested Learning Targets:**  I can analyze movement activities in [selected activity] to determine the planes of motion for individual skills and movements and demonstrate this by telling my partner/group.  I can demonstrate the ability to move in each plane of motion and in multiple planes of motion to be successful in [selected activity] and demonstrate comprehension through an exit ticket. | **Assessment for Learning (Formative)**   * Written: List each plane of movement and movement activities that occur in each plane.   **Assessment of Learning (Summative)**   * Written: evaluation of skills (breakdown of component parts to explain movements in relation to planes of movement); may include practice plan for component parts. * Skill rubric.   Sample Rubric  4 (*Beyond what was taught)*  Demonstrates ability to move in a variety of planes of motion successfully and consistently with flow and smooth transitions between movements in dynamic situations.  3 (*What was explicitly taught)*  Demonstrates ability to move in a variety of planes of motion successfully in dynamic situations.  2 (*Identify basic elements)*  Demonstrates ability to move in a variety of planes of motion within discrete skill components.  1 (*With help/prompts/cues)*  With teacher cues, student can demonstrate ability to move in some planes of motion in isolation. | * Sagittal plane: is A vertical plane passing from the rear (posterior) to the front (anterior) dividing the body into left and right halves. It is also known as the anteroposterior plane. Most sport and exercise movements that are almost two-dimensional, such as running and long jumping, take place in this plane. Flexion and extension take place in the sagittal plane. * Frontal plane: also vertical and passes from left to right, dividing the body into posterior and anterior halves. It is also known as the coronal, or the mediolateral plane. Abduction and adduction are often in the frontal plane. * Transverse/horizontal plane: divides the body into top (superior) and bottom (inferior) halves. Any time there is rotation in a joint we are [moving along the transverse plane](http://breakingmuscle.com/strength-conditioning/3-sandbag-exercises-you-should-add-to-your-training). | * Movement activities in isolated and dynamic movements for each skill. * Identify and perform movement activities in each plane.   Examples:   * Movements that involve forward and backward motion are sagittal plane movements. When a forward roll is executed, the entire body moves parallel to the sagittal plane. * Bowling and cycling are all sagittal plane movements. * Running occurs in three planes:  1. Sagittal: Flexion and extension are the movements. Flexion occurs in the legs at the beginning of the swing phase of running, when the limb is moving forward. Extension occurs in the stance limb, reaching its full extension. 2. Frontal: Abduction and adduction are the movements. Observing the waistline, abduction is movement away from the middle line of the body, and adduction is movement towardthe middle line. Frontal plane movement is also seen in the rear foot when the shoe strikes the ground; this is termed ankle inversion and eversion. 3. Transverse: Rotation occurs in this plane between the pelvis, rib cage and shoulders. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  PE Central (key term – Dance): <http://www.pecentral.org/> | | | |

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| **VA SOL Standard:** 10.1 The student will demonstrate proficiency and apply the concepts and principles of exercise physiology, biomechanics and anatomy in lifetime activities that may include outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, selected individual performance activities and net/wall and target games in at least two self-selected, lifelong, skill-related physical activities.  ESSENTIAL UNDERSTANDINGS   * Equipment used in activities are designed to provide safety, help to mitigate issues of the environment and/or provide an advantage for more efficient movement.   + - * Equipment only works when used appropriately and properly at all times. | | | |
| Note: The Society for Health and Physical Educators (SHAPE America) National Physical Education Standards Document 2014 recommends the exclusion of invasion and fielding/striking games for high school outcomes because these activities require team participation and are less suited to lifelong participation. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **10.1.d** Demonstrate appropriate and proper use of equipment in one or more lifetime activities.  **Suggested Learning Targets:**  I can identify the proper equipment for use in [selected lifetime activity] and explain the importance of appropriate equipment use through a [selected assessment product—i.e., foldable, videotape, etc.].  I can demonstrate appropriate and proper use of equipment for [selected activity] and demonstrate this by performing the correct usage to my teacher. | **Assessment for Learning (Formative)**   * + - * Design and build an obstacle course using the outdoors and equipment that is accessible to most individuals outside school. Present, through lecture and demonstration, how to navigate the course for injury prevention, proper alignment, use of equipment, rules, plus hydration and sun protection for an outdoor activity.   **Assessment of Learning (Summative)**   * + - * Written: Identification of a lifetime activity, its equipment, and why its appropriate use is important.   Sample Rubric  4 (*Beyond what was taught)*  Demonstrates appropriate and proper use of equipment consistently, maintaining control in dynamic and unpredictable situations  3 (*What was explicitly taught)*  Demonstrates appropriate and proper use of equipment in dynamic situations  2 (*Identify basic elements)*  Demonstrates appropriate and proper use of equipment in isolation  1 (*With help/prompts/cues)*  With teacher cues, student can demonstrate ability to use equipment appropriately | * + - * Dependent upon activities.       * Equipment for an activity may range from general items of clothing to special protective suits or apparatus.       * It is essential to use the correct equipment and to make sure it is in good condition. | * Opportunities for students to engage in and/or demonstrate knowledge and skills in outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, selected individual performance activities and net/wall and target games.   Example lessons:   * <http://www.pecentral.org/lessonideas/ViewLesson.asp?id=21#.V49x8Lf6vcs> * <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=2983#.V4zKnLf6vcs> * Discussions on proper equipment for lifetime activities.   Example: Helmets for different activities, such as cycling, rock climbing, and canoeing. Why they should be worn, how to wear one and other points, such as wearing a helmet that is old and could crack on impact.  <http://kidshealth.org/en/teens/safety-inline.html?WT.ac=ctg#catdieting>  <http://kidshealth.org/en/teens/sport-safety.html?WT.ac=ctg#catdieting> |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://kidshealth.org/en/teens/safety-golf.html?WT.ac=ctg#catdieting> | | | |

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| **VA SOL Standard:** 10.2 The student will apply knowledge of biomechanics and anatomy, and analyze and evaluate the ability to move proficiently and efficiently in a variety lifetime activities.  ESSENTIAL UNDERSTANDINGS   * + - * There are two energy systems used during the process of respiration: anaerobic and aerobic respiration.       * The two energy systems are interdependent; they dominate at different times depending on duration and intensity of the activity. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do | **SUGGESTED / SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED / SAMPLE**  **ACTIVITIES** |
| **10.2.a** Explain how the body responds to energy needs for anaerobic and aerobic activities, including fast and slow-twitch muscle fibers and anaerobic respiration (ATP-PC and lactic acid system) and aerobic respiration.  **Suggested Learning Targets:**  I can explain the energy needs for (400 meter run) from the start to the finish line in relation to the types of muscle fibers used and the energy systems used (anaerobic respiration [ATP-PC and lactic acid system] and aerobic respiration) and demonstrate this through an exit ticket. | **Assessment for Learning (Formative)**   * Written: describe anaerobic and aerobic energy systems; define fast- and slow-twitch muscle fibers (exit tickets, short answer assessments).   **Assessment of Learning (Summative)**   * Written: Explain how the body responds to energy needs for anaerobic and aerobic activities, including fast and slow-twitch muscle fibers and anaerobic respiration (ATP-PC and lactic acid system) and aerobic respiration for at least one lifetime activity. | * Responses to Anaerobic Exercise:   + To immediately meet the sudden higher energy demand, stored ATP is the first energy source. This lasts for approximately two seconds.   + The ATP-PC system can only last eight to10 seconds before PC stores are depleted.   + The lactic acid system (anaerobic glycolysis) must then take over as the predominant source of energy production; high-intensity (but submaximal) exercise can last between three and five minutes using this system.   + If the exercise continues at a high intensity, oxygen is not available at a fast enough rate to allow aerobic metabolism to take over. The production of lactic acid will reach the point where it interferes with muscular function; this is called the lactate threshold.   + Muscles begin to fatigue when ATP resynthesizes can no longer match demand. * Responses to Aerobic Exercise:   + Due to the necessity of oxygen being present for aerobic metabolism, the first few minutes of low- to moderate-intensity exercise are powered by anaerobic metabolism.   + Continued low- to moderate-intensity exercise is then fueled by carbohydrate and fat stores using aerobic metabolism.   + The intensity and duration of exercise determines which fuel source is used:   + Fat metabolism is a slow process and can only be used as fuel for exercise at less than 60% VO2 max.   + Carbohydrate is a much faster fuel source and can be used for exercise up to 80% (in trained individuals).   + Carbohydrate stores within the muscle and liver can fuel exercise for up to 80 minutes. As carbohydrate stores get lower, the body has to rely more and more on fat stores. * The intensity of exercise which can be maintained, drops as fat cannot supply the amount of energy. * Fast-twitch muscle fibers contract relatively rapidly, used especially in actions requiring maximum effort of short duration, such as sprinting. * Slow-twitch muscle fibers contract relatively slowly and are resistant to fatigue. | * Incorporate instruction of energy systems during warm-up activities, instant activities, and skill practice during lifetime activities. * Discussions on responses to anaerobic and aerobic exercise. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml>;  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.teachpe.com/anatomy/energy_systems.php>; <http://www.sport-fitness-advisor.com/energysystems.html> | | | |

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| **VA SOL Standard:** 10.2 The student will apply knowledge of biomechanics and anatomy, and analyze and evaluate the ability to move proficiently and efficiently in lifetime activities.  ESSENTIAL UNDERSTANDINGS   * + - * Movement skills and patterns may transfer from one activity to another, increasing the activities that a person can pursue for a lifetime. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **10.2.b** Analyze movement activities for component skills and movement patterns for one or more lifetime activities.**Suggested Learning Targets:**  I can analyze [selected activity] for the skills and movement patterns needed to be successful and demonstrate this through a [e.g., group presentation, videotaping]. | **Assessment for Learning (Formative)**   * Written: skills needed to be successful; movement patterns needed to be successful * Videotaping for activity evaluation by: posing, defining the problems, collaborating, concluding, practicing and refining. Example:   <https://www.youtube.com/watch?v=Rv9onxrvxmg>   * Using videos (specific tool, i.e., iPads) to comprehend how a movement activity is performed and then performing what was seen on the video.   **Assessment of Learning (Summative)**   * Cognitive/written assessment: Analysis of activity skills and movement patterns to be successful for chosen activity. | * Division phases of movement: * Preparatory: Movements that prepare, such as a backswing in golf or tennis. * Execution: * Force-producing movements, such as the forward motion of the tennis forehand shot. * Critical instant: the point of contact or the release, such as the moment of contact in the tennis serve. * Follow-through: body movements after the execution, where the movement slows down, such as the golf club after the ball is struck. * Movement skill phases may not all fit neatly into three phases and additional phases may be devised or added. Example: The long jump may also be divided into preliminary movements, run-up, takeoff, and landing. | * Refining movement-specific skills (e.g., balancing, turning, sculling, paddling) for lifetime activities (e.g., downhill skiing; canoeing, rowing, inline skating) * Discussions on movement activities. Example: Yoga. * Component skills: flexibility, balance, coordination, concentration, strength, endurance * Movement patterns: posture, body alignment, balance and movement in all planes of movement. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <https://www.youtube.com/watch?v=Rv9onxrvxmg> | | | |

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| **VA SOL Standard:** 10.2 The student will apply knowledge of biomechanics and anatomy and analyze and evaluate the ability to move proficiently and efficiently in lifetime activities.  ESSENTIAL UNDERSTANDINGS   * Almost all body movements involve the action of more than one muscle. * Injuries can be reduced by planning resistance programs that address both agonist and antagonist muscle groups. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **10.2.c** Identify and explain the relationship of opposing muscle groups (agonist/antagonist).  **Suggested Learning Targets:**  I can identify the agonist and antagonist muscle/muscle group for [selected activity] and explain to my partner the relationship between the muscle/muscle group for efficient and successful movement. | **Assessment for Learning (Formative)**   * Written: Identify the muscle/muscle groups (which are the agonists and which are the antagonists) used in activities.   **Assessment of Learning (Summative)**   * Cognitive/written assessment: Explanation of movements in relation to the agonist and antagonist muscle/muscle groups involved in the movement and how the muscle groups work to facilitate movement, from start to finish. | * Agonist: (prime mover) The muscle most directly involved in bringing about a movement by shortening with contraction to produce the movement. * Agonist: A muscle that can slow down or stop the movement.   Example: Throwing–The triceps act as an agonist, extending the elbow to accelerate the ball. As the elbow approaches full extension, the biceps act as an antagonist to slow down elbow extension and bring it to a stop, thereby protecting elbow structures from internal impact.   * Antagonistic pairs: opposing muscles to agonists. One muscle contracts while the other relaxes. Example–The biceps flexes the elbow and the triceps extends it. * Synergist: produce motion similar to or in concert with agonist muscles. Muscles that act around a moveable joint to produce motion similar to, or in concert with, agonist muscles, allowing for a range of movements. Sometimes referred to as neutralizers because they help cancel out, or neutralize, extra motion from the agonists to make sure that the force generated works within the desired plane of motion. * Resistance programs should include activities for agonist and antagonist muscle groups to decrease injury by decreasing the disparity of muscle strength (balance of muscle strength throughout a movement). Muscle balance does not always mean equal strength, proper ratio of strength, power, or muscular endurance of one muscle/muscle group to another muscle/muscle group. | * Use visuals to depict muscles used in activities. * Incorporate knowledge concepts into movement activities. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  Baechle, T.R. and Earle, R.W. (2008). Essentials of Strength Training and Conditioning (3rd ed.)  <https://kidshealth.org/en/kids/muscles.html> | | | |

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| **VA SOL Standard:** 10.2 The student will apply knowledge of biomechanics and anatomy, and analyze and evaluate the ability to move proficiently and efficiently in lifetime activities.  ESSENTIAL UNDERSTANDINGS   * + - * Optimal performance and physical health require planning for strength and conditioning.       * Meeting performance goals requires effort and monitoring. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **10.2.d** Explore common musculoskeletal injuries and the role of ergonomically correct movement for injury prevention.  **Suggested Learning Targets:**  I can describe common musculoskeletal injuries.  I can explain how correct movement can prevent injury.  **10.2.e** Explain and demonstrate ergonomically correct form in strength and conditioning activities.  **Suggested Learning Targets:**  I can demonstrate correct form for strength and conditioning activities. | **Assessment for Learning**  **(Formative)**   * Pair/share: knowledge of common musculoskeletal injuries. * Describe role of ergonomically correct form to prevent injury. * .   **Assessment of Learning**  **(Summative)**   * Written: common musculoskeletal injuries and how to perform correct movements to prevent injuries. | Common Musculoskeletal Injuries   * Musculoskeletal injuries/conditions affect the locomotor system of individuals. * Injuries range from those that arise suddenly and are short-lived, such as fractures, sprains, and strains, to lifelong conditions associated with ongoing functioning limitations and disability. * Joints: osteoarthritis, rheumatoid arthritis, bursitis, Osgood-Schlatter disease. * Bones: osteoporosis, fragility fractures, traumatic fractures. * Muscles * The spine: back and neck pain. * Shin splints. * Tendonitis.   Preventing Injury   * Develop a fitness plan that includes cardiovascular exercise, strength training, and flexibility. * Warm up and cool down when exercising. * Use proper equipment/gear/shoes. * Learn the right techniques. * Rest when tired. * Always take your time during strength training and go through the full range of motion with each rep. * If you get injured, participate in adequate rehabilitation before resuming strenuous activity. | * Provide resources for common musculoskeletal injuries for a variety of activities. * Provide examples for how to avoid common injuries.   Discuss the importance of the basic principles of training and examples for students to perform (e.g., warm-up, cool-down, overload, specificity and progression).<http://greatist.com/fitness/50-bodyweight-exercises-you-can-do-anywhere>  <http://greatist.com/fitness/50-bodyweight-exercises-you-can-do-anywhere>  <https://www.youtube.com/watch?nomobile=1&edufilter=E-nIA6VrvGA5Avu83FoomA&v=rEgAN8pgbB0> |
| **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 [www.heart.org](http://www.heart.org);  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://kidshealth.org/en/teens/hypertension.html>  [http://www.heart.org/HEARTORG/Conditions/HighBloodPressure/AboutHighBloodPressure/Understanding-Blood-Pressure Readings\_UCM\_301764\_Article.jsp#.VwKBBLfmrcs](http://www.heart.org/HEARTORG/Conditions/HighBloodPressure/AboutHighBloodPressure/Understanding-Blood-Pressure%20Readings_UCM_301764_Article.jsp#.VwKBBLfmrcs)  [http://darebee.com/](http://darebee.com/;)  <https://www.who.int/news-room/fact-sheets/detail/musculoskeletal-conditionsl>  <https://medlineplus.gov/ency/patientinstructions/000859.htm>  <https://www.urmc.rochester.edu/encyclopedia/content.aspx?contenttypeid=85&contentid=P00935> | | | |

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| **VA SOL Standard:** 10.3 The student will demonstrate the ability to apply basic principles of training and scientific concepts and principles to evaluate current fitness behaviors and identify strategies needed for health-enhancing fitness for the present and into adulthood.  ESSENTIAL UNDERSTANDINGS   * + - * Physical fitness is a lifelong pursuit that affects personal health and success/achievement of current and future goals.       * Evaluating and monitoring fitness and activity levels should be ongoing and adaptable for individual needs and ease throughout life. | | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **10.3.a** Construct a fitness and activity plan for the present and the future (postsecondary education, college/career) to address the health-related components of fitness.  **Suggested Learning Targets:**  I can evaluate my current fitness and physical activity status by performing fitness tests for each of the components of fitness and identify needs through completing a data analysis.  I can create a fitness and activity plan for the present that addresses the health-related components of fitness and demonstrate this through a rubric.  I can create a fitness and activity plan for the future that addresses the health-related components of fitness and demonstrate this through a collaborative poster. | **Assessment for Learning (Formative)**   * List the essential components of a personal fitness and activity plan (goals, FITT [frequency, intensity, time, and type of exercise] principle and physical activity strategies). * Pair/share: Discuss activities for the future that apply to the health-related components of fitness. Examples: * Cardiovascular Endurance: Fast-paced walking, cycling, skating, swimming and dancing. * Flexibility: Vacuuming, stretching exercises, yoga. * Muscular strength and endurance: Lifting and carrying groceries, climbing stairs, yard and garden work, exercises like abdominal curl-ups. * Written: Assessments of personal fitness and physical activity levels; identify strategies to meet needs (present and future); identify available technology to assess and monitor personal. fitness and physical activity levels. * Skill checklist for the use and application of evaluation tools.   **Assessment of Learning (Summative)**   * Written: evaluation of personal fitness and physical activity levels; personal fitness plans; personal activity plans; describe technology applications; explain plan implementation for future fitness and activity needs. | * Review the previous year’s vocabulary and content (such as FITT, SOP [specificity, overload, and progression]) as appropriate. * Health-related components of fitness: * Aerobic exercise to strengthen and keep your heart healthy. * Strength exercises to keep other muscles in good condition and help your sense of balance. * Stretching exercises to keep muscles flexible. * Physical activity refers to the guideline of 60 minutes a day of moderate to vigorous physical activity. * While the “freshman 15” is often an exaggeration, the average teenager enters college at a healthier weight and baseline health status than when they depart. While one-third of children and teenagers are overweight or obese, two-thirds of adults are overweight or obese. For many, it is during college that this transition from a healthy weight to an unhealthy weight occurs. * Performance-related fitness is linked to athletic performance (for example, a 50-yard dash time or the ability to maneuver around obstacles quickly) and is linked to speed, reaction time, and coordination. * Health-related fitness is linked to fitness components that may lower risks, such as high blood pressure, diabetes, or low back pain, and includes the following components: * Aerobic fitness: The ability of the heart and lungs to deliver blood to muscles. * Muscular strength and endurance: enough to do normal activities easily and protect the low back. * Flexibility: The ability to move your many joints through their proper range of motion. * Body composition: not too much body fat, especially around the waist. * Addressing fitness components for needs beyond high school: * Muscular strength and endurance are critical to your health and your ability to carry out daily activities, such as performing household tasks (yard work, carrying groceries) or job-related tasks (lifting or moving heavy objects). * Flexibility, for good joint function as well as being able to walk, lift and step normally. The ability to move a joint through its normal range of motion is affected by the condition of the joint itself (for example, arthritis). A short (tight) muscle limits the joint’s ability to move normally. If the hamstrings are too short, they limit the ability of the pelvis to tilt, which directly affects the lower (lumbar) spine and can lead to low back pain. * Body composition: BMI is related to the risk of disease and death. The score is valid for men and women, but it does have some limitations, such as: * It may overestimate body fat in athletes and others who have a muscular build. * It may underestimate body fat in older persons and others who have lost muscle mass.   Waist circumference can serve as another indicator for some health risks for individuals who may have a BMI classification of normal or overweight (a BMI score between 18.5 and 29.9). A high waist circumference is associated with an increased risk for type 2 diabetes, elevated blood lipids (fats like cholesterol and triglycerides) hypertension and cardiovascular disease in patients with a BMI between 25 and 34.9. Recording changes in waist circumference over time is important because it can change even when body weight remains the same. | * Complete Virginia Wellness testing (FitnessGram) in conjunction with any additional tests or opportunities to gather personal fitness data throughout the year, such as the internet, software data-management systems, heart-rate monitors, pedometers, skinfold calipers, etc. * Stations targeting specific health-related fitness components. * Assess physical activity levels (time and intensity levels). * Evaluate (self/peer) a personal fitness plan in relation to the FITT principle. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.heart.org/HEARTORG/Educator/Educator_UCM_001113_SubHomePage.jsp>  <http://www.cdc.gov/physicalactivity/basics/adding-pa/index.htm>  <http://www.cdc.gov/physicalactivity/basics/older_adults/index.htm>  <http://www.cdc.gov/physicalactivity/worksite-pa/toolkits/walkability/index.htm>  <https://www.adultfitnesstest.org/>  <http://www.heart.org/HEARTORG/Conditions/More/CardiacRehab/Develop-a-Physical-Activity-Plan-for-You_UCM_307380_Article.jsp#.VwJ-Zrfmrct>  <https://www.acefitness.org/acefit/fitness_programs_core_workout.aspx?workoutid=17>  <https://www.youtube.com/watch?v=qDnA9TaVZxg> | | | | |

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| **VA SOL Standard:** 10.3 The student will demonstrate the ability to apply basic principles of training and scientific concepts and principles to evaluate current fitness behaviors and identify strategies needed for health-enhancing fitness for the present and into adulthood.  ESSENTIAL UNDERSTANDINGS   * + - * An informed consumer must evaluate fitness products or services to make an informed purchase. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **10.3.b**  Identify the key factors an informed fitness consumer must evaluate to make critical and effective decisions when purchasing fitness products and/or services.  **Suggested Learning Targets:**  I can become an informed fitness consumer when purchasing fitness products and services. | **Assessment for Learning (Formative)**   * + - * List factors to consider when purchasing fitness products or services. * Essential questions: * What influences your consumer decisions? * How do you determine whether a physical fitness product and/or service will be safe and effective? * How can you become an informed consumer? * What protection does a consumer have?   **Assessment of Learning (Summative)**   * + - * Written: Evaluate the factors that help to make informed choices and decisions when purchasing fitness products or services. | Factors for being an informed fitness consumer   * Considerations for buying fitness equipment   + Determine the exercise goals   + Determine the level of equipment   + Evaluate the equipment before buying   + Evaluate the advertising claims   + Shop around * Considerations for evaluating a fitness center   + Price   + Facility   + Staff   + Programming   + Satisfaction   + Convenience   Decision-making strategies when purchasing fitness products   * Choices and decisions faced by fitness consumers * Required products and/or services * Where and when to acquire the goods and/or services * Critical Information * Combining knowledge and understanding about personal needs, habits, goals, fitness planning, exercise equipment, and facilities will lead to educated decision making * Fitness **products** include exercise equipment and props, monitoring devices and technology, and “performance” clothing and footwear * Fitness **services** include access to fitness centers, information and education, personal trainers, and specialty classes and programs. | * Lesson 5: Becoming an informed fitness consumer   + Contains suggestions for instruction/assessment   + <https://www.edu.gov.mb.ca/k12/cur/physhlth/frame_found_gr12/rm/module_b_lesson_5.pdf> * Discuss how to be an informed consumer. What products would be appropriate purchases and what purchases align with gimmicks or fraudulent advertising? |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.heart.org/HEARTORG/Educator/Educator_UCM_001113_SubHomePage.jsp>  <https://www.edu.gov.mb.ca/k12/cur/physhlth/frame_found_gr12/rm/module_b_lesson_5.pdf> | | | |

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| **VA SOL Standard:** 10.3 The student will demonstrate the ability to apply basic principles of training and scientific concepts and principles to evaluate current fitness behaviors and identify strategies needed for health-enhancing fitness for the present and into adulthood. ESSENTIAL UNDERSTANDINGS   * + - * Moderate and vigorous physical activity is needed for energy balance and physical health.       * Fitness adds years to your life and it conditions muscles, tendons, ligaments and bones to help fight osteoporosis; keep your body more limber and stabilize your joints, thus lowering the risk of everyday injury. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **10.3.c** Identify fitness needs to prevent health concerns in the present and into the future.  **Suggested Learning Targets:**  I can identify any current health concerns (may include potential future health concerns such as inherited or familial) that can benefit from or be improved by physical activity and list them in an exit ticket. | **Assessment for Learning (Formative)**   * Written: Identify any current health concerns or potential future health concerns. (Note: Let students know that they are not to share personal health concerns and may use a general health concern such as cardiovascular disease, skin cancer) * Explain how they feel before and after physical activity; identify activities that are enjoyed with others.   **Assessment of Learning (Summative)**   * Written: Explain the effects of physical activity and personal fitness in preventing health concerns for the present and into the future; explain the connection between physical activity and emotional and social well-being. | * Familial: Tending to occur in more members of a family than expected by chance alone. * Inherited: To receive from a parent or ancestor by genetic transmission. * Risks with aging: Examples such as falling: * Try to do balance training at least three days a week and do standardized exercises from a program that has been proven to reduce falls. These exercises might include backward walking, sideways walking, heel walking, toe walking, and practicing standing from a sitting position. Tai chi, a form of martial arts developed in China, may also help with balance. * Strong leg and hip muscles help to reduce the risk of falls, a cause of considerable disability among older adults. To prevent possible falls, participate in resistance training at least two days per week, making sure to exercise all major muscle groups through a full range of motion. End each workout with stretching exercises to help maintain your mobility and range of motion and decrease your risk for injury. * Regular exercise helps control the following: blood pressure, body weight, cholesterol levels, cuts the risk for hardening of the arteries, heart attack, stroke, arthritis, diabetes, improves digestion, manages stress better, aids in better sleep, and is good for managing low-back pain. * Adults older than years who do not perform resistance training lose nearly one-quarter pound of muscle mass per year. Because muscle mass is directly related to how many calories your body burns each day, resistance training is important for weight management. | * + Research conducted outside class to explore health concerns and strategies, such as: * Preventive effects of physical activity, which include: * Lowering the risk of developing chronic diseases, such as heart disease and type 2 diabetes. * Healthy weight or weight-loss strategies. * Discuss future fitness needs and how safety becomes more important as we age. For example, the best cardiovascular exercises for seniors are non-jarring, such as walking, swimming, and cycling. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.cdc.gov/> | | | |

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| **VA SOL Standard:** 10.3 The student will demonstrate the ability to apply basic principles of training and scientific concepts and principles to evaluate current fitness behaviors and identify strategies needed for health-enhancing fitness for the present and into adulthood.  ESSENTIAL UNDERSTANDINGS   * + - * Personal, social, economic, and environmental factors all play a role in physical activity levels, so understanding the barriers to and facilitators of physical activity is important to ensure the effectiveness of interventions and other actions to improve levels of physical activity. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **10.3.d** Identify the effects of life choices, economics, motivation, accessibility, exercise adherence, and participation in physical activity in college or career settings.  **Suggested Learning Targets:**  I can describe the factors (e.g., life choices, economics, motivation, accessibility, exercise adherence and participation) that may affect my participation in physical activity after high school (college and/or career) and how to overcome those factors/possible barriers and demonstrate this through a (i.e., foldable, graphic organizer, etc.) | **Assessment for Learning (Formative)**   * + - * Written: Create a 30-minute lunch workout.   **Assessment of Learning (Summative)**   * + - * Written: Evaluate the factors and influences that help and that create barriers to participating in physical activity in the present; forecast those factors and influences into the future.   Example – Barriers could include:   * Lack of local facilities and spaces for physical activity, such as walkable neighborhoods (e.g., street connectivity, pedestrian access, sidewalks) and the presence of parks and green spaces. * Lack of workplace or organizational policies to support physical activity, affordability of programs, competing priorities and design of physical spaces. * Social awkwardness, no exercise companions, competing priorities (e.g., family, friends, other activities). * Physical, cognitive and mental health (e.g., physical health status, frailty, chronic pain or discomfort, chronic diseases, depression, fatigue and low energy) self-perception (e.g., values, culture, self-confidence, negative stereotypes and unattainable expectations) lifestyle (e.g., apathy, isolation, independence, socio-economic status, enjoyment of physical activity). | Improving college/career choices that can affect your health:   * Head to the class/office prepared by packing healthy snacks so you won’t turn to vending machines. * Eat some foods less often (for example, pizza). This can be a “sometime” food eaten in smaller amounts and less frequent. Instead of four slices of pizza, consider two slices of pizza, a glass of water, and a side salad. * Drink water. It should be your first choice. Sodas, caffeine-loaded energy drinks, and sports drinks are a major source of added sugar and calories. At the very least, consume these in moderation. Get your caffeine fix from plain coffee or unsweetened iced tea. * http://d.adroll.com/cm/f/outhttp://d.adroll.com/cm/b/outhttp://d.adroll.com/cm/w/outGrab a friend and get moving. College/office can be a social experience, so make a friend and do something active together.   Ways to increase physical activity throughout your day:   * Take the stairs instead of the elevator. * Park farther away from the front door. * Stand instead of sitting (this burns more calories). * Take a walk on your lunch break. * Walk or bike to your destination instead of driving. * Sit on an exercise ball at your desk instead of a chair (this builds core strength). * Do stretches or ride a stationary bike while watching TV. * During commercial breaks, do abdominal crunches, jumping jacks, push-ups, or simply get up and walk around. * Take a 10-minute walk in the morning and/or evening. * Take your dog for a walk. * Keep hand weights at your desk. Do bicep and triceps exercises while on phone calls. * Turn on the music and dance around the house. * Rake leaves instead of using a leaf blower. * Walk through your golf game instead of driving a cart. * Get up and walk around after sitting for 30 minutes. * Wear a good-quality pedometer and aim for 10,000 steps per day.   The cost of being unhealthy in the work force:   * + - * Absenteeism and lost productivity from employee illness, injury, obesity, or chronic conditions. One study reports that obesity alone has been estimated to cost employers almost $2,500 per employee per year, including direct medical expenditures and absenteeism (Steps to Wellness– Physical Activity in the Workplace, Centers for Disease Control and Prevention). | * Students reflect on what they are looking for in choosing postsecondary goals. What do colleges and universities offer for personal fitness and physical activity, what do their career choices/businesses/organizations offer for support? * Discuss advantages of group fitness classes, such as: * Social support. * The feeling of being part of something bigger. * Camaraderie is forged in group fitness classes. * Group fitness classes exude positivity and serve as a welcome invitation for people of all different ages, backgrounds and ability levels to come together in one inclusive experience to move with passion and intention, all without judgement or expectation. * Identifying accessibility in connection to participation in physical activity.   Example: Walkability is the idea of quantifying the safety and desirability of the walking routes. At work/college, these can be streets and sidewalks in between buildings on your campus or city blocks if you work in a downtown area.  \*Meeting this standard may be combined with 10.3.a and 10.3.b to plan strategies to address present and future barriers to physical fitness and physical activity. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.acefitness.org/fitness-fact-article/3644/healthy-eating-myplate-on-campus/>  <http://kidshealth.org/en/teens/motivation.html?WT.ac=ctg#catdieting>  [https://www.acefitness.org/acefit/fitness\_programs\_core\_workout.aspx?workoutid=17](https://www.acefitness.org/acefit/fitness_programs_core_workout.aspx?workoutid=17;)  <https://kidshealth.org/en/teens/go-exercise.html?ref=search> | | | |

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| **VA SOL Standard:** 10.3 The student will demonstrate the ability to apply basic principles of training and scientific concepts and principles to evaluate current fitness behaviors and identify strategies needed for health-enhancing fitness for the present and into adulthood.  ESSENTIAL UNDERSTANDINGS   * Physical fitness is closely linked to **“health”** because it has to do with your general ability to function and carry out everyday activities without excessive fatigue. * Being physically fit can help you have increased energy, handle more stress and enhance your performance in any job. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **10.3.e** Describe components of health-related fitness in relation to one career goal.  **Suggested Learning Targets:**  I can name a career goal and describe the importance of health-related fitness to achieving success toward that goal and/or success during that career and demonstrate this through a summary paragraph. | **Assessment for Learning (Formative)**   * Written: Describe the importance of health-related fitness for a post-secondary career goal. * Pair/share: Discuss the need to be “fit” for jobs such as: firefighter, police officer, construction worker, etc. * List ways to stay fit when working a job that requires sitting at a desk all day. * Identify careers and health-related fitness components that fall under those careers.   **Assessment of Learning (Summative)**   * Choose a future career and describe what components of fitness will be needed to perform the career and what components of fitness will be needed to stay healthy and fit throughout the career. | * Accumulate 60 minutes of physical activity every day to stay healthy or improve health.   Recommendations:   * Endurance: Perform 30 minutes or more of moderate-intensity physical activity on most days of the week for cardiovascular health. The 30 minutes need not be continuous. Time required for improvements depends on effort. Examples include: Fast-paced walking, cycling, skating, swimming and dancing. * Flexibility: Flexibility training should be performed daily, including stretches for all major muscle groups, in order to maintain mobility. Perform gentle reaching, bending, and stretching to keep muscles relaxed and joints mobile. Examples include vacuuming, stretching exercises, yoga. * Strength: Performing one set of eight to 12 repetitions of resistance training for the entire body is necessary to maintain and develop muscular strength and endurance. Two to four days a week, perform resistance exercise to strengthen muscles and bones and improve posture. Examples include: Lifting and carrying groceries, climbing stairs, yard and garden work, exercises like abdominal curl-ups. * **Body composition** is the proportion of fat-free mass (i.e., muscle, bone, blood, organs and fluids) to fat mass (i.e., adipose tissue deposited under the skin and around organs). Some of the long-term adaptations of improving body composition are decreased risk of cardiovascular disease, improved basal metabolic rate, improved bodily function and improved BMI. | Discussions on health-related fitness in connection to future careers. Example: military career,Going through basic training that separates the fit from the unfit. For example, the Army expects all men and women to score high on a fitness test that includes running at least two miles and doing a minimum number of push-ups and sit-ups within two minutes. Advanced training for careers in units such as the Navy SEALS or Army Rangers can require additional, more intense, physical training that incorporates swimming, climbing, five-mile runs and obstacle courses.  * Relays or obstacle courses that imitate physical challenges that must be met for a career. For example, carrying a medicine ball running up flights of stairs to imitate firefighters. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.humankinetics.com/excerpts/excerpts/the-importance-of-health-fitness-and-wellness> | | | |

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| **VA SOL Standard:** 10.3 The student will demonstrate the ability to apply basic principles of training and scientific concepts and principles to evaluate current fitness behaviors and identify strategies needed for health-enhancing fitness for the present and into adulthood.  ESSENTIAL UNDERSTANDINGS   * + - * Aerobic physical activity is positively associated with cognition, academic achievement, behavior, and psychosocial functioning outcomes.       * Physical education enhances achievement in other areas of learning and is closely interrelated with intellectual and social development by building self-esteem, motivation, co-operation, and concentration, thus making it an important part of a balanced curriculum. | | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **10.3.f** Explain the effects of physical activity on emotional and social well-being for the present and into the future. **Suggested Learning Targets:**  I can explain the connection between physical activity and emotional and social well-being by (i.e., group presentation, exit ticket, sharing to a partner, etc.). | **Assessment for Learning (Formative)**   * Oral: Partner discussions on the effects of physical education beyond the school years and the potential effects of physical education on public health. * Written: Example: How does involvement in physical activities improve the learning performance of young people, encourage school attendance, and help develop a desire to succeed academically?   **Assessment of Learning (Summative)**   * Explain the connection between physical activity and emotional and social well-being. | | * Worksite wellness programs that include a physical activity component that helps maintain a healthier workforce with benefits such as: * Reduced direct costs associated with health care expenses. * Increased employee productivity. * Reduced absenteeism. * Increased work morale. * Health benefits of physical activity now and into the future: * A chance to have fun and be with friends and family. * A chance to enjoy the outdoors. * A chance to improve one’s personal appearance. * A chance to improve **fitness** so one can participate in more intensive physical activity or sporting events. * Certain benefits, such as feeling more energetic. * Recommended adult physical activity: * Low activity: Fewer than 150 minutes (two hours, 30 minutes) of moderate-intensity physical activity a week or the equivalent amount (75 minutes, or one hour, 15 minutes) of vigorous-intensity activity. * Medium activity: 150 minutes to 300 (five hours) minutes of moderate-intensity activity a week (or 75-150 minutes of vigorous-intensity physical activity a week). * High activity: More than the equivalent of 300 minutes of moderate-intensity physical activity a week. * Older adult physical activity: At least 150 minutes ( two hours, 30 minutes) of moderate-intensity physical activity a week, or an equivalent amount (75 minutes or one hour, 15 minutes) of vigorous-intensity activity. Older adults can also do an equivalent amount of activity by combining moderate- and vigorous-intensity activity. | * Discuss the numerous health benefits related to physical activity, such as a lower risk of chronic diseases, diabetes, heart disease, stroke, some cancers, weight control, and depression. * Discuss the importance of worksite wellness programs that are often seen as a central component of an attractive employee compensation and benefits package that can also be used as a recruitment and retention tool to attract and keep high-quality employees. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes; VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>; [https://openphysed.org/ ;](https://openphysed.org/%20;%20) [Health Smart Virginia](https://healthsmartva.pwnet.org/) ; [http://health.gov/paguidelines/guidelines/chapter5.aspx](http://health.gov/paguidelines/guidelines/chapter5.aspx;); <http://www.cdc.gov/physicalactivity/worksite-pa/index.htm> ; <http://health.gov/paguidelines/guidelines/chapter1.aspx> ; ht[tps://www.nia.nih.gov/health/infographics/emotional-benefits-exercise](https://www.nia.nih.gov/health/infographics/emotional-benefits-exercise) | | | | |
| **VA SOL Standard:** 10.3 The student will demonstrate the ability to apply basic principles of training and scientific concepts and principles to evaluate current fitness behaviors and identify strategies needed for health-enhancing fitness for the present and into adulthood.  ESSENTIAL UNDERSTANDINGS   * + - * The rate of perceived exertion (RPE) scale is used to measure the intensity of your conditioning plan. * RPE is a subjective rating system for activity intensity based on general fatigue and helps individuals focus on the feelings of exertion. | | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **10.3.g** Apply rate of perceived exertion (RPE) and pacing to a conditioning plan that meets the needs of one or more lifetime activities. **Suggested Learning Targets:**  I can plan for, monitor, and record my pacing during conditioning activities using RPE and time/distance/other measures to meet my plan goals for my personal fitness needs/to be successful in [specific activity] and demonstrate this through a graphic organizer. | | **Assessment for Learning (Formative)**   * Written: review of vocabulary and RPE scale(s); drafts of strength and conditioning program/plan; documentation of action steps taken; documentation of conditioning activities and RPE/pacing.   **Assessment of Learning (Summative)**   * Conditioning plan dependent upon lifetime activities offered to or selected by students. Application of RPE and pacing to a conditioning plan for one or more lifetime activity. | * RPE   + Scale(s) selection. such as: * 0-10 scale – Zero (nothing at all) would be how you feel when sitting in a chair and 10 (very, very heavy) would be how you feel at the end of a difficult activity. * Borg Scale (CDC)   6 No exertion at all  7 Extremely light (7.5)  8  9 Very light  10  11 Light  12  13 Somewhat hard  14  15 Hard (heavy)  16  17 Very hard  18  19 Extremely hard  20 Maximal exertion   * Pacing. * Conditioning activities. | * Engage in activities to understand pacing and RPE. * Plan elements that may include goals (short- and long-term), measures, timeline, work plans, intensity levels, time, documentation of daily activities, documentation of conditioning activities (evidence of use of RPE and pacing) reassessments, reflection, revisions to goals and action plans, as needed. * Intensity Levels (such as) * Intensity Level 1: Not moving (seated) * Intensity Level 2: Slow (walking) * Intensity Level 3: Medium (skipping, galloping) * Intensity Level 4: Fast (jogging/ running) * Intensity Level 5: Very fast (sprinting) |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://darebee.com/>  [http://www.webmd.com/lung/copd/borg-scale-of-perceived-exertion-with-exercise](http://darebee.com/;%20http:/www.webmd.com/lung/copd/borg-scale-of-perceived-exertion-with-exercise) | | | | |

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| **VA SOL Standard:** 10.3 The student will demonstrate the ability to apply basic principles of training and scientific concepts and principles to evaluate current fitness behaviors and identify strategies needed for health-enhancing fitness for the present and into adulthood.  ESSENTIAL UNDERSTANDINGS   * + - * Optimal performance and physical health require planning for strength and conditioning.       * Meeting performance goals requires effort and monitoring. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **10.3.h** Design and implement a program for strength and conditioning.  **Suggested Learning Targets:**  I can design and implement a program for strength and conditioning to meet my personal fitness needs to be successful in [specific activity] and demonstrate it using a rubric. | **Assessment for Learning**  **(Formative)**   * Pair/Share: Knowledge of warm-up, cool down, overload, specificity and progression. * List nutrients needed in a diet for an optimal strength and conditioning program.   **Assessment of Learning**  **(Summative)**   * Written: Strength and conditioning program/plan (assessment may occur at beginning, end and at interval times such as instructional quarter).   Sample Rubric  4 (*Beyond what was taught)*  All elements of score 3 and evaluates plan effectiveness to meet goals; identifying and addressing barriers.  3 (*What was explicitly taught)*  Program plan includes all elements for strength and conditioning (goals (short- and long-term) measures, timeline, work plans, intensity levels, time, documentation of daily activities, documentation of conditioning activities (evidence of use of RPE and pacing) reassessments, reflection, nutrient needs, revisions to goals and action plans as needed.  2 (*Identify basic elements)*  Plan includes goals, measures, work plans, intensity levels, some documentation of daily activities, documentation of conditioning activities, reassessments, reflection.  1 (*With help/prompts/cues)*  With teacher cues, student can demonstrate ability to create a plan with a goal and activities to meet the goal. | * Muscular endurance vs. muscular strength. * Sets and reps: Circuit training stations. Weight-training circuits use large muscle groups first and require 10 to 20 repetitions per station vs. strength-training programs that require up to five sets of one to eight repetitions. * Rest intervals: Circuit training targets muscular endurance by employing short rest periods, (20-30 seconds) between stations (sets) vs. strength-training that requires maximal-effort lifting during each set. Therefore, strength-training programs use rest periods of two to five minutes between sets. Longer rest periods enable full muscular recovery, while shorter periods do not. | * Circuit training. * Review goal setting as appropriate. * Provide resources for strength and conditioning programs for a variety of activities. * Provide examples of strength and conditioning programs completed by students. * Specific lessons on the basic principles of training and examples for students to perform (e.g., warm-up, cool down, overload, specificity and progression).   <http://kidshealth.org/en/teens/strength-training.html?WT.ac=ctg#catdieting>  <http://www.sparkpe.org/wp-content/uploads/basic-training-chest-card_hs.pdf>  <http://kidshealth.org/en/teens/strength-training-vd.html?WT.ac=ctg#catdieting>  <http://greatist.com/fitness/full-body-dynamic-warm-up>  <http://greatist.com/fitness/50-bodyweight-exercises-you-can-do-anywhere>  <https://www.youtube.com/watch?nomobile=1&edufilter=E-nIA6VrvGA5Avu83FoomA&v=rEgAN8pgbB0>   * Identify the nutrients needed in a diet for optimal muscle strength and endurance. Example: * Pre-workout: A good supply of protein for tissue repair one to two hours before your workout. * Post-workout: Go for carbohydrates to replace the energy in depleted muscles. Protein, though, is almost equally important in sealing in your workout’s benefits and promoting recovery. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://darebee.com/> | | | |

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| **VA SOL Standard:** 10.4 The student will demonstrate appropriate behaviors in all physical activity settings and the social skills needed to be a contributing member of society.  ESSENTIAL UNDERSTANDINGS   * + - * Rules are important for the safety of all participants.       * Achieving goals with others requires cooperation.       * Through participation in game-play physical activities, young people learn about the importance of key values, such as honesty, teamwork, fair play, respect for themselves and others, and adherence to rules. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **10.4.a.** Explain the importance of and demonstrate effective communication skills in physical activity settings.  **Suggested Learning Targets:**  I can explain why communication is important to enjoyable and successful participation in [selected activity] to a group/partner.  I can show effective communication skills for [selected activity] in various situations and demonstrate them to the teacher. | **Assessment for Learning (Formative)**   * Written: Describe the verbal and nonverbal communications that occur in the selected activity. Describe how “reading” the nonverbal communication of opponents (such as body movements) can increase success in the selected activity.   **Assessment of Learning (Summative)**   * Written: evaluation of communication strategies appropriate for selected activity.   Sample Rubric  4 (*Beyond what was taught)*  Demonstrates ability to adapt and adjust movements based on the nonverbal cues of others in dynamic and unpredictable situations.  3 (*What was explicitly taught)*  Demonstrates appropriate and proper use of verbal and nonverbal communication skills appropriate to selected activity in dynamic situations.  2 (*Identify basic elements)*  Demonstrates appropriate and proper use of communication in isolation.  1 (*With help/prompts/cues)*  With teacher cues, student can demonstrate communication skills. | * Verbal and nonverbal communication strategies: these may include “reading” the body movements of others and masking your own body movements to confuse opponents. | * Any outdoor pursuit activities, fitness activities, dance and rhythmic activities, aquatics, selected individual performance activities, and net/wall and target games activities that use communication strategies. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <https://sg.proactivsports.com/developing-good-communication-skills-through-sports/> | | | |

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| **VA SOL Standard:** 10.4 The student will demonstrate appropriate behaviors in all physical activity settings and the social skills needed to be a contributing member of society.  ESSENTIAL UNDERSTANDINGS   * + - * Positive social interactions affect a student’s ability to be a contributing member of society.       * Appreciating differences in others promotes positive social interactions. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **10.4.b** Explain the importance of and apply relationship and conflict resolution skills and social awareness to current and future health and fitness.  **Suggested Learning Targets:**  I can explain why it is important to know your health status and how to access accurate and reliable health information and services and demonstrate that through [i.e., exit ticket, explaining to a partner/group].  I can explain the effects of conflict resolution on current and future health and fitness through [exit ticket, explaining to a partner/group, summary paragraph, etc.].  I can identify conflict resolution strategies to address situations and demonstrate this to the teacher. | **Assessment for Learning (Formative)**   * Written: Describe the role of critical thinking for current health and fitness. * Teacher observation of positive interdependence, in which students all need to do their assigned specific roles and duties in order for a task to be completed. * Oral: Partner discussion on how a lack of unity affects problem solving within a group. * Written: Identify situations where conflict may arise (e.g., peer interactions, family interactions, others). * Pair/share: Describe conflict resolution strategies.   **Assessment of Learning (Summative)**   * Written: Explain how to address a selected health or fitness concern, where to obtain information or services, and how to assess the information or service for accuracy and reliability. * Written: Explain the effects of conflict resolution on health and fitness, and strategies to address conflict in (current and future) situations. | * Create plans or strategies to address health and fitness needs, access accurate and reliable information, and evaluate resources for providers of health services and products. * <http://www.cdc.gov/physicalactivity/worksite-pa/toolkits/walkability/audit_tool.htm>. A worksite audit tool from the CDC designed to broadly assess pedestrian facilities, destinations, and surroundings along and near a walking route and identify specific improvements that would make the route more attractive and useful to pedestrians. * The lack of cohesion between races, sexes, and cultures is due to mistrust, stereotyping, and more within-culture conversation and language problems. When these problems are ignored, it may lead to an inability to endorse ideas, the inability to gain agreement on decisions, and the inability to take united action. * Conflict Resolution * Talk about problems without assigning blame. * Use active listening. * Identify and clarify issues and needs. * Brainstorm solutions. * Choose and apply solution. * Evaluate solution. * The goals of negotiation are: * To produce a solution that all parties can agree to. * To work as quickly as possible to find a solution. * To improve, not hurt, the relationship between the groups in conflict. * Why it is important to resolve conflict: * To understand more about those whose ideas, beliefs, and backgrounds may be different from your own. In order to resolve a conflict, you’ll need to look at the conflict from your opponent’s point of view and learn more about this person’s or group’s perspective and motivations. * To ensure that your relationships with opponents continue and grow. If you make peace with your opponents, you increase your own allies. Successful negotiations pave the way for smooth relationships in the future. * To find peaceful solutions to difficult situations. Full-blown battles use up resources: time, energy, good reputation, motivation. By negotiating, you avoid wasting these resources and you may actually make new allies and find new resources! | * Addressing barriers to physical activity at worksites or in the community. Example: Walking paths that provide individuals/employees with the opportunity to walk may have barriers, such as not having time to walk, concerns about neighborhood safety, lack of social support, or the attractiveness of the walking environment. * Introduce a sample of a worksite walkability audit from the CDC. * Participate in activities that use resistance, refusal, negotiation, collaboration, and conflict resolution skills to maximize personal potential and to teach the importance of building and maintaining healthy relationships. * Activities that involve decisions that must be made by more than one person.   The teacher asks students to think about the following questions before negotiating the solution.   * What are my interests? * What do I really care about in this conflict? * What do I want? * What do I need? * What are my concerns, hopes, fears? |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.cdc.gov/physicalactivity/worksite-pa/index.htm>  <http://www.cdc.gov/physicalactivity/worksite-pa/toolkits/walkability/index.htm>; <http://www.cdc.gov/physicalactivity/worksite-pa/toolkits/walkability/audit_tool.htm> | | | |

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| **VA SOL Standard:** 10.4 The student will demonstrate appropriate behaviors in all physical activity settings and the social skills needed to be a contributing member of society.  ESSENTIAL UNDERSTANDING   * + - * Following the rules and procedures in physical activity settings eliminates or reduces risks. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **10.4.c** Identify and avoid prejudices and biases in physical activity settings.  **Suggested Learning Targets:**  I can identify prejudice and biases in physical activity settings.  I can explain the effects of using and not using appropriate safety equipment for [selected activity] and demonstrate that through [i.e., exit ticket, explaining to a partner/group].  I can explain the importance of having the proper skill training and/or accessing skilled trainers for [selected activity] and demonstrate that through {i.e., exit ticket, explaining to a partner/group, summary paragraph, etc.]. | **Assessment for Learning (Formative)**   * List potential prejudices and biases that can occur in physical activity settings. * List a potentially dangerous physical activity and questions you would need to answer before participating in the activity.   Example: Cross-country skiing   * How do I dress for the weather? * How do I size and handle the equipment? * What are the general safety rules and etiquette? * Pair/share: Discuss safety and violence prevention in physical activity settings such as jogging through a park, walking/hiking on trails, or cycling on roadways.   **Assessment of Learning (Summative)**   * For a selected activity, identify the safety measures/equipment needed and the advanced skills needed for safe participation. Identify resources to obtain the equipment and/or advanced skills. | * Prejudices: unfair feelings of dislike for a person or group because of race, sex, religion, etc. * Biases: a personal and sometimes unreasoned judgment. * The effects of the use/nonuse of safety equipment, effects of participating in physical activities without proper skill and/or without skilled providers (such as personal trainers, guides for outdoor pursuits). * Safety considerations in selected alternative pursuits, such as: * Wearing protective equipment. * Using reflective tape for nighttime visibility. * Having a first-aid kit available. * Watching for extreme weather conditions. * Strategies to manage identified hazards related to community facilities and areas(e.g., playground areas, bicycle routes, roads bordering schools, fitness and recreational facilities, safe workplace). | * When you are deciding on a class or program, make sure the instructor is certified by an accredited professional organization, such as the American Council on Exercise. * Discuss making wise choices to prevent possible injury. Examples include: * Wear comfortable, well-fitting shoes. * Avoid outdoor activities in extreme temperatures. * Drink plenty of fluids to stay well hydrated. * Listen to your body when determining an appropriate exercise intensity (and keep in mind that monitoring intensity using heart rate isn’t accurate if you are on heart-rate-altering medications such as most medications for hypertension). * Be aware of danger signs. Stop activity and call your doctor or 911 if you experience any of the following: pain or pressure in your chest, arms, neck or jaw; feeling lightheaded, nauseated or weak; becoming short of breath; developing pain in your legs, calves or back; or feeling like your heart is beating too fast or skipping beats. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:** 10.4 The student will demonstrate appropriate behaviors in all physical activity settings and the social skills needed to be a contributing member of society.  ESSENTIAL UNDERSTANDINGS   * Cultural diversity promotes understanding of others. * Culture is one of the key factors to enhance our understanding of motivation in physical activity settings. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **10.4.d** Explain the importance of understanding cultural diversity for personal health and fitness.  **Suggested Learning Targets:**  I can describe cultures I belong to and the importance of understanding cultural diversity for my health and well-being through a written short essay. | **Assessment for Learning (Formative)**   * Written: Define culture and identify the cultures that students may belong to. * Pair/share: Name and discuss areas of concern related to a failure to understand cultural diversity. Examples include relationships, teamwork, and productivity. Often when people lack knowledge of things that they are not accustomed to, they are quick to judge or stereotype and make ignorant decisions. * Reflect how culture affects attitudes and behaviors related to how people spend their leisure time.   **Assessment of Learning (Summative)**   * Written: Identify a cultural group (what the group has in common) and how diversity has a positive effect on the group (such as exposure to different perspectives, different experiences, and different ways of thinking). | * Culture: The beliefs, customs, arts, etc., of a particular society, group, place, or time. * Cultural diversity: Ethnic, gender, racial, and socioeconomic variety in a situation, institution, or group; the coexistence of different ethnic, gender, racial, and socioeconomic groups within one social unit (dictionary.com). * All of the significant differences between people, including perceptions of differences that need to be considered in particular situations and circumstances. Often the most significant differences are the least obvious, such as our thinking styles or beliefs and values. * Students belong to cultures such as family, gender, teams, faith community, school, grade level, school classes, ethnicity and interest groups/clubs. | * Discussions on diversity in groups. Example: A diverse group is one that values the difference in people. It is one that recognizes that people with different backgrounds, skills, attitudes, and experiences bring fresh ideas and perceptions. Diverse groups encourage and harness these differences, and draw upon the widest possible range of views and experiences. * Activities on understanding respect and diversity: <https://www.edutopia.org/discussion/activities-understanding-respect-and-diversity> * Real Life Superhero Challenge <https://gatewaysc.org/bringing-diversity-equity-and-inclusion-into-physical-education/> |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <http://www.pecentral.org/climate/january99article.html>  <http://kidshealth.org/en/teens/tips-disagree.html>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  [Cultural Diversity](https://www.salto-youth.net/rc/cultural-diversity/about/what-is-cultural-diversity/#:~:text=Cultural%20Diversity%20is%20the%20existence,can%20share%20many%20different%20characteristics.&text=Culture%2C%20religion%2C%20ethnicity%2C%20language,and%20lots%20of%20other%20things.) | | | |

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| **VA SOL Standard:** 10.4 The student will demonstrate appropriate behaviors in all physical activity settings and the social skills needed to be a contributing member of society  .ESSENTIAL UNDERSTANDING   * + - * Access to social interactions and social support changes over time. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **10.4.e** Evaluate opportunities for social interaction and social support in a self-selected physical activity or dance.  **Suggested Learning Targets:**  I can evaluate the potential for developing positive social relationships in the activities I am interested in pursuing now and into the future and demonstrate this through a summary with specific purpose.  I can analyze and compare social and emotional benefits of [specific activity] through a graphic organizer. | **Assessment for Learning (Formative)**   * + - * Identify activities that students are interested in pursuing now and into the future and how those activities may help students develop positive social relationships, now and into the future.       * Questioning to check for understanding.   Sample: What are the social opportunities and emotional benefits of walking groups? Answer: Walking does not require any special skills or equipment and it can be done almost anywhere and with little cost. Group-based walking programs have been conducted with many different types of groups, such as older adults, women, new mothers, and people from non-English-speaking backgrounds, as well as low-income populations. It shows promising results with respect to fostering social capital like social networks and support, cooperation, community involvement, promoting physical activity, and the creation of a sense of purpose and belonging.  **Assessment of Learning (Summative)**   * Research resources available in your community for physical activity. Evaluate whether the activities provide social interaction and social support. | * Community resources for accessing physical activities or dance opportunities (i.e., parks and recreation facilities, faith community, recreation leagues, associations and organizations). * Physical activities, such as group exercise classes that offer an opportunity to socialize and develop friendships. | * + - * Lessons about the role of physical activity as a means for group membership and positive social interaction and the importance of this type of interaction throughout history and in different cultures.       * Discussions on the connections between an activity and the emotional benefits and social interaction. Example: It is found that group-based walking substantially increased social capital that includes sense of connectedness, collective efficacy, social engagement, and acceptance of other groups. * Discussions on past social relationships that students have experienced in self-selected physical activity or dance. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <http://www.pecentral.org/climate/january99article.html>  <http://kidshealth.org/en/teens/tips-disagree.html>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:** 10.4 The student will demonstrate appropriate behaviors in all physical activity settings and the social skills needed to be a contributing member of society.  ESSENTIAL UNDERSTANDINGS   * Effectively dealing with stress means activating the body’s natural relaxation response by practicing relaxation techniques. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **10.4.f** Apply stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.  **Suggested Learning Targets:**  I can identify and demonstrate stress-management strategies that work for me and identify when I can apply the strategies and demonstrate this through a summary paragraph. | **Assessment for Learning (Formative)**   * Written: Identify situations that cause stress; identify stress-management strategies; explore one or more strategies that interest the student. * Demonstrate one or more stress-management strategies/activities.   **Assessment of Learning (Summative)**   * Written: Describe stress-management strategies and situations that the strategies can be used to address different stress levels.   Performance: Rubric or checklist for one or more mind-body activities I am interested in pursuing now and into the future | * Relaxation techniques * Breathing meditation: Deep breathing. * Progressive muscle relaxation: Systematically tense and relax different muscle groups in the body. * Body scan meditation: Focus on the sensations in each part of your body. * Mindfulness: Staying calm and focused in the present moment. * Visualization: Imagining a scene in which you feel at peace. * Rhythmic exercise (such as running, walking, rowing, or cycling): Engaging in the present moment, focusing your mind on how your body feels right now. * Social support and self-care (CDC)   + Eat a healthy, well-balanced diet.   + Exercise regularly.   + Get plenty of sleep.   + Give yourself a break if you feel stressed out (listen to music, take a walk).   + Maintain a normal routine.   + Stay active. You can take your mind off your problems by helping a neighbor, volunteering in thecommunity, even taking the dog on a long walk. * Symptoms of Stress * Lack of interest in activities or school * Irritability and impatience * Frequent stomach problems or headaches * Anxiety * Activity burnout * Trouble sleeping   + Weakened [immune system](http://www.webmd.com/hw-popup/immune-system-7922), making it harder to fight off disease | * Teach basic movements used in other stress-reducing activities such as yoga, Pilates and tai chi. * Discussions on situations that cause stress and stress-reducing activities that can be used. |
| **Resources:**  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.cdc.gov/physicalactivity/basics/older_adults/index.htm>  <http://classroom.kidshealth.org/classroom/9to12/problems/emotions/stress.pdf> | | | |

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| **VA SOL Standard:** 10.4 The student will demonstrate appropriate behaviors in all physical activity settings and the social skills needed to be a contributing member of society.  ESSENTIAL UNDERSTANDING   * + - * Although yoga, Pilates and tai chi are different types of exercises, they all have something in common: They can help alleviate pain and improve quality of life. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **10.4.g** Explain the mental and emotional benefits of mind-body exercise/activities (e.g., yoga, Pilates, tai chi).  **Suggested Learning Targets:**  I can explain mental and emotional benefits when participating in mind-body exercises.  I can explain the benefits of [selected mind-body activity] through [i.e.: exit ticket, explaining to a partner/group, summary paragraph, etc.]. | **Assessment for Learning (Formative)**   * + - * List mental and emotional benefits for mind/body exercises * Oral: Partner discussions on the benefits of different mind-body exercise/activities. Discussions on past experiences of mind-body exercise/activities. Examples: * Stretching is rejuvenating and helps a lot with joint pain. * Improves sleep. * Weight management. * Improvement in strength.   **Assessment of Learning (Summative)**   * Written: Explain the benefits of yoga, Pilates and tai chi. Examples: * Yoga, tai chi and Pilates are lower impact than traditional exercises. * Yoga, tai chi and Pilates are done with relative ease. Beginners’ exercises can be found online, and videos and DVDs can lead you through the postures and breathing if you do not feel ready for a public class. One can also go online and create their own routine. * Performing yoga, tai chi and Pilates causes the release of endorphins, which can improve mood and reduce pain. * Tai chi may contribute to the psychological well-being among healthy adults and patients with chronic conditions. * Pilates focuses on the core postural muscles, which help keep the body balanced and are essential to providing support for the spine. | * Mental and emotional benefits to mind-body exercises: * Decrease anxiety * Decrease pain * Enhance sleep * Strengthen the immune system and enhance the ability to heal * Increase sense of control and well-being * Yoga: A system of exercises; a series of moving and stationary poses and postures, combined with deep breathing, which help improve strength, flexibility and balance.   <http://kidshealth.org/en/teens/yoga-home.html?WT.ac=ctg#catdieting>   * Pilates: A series of fluid movements performed in a precise manner, accompanied by specialized breathing techniques and intense mental concentration. * Tai chi: A Chinese form of exercise that uses slow and controlled movements; it involves the practice of various postures; movements are continuous and serve to relax and align the body.   [http://kidshealth.org/en/teens/tai-Chi.html?WT.ac=ctg#catdieting](http://kidshealth.org/en/teens/tai-chi.html?WT.ac=ctg#catdieting) | * Pilates, yoga, tai chi, or other mind-body activity; teacher training may be needed; use of commercially prepared audio/visual should be reviewed for appropriateness (safety and age-appropriateness). * <http://www.sparkpe.org/wp-content/uploads/yoga-basic-training.pdf> * <http://www.sparkpe.org/wp-content/uploads/yoga-content-card_hs.pdf> |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>;  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://darebee.com/>  <http://kidshealth.org/en/teens/yoga.html?WT.ac=ctg#catdieting>  <https://my.clevelandclinic.org/health/articles/17231-exercise-mind-body-exercises--heart-health> | | | |

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| **VA SOL Standard:** 10.4 The student will demonstrate appropriate behaviors in all physical activity settings and the social skills needed to be a contributing member of society.  ESSENTIAL UNDERSTANDINGS   * Understand ways to embrace equity and inclusion within a physical activity setting. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **10.4.h** Identify ways to promote equity and inclusion and embrace diversity in a physical activity setting.  **Suggested Learning Targets:**  I can explain ways to promote equity and inclusion when participating in physical activities. | **Assessment for Learning (Formative)**   * Written: Identify situations where I can promote equity and inclusion in a physical activity setting. * Pair/share: Describe ways to promote equity and inclusion within physical activity settings.   **Assessment of Learning (Summative)**   * Written: implement strategies for equity and inclusion within physical activity settings. | * Diversity, equity, and inclusion: “like attending a dance.”   + Diversity is when everyone is invited to the party.   + Inclusion means that everyone gets to contribute to the playlist.   + Equity means that everyone has the opportunity to dance. * Ways to promote equity and inclusion in physical activity:   + Work cooperatively instead of competitively.   + Incorporate a mindfulness lens.   + Use gender-neutral language. | * + The teacher asks students to think about the following questions when promoting equity and inclusion in a physical activity setting: * How do I promote equity? * How do I promote inclusion? * How can I accept differences with my peers? |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <http://www.cdc.gov/Features/HandlingStress/index.html>  [http://ctb.ku.edu/en/table-of-contents/implement/provide-information-enhance-skills/conflict-resolution/tools](http://ctb.ku.edu/en/table-of-contents/implement/provide-information-enhance-skills/conflict-resolution/tools;)  [Promoting-student-equity-and-engagement](https://www.thoughtco.com/promoting-student-equity-and-engagement-4074141#:~:text=%20Teaching%20Strategies%20to%20Promote%20Student%20Equity%20and,know%20now%20after%20must%20research%2C%20all...%20More%20)  [https://diversity.umich.edu/about/defining-dei/](https://diversity.umich.edu/about/defining-dei/;)  [https://blog.shapeamerica.org/2019/10/reflections-on-equity-diversity-and-inclusion/](https://blog.shapeamerica.org/2019/10/reflections-on-equity-diversity-and-inclusion/;)  <https://blog.shapeamerica.org/2021/06/5-ways-to-make-health-and-pe-class-more-inclusive-students-speak-out/> | | | |

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| **VA SOL Standard:** 10.5 The student will explain the importance of energy balance and evaluate current caloric intake and caloric expenditure to maintain optimal health and prevent chronic disease for the present and into adulthood.  ESSENTIAL UNDERSTANDING   * + - * Optimum health requires knowledge of and adherence to recommendations and guidelines for physical activity, nutrition, body composition, and sleep. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **10.5.a** Analyze the relationships among physical activity, nutrition, body composition, and sleep that are optimal for personal health and/or for participation in lifetime activities.  **Suggested Learning Targets:**  I can explain the relationship between and among physical activity, nutrition, body composition, and sleep that are optimal for personal health and/or for participation in lifetime activities and demonstrate this through a rubric. | **Assessment for Learning (Formative)**   * + - * Written**:** Identify the requirements/guidelines for physical activity, nutrition, body composition, and sleep that are optimal for personal health and/or for participation in lifetime activities.       * Log the daily amount of moderate to vigorous physical activity, caloric intake, and sleep for a week.       * Pair/share: Personal strategies to meet guidelines for physical activity and caloric intake.   **Assessment of Learning (Summative)**   * Written: Explain the relationship between and among physical activity, nutrition, body composition, and sleep that are optimal for personal health and/or for participation in lifetime activities. | * + - * Calories needed to maintain energy balance:   Females (14-18)   * Sedentary – 1,800 * Moderately active – 2,000 * Active – 2,400   Males (14-18)   * Sedentary – 2,000 to 2,200 * Moderately active – 2,400 to 2,800 * Active – 2,800 to 3,200   + - * One pound of body weight is equal to 3,500 calories.       * Body fat ranges:   Females   * Lean – 20-25% * Moderate – 26-29% * Obese – 30%+   Males   * Lean – 15-19% * Moderate – 19-24% * Obese – 25%+   + - * Sleep is a powerful regulator of appetite, energy use, and weight control. Sleep deprivation can inhibit one’s ability to lose weight even while exercising and eating well. \*See 10.5.d for additional information on sleep.       * Physical activity levels: * High activity burns more than seven calories per minute. * Moderate activity burns three and a half to seven calories per minute. * Low (light) activity burns less than three and a half calories per minute. | * + - * Make connections to activity level and calorie intake.       * Make connections to body composition and how it is affected by activity, nutrition and sleep.       * Make connections to sleep and physical activity performance. |
| **Resources:**  <http://www.choosemyplate.gov/food-groups/>  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  CDC (for guidelines): <http://www.cdc.gov/healthyyouth/npao/index.htm> | | | |

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| **VA SOL Standard:** 10.5 The student will explain the importance of energy balance and evaluate current caloric intake and caloric expenditure to maintain optimal health and prevent chronic disease for the present and into adulthood.  ESSENTIAL UNDERSTANDING   * + - * Intensity refers to how hard your body is working during physical activity. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **10.5.b** Evaluate current activity and intensity levels.  **Suggested Learning Targets:**  I can assess and evaluate my current activity levels and the intensity of the activities through [i.e., exit ticket, explaining to a partner/group, summary paragraph, etc.]. | **Assessment for Learning (Formative)**   * + - * Written: One-week log of daily activities that includes intensity levels.   **Assessment of Learning**  **(Summative)**   * + - * Evaluate a one-week log of daily activities that includes at least two measurements of intensity levels. | Review previous years content, as appropriate:  Physical cues of intensity levels (see table below).  Duncan GE, Sydeman SJ, Perri MG, Limacher MC, Martin AD.  [Can sedentary adults accurately recall the intensity of their physical activity?](http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?cmd=Retrieve&db=pubmed&dopt=Abstract&list_uids=11482992) Prev Med. 2001 Jul; 33(1):18-26   * + - * The RPE scale used to measure the intensity of your exercise. | * + - * Participate in physical activities that cause the body to change and record or talk about the changes. Examples: * Describe how the activity makes you feel. * Identify differences in the amount of intensity in activities, such as which used a medium (moderate) amount? Which used the least amount? * Evaluate where activities fall on the RPE scale.   + - * Create physical activities that cause students to move through the different intensity levels and take target heart rates throughout.       * Use the RPE scale and determine workout intensity.       * The talk test is a simple way to measure intensity: * If you can talk and sing without puffing at all, you are exercising at a low level. * If you can comfortably talk but not sing, you are doing moderate intensity activity. * If you cannot say more than a few words without gasping for breath, you are exercising at a vigorous intensity. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  CDC (for guidelines): <http://www.cdc.gov/healthyyouth/npao/index.htm> | | | |

**Physical Cues of Intensity Levels**

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| Level of Intensity | RPE | Physical Cues |
| Light | Easy | Does not induce sweating unless it’s a hot, humid day. There is no noticeable change in breathing patterns. |
| Moderate | Somewhat hard | Will break a sweat after performing the activity for about 10 minutes. Breathing becomes deeper and more frequent. You can carry on a conversation but not sing. |
| High | Hard | Will break a sweat after three to five minutes. Breathing is deep and rapid. You can only talk in short phrases. |

Duncan GE, Sydeman SJ, Perri MG, Limacher MC, Martin AD. [Can sedentary adults accurately recall the intensity of their physical activity?](http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?cmd=Retrieve&db=pubmed&dopt=Abstract&list_uids=11482992) Prev Med. 2001 Jul;33(1):18-26

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| **VA SOL Standard:** 10.5 The student will explain the importance of energy balance and evaluate current caloric intake and caloric expenditure to maintain optimal health and prevent chronic disease for the present and into adulthood.  ESSENTIAL UNDERSTANDING   * + - * Caloric expenditure and intake needs change over time. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **10.5.c** Evaluate current caloric expenditure and intake needs.  **Suggested Learning Targets:**  **(Student Friendly Language)**  I can explain how caloric expenditure and intake needs change over time through [i.e., exit ticket, explaining to a partner/group, summary paragraph, etc.]. | **Assessment for Learning (Formative)**   * Evaluate current caloric expenditure and intake needs.   **Assessment of Learning (Summative)**   * \*(Can combine the “Assessment of Learning” 10.5.b with this assessment to be completed within a one-week period.) * Log one week of daily caloric expenditure and intake and evaluate current needs based on present activity levels. | * Review vocabulary and requirements/guidelines from previous grade levels. * Refer to CDC for adolescent and adult guidelines for caloric expenditure and intake. * Calorie calculators such as:   <http://www.freedieting.com/tools/calorie_calculator.htm>  <http://www.freedieting.com/tools/calories_burned.htm>  <http://www.freedieting.com/tools/ideal_body_weight.htm>   * Cause, effect, and result of your daily calorie intake (see table below). | * Make connections to activity level and calories burned during physical activities. * <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8818#.V4zK_rf6vcs> * <https://snaped.fns.usda.gov/sites/default/files/documents/PowerUpCurriculumLesson7.pdf> |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.heart.org/HEARTORG/Educator/Educator_UCM_001113_SubHomePage.jsp> | | | |

**Cause, Effect, and Result of Your Daily Calorie Intake**

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| **The Cause** | **The Effect** | **The Result** |
| Calories In Beats Calories Out | Caloric Surplus | Muscle gain, fat gain, or both. |
| Calories Out Beats Calories In | Caloric Deficit | Fat loss, muscle loss, or both |
| Calories In = Calories Out | Main-tenance | Every-thing remains the same. |

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| **VA SOL Standard:** 10.5 The student will explain the importance of energy balance and evaluate current caloric intake and caloric expenditure to maintain optimal health and prevent chronic disease for the present and into adulthood.  ESSENTIAL UNDERSTANDINGS   * + - * Optimum health requires knowledge of and adherence to recommendations and guidelines for physical activity, nutrition, body composition, and sleep.       * Sleep is a vital indicator of overall health and well-being. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **10.5.d** Evaluate current sleep needs.  **Suggested Learning Targets:**  I can access recommendations for and explain my current sleep needs for optimum health through a graphic organizer. | **Assessment for Learning (Formative)**   * Written: Access accurate and reliable recommendations for sleep; identify requirements for adolescents and adults. * Pair/share: Lifestyle factors that are affecting the quality and quantity of your sleep, such as school schedules and stress. * Sleep101: Sleep education program, 30 minute online program (currently free!) <https://sleep101.letssleep.org/>   **Assessment of Learning (Summative)**   * Written: Explain current needs for optimum health. | * National Heart, Lung and Blood Institute recommended amount of sleep: * Teens (14-17): 8-10 hours a day * Young Adults: (18-25) 7-8 hours a day * Stimulants like coffee and energy drinks, alarm clocks, and external lights (including those from electronic devices) interfere with our “[circadian rhythm](https://sleep.org/articles/circadian-rhythm-body-clock/),” or natural sleep/wake cycle. * Sleep needs * A good night's sleep improves learning. * Sleep is involved in the healing and repair of your heart and blood vessels. The right amount of sleep reduces heart rate and blood pressure. * Getting enough sleep helps you function productivity/safety throughout the day. People who are sleep deficient are less productive at work/school. They take longer to finish tasks, have a slower reaction time and make more mistakes. * Consult a primary care physician or [a sleep professional](http://sleepfoundation.org/find-sleep-professional) to determine the underlying cause if you are experiencing symptoms such as sleepiness during the day or when you expect to be awake and alert; snoring; leg cramps or tingling; gasping or difficulty breathing during sleep; prolonged [insomnia](http://sleepfoundation.org/insomnia); or another symptom that is preventing you from sleeping well. | * Discuss questions that help students assess how they feel on different amounts of sleep, such as: * Are you productive, healthy and happy on seven hours of sleep? Or does it take you nine hours of quality sleep to get you into high gear? * Do you have health issues, such as weight concerns? Are you at risk for any disease? * Are you experiencing [sleep problems](http://sleepfoundation.org/sleep-disorders-problems)? * Do you depend on caffeine to get you through the day? * Do you feel [sleepy when driving](http://drowsydriving.org/)? * How does the amount of sleep you get affect your day? * Introduce sleep tips, such as: * Stick to a [sleep schedule](https://sleep.org/articles/get-sleep-schedule/), even on weekends. * Practice a [relaxing bedtime ritual](https://sleep.org/articles/learning-relax/). * [Exercise](https://sleep.org/articles/exercise-affects-sleep/) daily. * Evaluate your bedroom to ensure ideal [temperature](https://sleep.org/articles/temperature-for-sleep/), [sound](https://sleep.org/articles/sounds-bedroom/), and [light](https://sleep.org/articles/how-lights-affect-sleep/). * Sleep on a comfortable [mattress](https://sleep.org/articles/choosing-a-mattress/) and [pillows](https://sleep.org/articles/common-types-of-pillows/). * Beware of [hidden sleep stealers](https://sleep.org/articles/reasons-not-staying-asleep/), like [caffeine](https://sleep.org/articles/how-much-caffiene-should-i-have/). * [Turn off electronics](https://sleep.org/articles/ways-technology-affects-sleep/) before bed. * Evaluate personal sleep patterns   <http://kidshealth.org/classroom/9to12/body/functions/sleep_handout2.pdf>   * Sleep diary   <https://sleepeducation.org/resources/sleep-diary/> |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.heart.org/HEARTORG/Educator/Educator_UCM_001113_SubHomePage.jsp>  [www.cdc.gov/sleep/about\_sleep/how\_much\_sleep.html](http://www.cdc.gov/sleep/about_sleep/how_much_sleep.html)  <http://www.nhlbi.nih.gov/health/health-topics/topics/sdd/howmuch>  <https://sleepfoundation.org/how-sleep-works/how-much-sleep-do-we-really-need>  <https://sleepfoundation.org/sleep-diary/SleepDiaryv6.pdf>  <http://classroom.kidshealth.org/classroom/9to12/body/functions/sleep.pdf>  KidsHealth 6-7 Sleep Teacher’s Guide: <https://classroom.kidshealth.org/classroom/6to8/body/functions/sleep.pdf> | | | |

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| **VA SOL Standard:** 10.5 The student will explain the importance of energy balance and evaluate current caloric intake and caloric expenditure to maintain optimal health and prevent chronic disease for the present and into adulthood.  ESSENTIAL UNDERSTANDINGS   * “Adequate food and fluid should be consumed before, during and after exercise to help maintain blood glucose concentration during exercise, maximize exercise performance and improve recovery time.” \*(American College of Sports Medicine) | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **10.5.e** Evaluate the caloric intake needs for before, during and after lifetime activities.  **Suggested Learning Targets:**  I can explain the caloric needs for before, during and after [selected activities] and demonstrate this through a collaborative poster. | **Assessment for Learning (Formative)**   * Identify lifetime activities the student is/may be interested in, and describe the caloric expenditure and nutrition needs for the activities. * List foods and beverages to consume before, during, and after a specific lifetime activity. Examples: * Pre-activity–Egg omelet with spinach, whole-grain toast, and skim milk. Greek yogurt with banana, walnuts, apples, and honey. * Post-activity–Take 10-20 grams of protein within two hours after a lifetime activity that emphasizes muscular strength and endurance, such as whole grain, vegetables, fruits and beans.   **Assessment of Learning (Summative)**   * Pick two lifetime activities that you plan to participate in and evaluate the caloric intake needs for before, during, and after participation. | * Pre-lifetime physical activity: a good supply of protein for tissue repair one to two hours before activity. A lifetime activity that has a lot of cardio requires more carbohydrates than protein. Carbohydrates are metabolized into glucose (energy) quickly so they should be consumed 30-60 minutes before an activity. * During a physical lifetime activity: Add protein and fiber to deliver a steadier supply of energy throughout the activity. * After a lifetime physical activity: Go for carbohydrates to replace the energy in depleted muscles. Protein, though, is almost equally important in sealing in your physical activity benefits and promoting recovery. * Breakdown for carbohydrate, protein, and fat needs (see table below). | * Develop, alone or with a group, lists of foods and beverages to consume for different phases of a workout.   Example:   * Pre-workout–Egg omelet with spinach, whole-grain toast, and skim milk. Greek yogurt with banana, walnuts, apples, and honey. * Post-workout–Take 10-20 grams of protein within two hours after strength training. Whole grain, vegetables, fruits and beans. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  <http://www.choosemyplate.gov/> See education resources and curriculum ideas;  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml>;  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.heart.org/HEARTORG/Educator/Educator_UCM_001113_SubHomePage.jsp>; <http://darebee.com/mealplans.html> | | | |

Breakdown for Carbohydrate, Protein, and Fat Needs

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| **Age** | **Carbohydrate** | **Protein** | **Fat** |
| 6-18 | 45-65% | 10-30% | 30-40% |
| 19+ (adults) | 45-65% | 10-35% | 20-35% |

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| **VA SOL Standard:** 10.5 The student will explain the importance of energy balance and evaluate current caloric intake and caloric expenditure to maintain optimal health and prevent chronic disease for the present and into adulthood.  ESSENTIAL UNDERSTANDINGS   * + - * Choosing nutrient-dense foods and abiding by calorie recommendations will help one reach their nutrition needs while maintaining a healthy body weight. * Everything we do, from sleeping to running, requires energy. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **10.5.f** Explain energy balance (caloric expenditure vs. caloric intake) in relation to changing needs from adolescence through adulthood.  **Suggested Learning Targets:**  I can compare and contrast my current and future energy balance for a variety of ages, weights, and activity levels through a graphic organizer. | **Assessment for Learning (Formative)**   * Compare and contrast a variety of ages, weights, and activity levels using an application. * Pair/share: Explain what energy balance is and why it is important for good health.   **Assessment of Learning (Summative)**   * Compare and contrast current and future energy balance for now and as one ages. | * Energy balance: The relationship between “energy in” (food calories taken into the body through food and drink) and “energy out” (calories being used in the body for our daily energy requirements). * Effects of a negative energy balance (more out than in) include: Decline in metabolism, decreases in bone mass, reductions in thyroid hormones, reductions in testosterone levels, inability to concentrate, and a reduction in physical performance. * Even when we’re sleeping, our body needs energy for all its “hidden” functions, such as breathing, circulating blood, and growing and repairing cells. * Calorie Requirements: Moderately Activity (see table below). | * Compare and contrast a variety of ages, weights, and activity levels using an application such as the calorie calculator available from the Mayo Clinic.   <http://www.mayoclinic.org/calorie-calculator/ITT-20084939> |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  <http://www.choosemyplate.gov/> (See education resources and curriculum ideas)  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.heart.org/HEARTORG/Educator/Educator_UCM_001113_SubHomePage.jsp>; | | | |

**Calorie Requirements: Moderate Activity**

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| Gender | Age | Seden-tary | Active | Active |
| Female | 14-18 | 1,800 | 2,000 | 2,400 |
| Female | 19-30 | 2,000 | 2,000 – 2,200 | 2,400 |
| Female | 31-50 | 1,800 | 2,000 | 2,200 |
| Female | 51+ | 1,600 | 1,800 | 2,000 – 2,200 |
| Male | 14-18 | 2,200 | 2,400 – 2,800 | 2,800 – 3,200 |
| Male | 19-30 | 2,400 | 2,600 – 2,800 | 3,000 |
| Male | 31-50 | 2,200 | 2,400 – 2,600 | 2,800 – 3,000 |
| Male | 51+ | 2,000 | 2,200 – 2,400 | 2,400 – 2,800 |

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| **VA SOL Standard:** 10.5 The student will explain the importance of energy balance and evaluate current caloric intake and caloric expenditure to maintain optimal health and prevent chronic disease for the present and into adulthood.  ESSENTIAL UNDERSTANDING   * + - * Over-excising can lead to injury and illness.       * The best way to prevent over-exercising is to follow a program that varies your training load and includes mandatory rest phases. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **10.5.g** Explain the potential consequences of energy imbalance (e.g., over-exercising, under eating, over-eating, sedentary lifestyle).  **Suggested Learning Targets:**  I can explain the consequences of over-eating and under eating.  I can explain what over-exercising is and some possible concerns through a summary paragraph.  I can explain the consequence of having a sedentary lifestyle.  **10.5.h** Explain the role of perseverance and tenacity in achieving lifelong energy balance.  **Suggested Learning Targets:**  I can explain how perseverance and tenacity are important traits when applying energy balance. | **Assessment for Learning (Formative)**   * Written: Investigate physical activity guidelines and information about “over-exercising”; what are signs or symptoms of over-exercising? * Think/pair: Explain the difference between over-eating and under eating.   **Assessment of Learning (Summative)**   * Explain what over-exercising is and some possible concerns. * Explain over-eating versus under eating and possible concerns. * Explain the ramifications of a sedentary lifestyle. | * Over-exercising: To exercise too frequently, too intensely, or for too long. * Over-eating: consuming too many calories based on exercise and physical stature. * Under eating: not eating enough calories to sustain the bodily functions. * Sedentary lifestyle: an inactive lifestyle with a lot of sitting and lying down with very little to no exercisenactive lifestyle; a lifestyle with a lot of sitting and lying down with little to no exercise. * Adolescents and young adults, both male and female, benefit from physical activity. * Greater amounts of physical activity are even more beneficial, up to a point. Excessive amounts of physical activity can lead to injuries, menstrual abnormalities, and bone weakening. * Risk of injury increases with greater amounts of activity; care should be taken to avoid excessive amounts. * Signs of over-exercise may include delayed recovery time, depression, insomnia, disinterest in exercise, mood changes, fatigue. * Perseverance: continued effort to do or achieve something despite difficulties, failure, or oppositiona continued effort to do or achieve something despite difficulties, failure, or opposition. * Tenacity: the quality or state of being persistent; the quality or face of being very determined; determinationthe quality or state of being persistent; the quality or face of being determined; determination.   Energy Balance   * Ramifications of a sedentary lifestyle: * Impair the healthy growth and development of teens * Physical inactivity places teens at risk of poor physical, social, intellectual, emotional, and mental health outcomes in adulthood * Reduces life expectancy * Risk of developing cardiovascular disease, bowel and breast cancers, stroke, arthritis, type-2 diabetes, and osteoporosis * At risk of becoming overweight, changing body’s fat to muscle composition, and developing obesity * Increased feelings of depression and anxiety | * Discussions on over-exercising concerns. * Discussions on under eating concerns. * Discussions on what a sedentary lifestyle looks like. * How to create a balance with exercise and nutrition and what that means for each student. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  <http://www.choosemyplate.gov/> (See education resources and curriculum ideas)  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  Center for Disease Control and Prevention: <http://www.cdc.gov/nccdphp/sgr/adoles.htm>  <http://www.nhlbi.nih.gov/health/educational/wecan/healthy-weight-basics/balance.htm>  [Physical-inactivity-in-teenagers](https://physicalactivityteens.weebly.com/consequences-of-physical-inactivity-in-teenagers.html#:~:text=As%20sedentary%20and%20physically%20inactive%20teenagers%20move%20into,breast%20cancers%2C%20stroke%2C%20arthritis%2C%20type-2%20diabetes%20and%20osteoporosis.)  <https://medlineplus.gov/healthrisksofaninactivelifestyle.html> | | | |

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| **VA SOL Standard:** 11/12.1 The student will study in-depth and demonstrate mastery of movement skills and patterns in at least one lifetime physical activity per nine-week period.  ESSENTIAL UNDERSTANDINGS   * Demonstrating mastery in all basic skills and movement patterns allows for lifelong participation in selected activities. * Demonstrating and combining advanced movement patterns allows for effective participation in selected lifelong activities. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| 11/12.1.a Demonstrate mastery in all basic skills and movement patterns for the selected activity and the ability to use the skills with consistency in the appropriate setting.  11/12.1.c Demonstrate advanced movement patterns in at least one self-selected movement or activities.  11/12.1.e Analyze movement activities to identify component skills and movement patterns.  **Suggested Learning Targets:**  I can demonstrate advanced movement patterns to effectively participate in [lifetime activity]. | **Assessment for Learning (Formative)**   * Skill rubric: Perform basic skills and advanced movement patterns correctly. * Written: evaluation of basic skills and advanced movement pattern and indicators for success. * Teacher observation with feedback.   **Assessment of Learning (Summative)**   * Cognitive assessment: evaluation of basic skills and advanced movement patterns, indicators of success.   + Skill rubric: mastery of basic skills, demonstrating and combining advanced movement patterns.   Sample Rubric  4 (*Beyond what was taught)*  Displays mastery of advanced movement patterns while creatively manipulating others involved in game  3 (*What was explicitly taught)*  Demonstrates mastery of basic skills and movement patterns; applies advanced movement patterns effectively in dynamic situations  2 (*Identify basic elements)*  Performs critical elements of basic skills and advanced movement patterns in isolation  1 (*With help/prompts/cues)*  With teacher cues, student can demonstrate some/most of the critical elements | * Review the previous year’s content, as appropriate. * Content dependent upon activities offered or selected by student. | * Movement activities in dynamic settings for each skill. * Display cues with visuals. * Display assessment rubrics when new skills are introduced. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  [www.ndya.org/uploads/Coaches\_Manual\_2009\_Revised\_Ch\_6.docx](http://www.ndya.org/uploads/Coaches_Manual_2009_Revised_Ch_6.docx) | | | |

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| **VA SOL Standard:**  11/12.1 The student will study in-depth and demonstrate mastery of movement skills and patterns in at least one lifetime physical activity per nine-week period.  ESSENTIAL UNDERSTANDING   * + - * Mastery of skills and advanced movement patterns requires meaningful analysis of skill level and well thought-out practice. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **11/12.1.b** Identify and apply appropriate skill practice and strategies of the selected activity at an advanced level.  **11/12.1.f**  Conduct observations and skill analyses of others to improve skill performance.  **Suggested Learning Targets:**  I can observe other students to help them improve their performance.  **11/12.1.h** Select and apply appropriate practice procedures to learn skills and movement patterns on activities of personal interest.  **Suggested Learning Targets:**  I can identify and apply effective ways to practice skills and movement patterns. | **Assessment for Learning (Formative)**   * Written: components of an appropriate practice plan for skills associated with [selected activity] * Peer observation of skills and movement concepts * Teacher observation with feedback   **Assessment of Learning (Summative)**   * Written: Creation of a practice plan for skills associated with [selected activity]. * Peer observation of skills and movement concepts. | * Activity-specific terminology, dependent on activities offered or selected by students. | * Participation in self-selected tactical, net/wall, striking/fielding, individual, fitness, outdoor, and/or lifetime activities. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  [www.ndya.org/uploads/Coaches\_Manual\_2009\_Revised\_Ch\_6.docx](http://www.ndya.org/uploads/Coaches_Manual_2009_Revised_Ch_6.docx) | | | |

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| **VA SOL Standard:**  11/12.1 The student will study in-depth and demonstrate mastery of movement skills and patterns in at least one lifetime physical activity per nine-week period.  ESSENTIAL UNDERSTANDINGS   * Demonstrating mastery in all basic skills and movement patterns allows for lifelong participation in selected activities. * Demonstrating and combining advanced movement patterns allows for effective participation in selected lifelong activities. | | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **11/12.1.d** Demonstrate the ability to use combined movement skills and strategies in self-selected movement activities.  **Suggested Learning Targets:**  I can combine skills learned to participate in [selected activity] at a high level. | **Assessment for Learning (Formative)**   * Skill rubric: ability to demonstrate and combine movement patterns and strategies in dynamic settings * Written: evaluation of skills and strategies * Teacher observation with feedback   **Assessment of Learning (Summative)**   * Cognitive assessment: evaluation of skill combination, skill strategies * Skill rubric: combining advanced movement patterns   Sample Rubric  4 (*Beyond what was taught)*  Creatively manipulates others involved in game through combination of skills and strategies  3 (*What was explicitly taught)*  Combines advanced movement patterns and strategies effectively in dynamic situations  2 (*Identify basic elements)*  Demonstrates ability to combine basic movement patterns; exhibits some errors in combination of advanced movement patterns/strategies  1 (*With help/prompts/cues)*  With teacher cues, student can demonstrate some/most of the critical elements | * Content dependent upon activities offered or selected by student. | * Movement activities in dynamic settings for each skill. * Display cues with visuals. * Display assessment rubrics when new skills are introduced. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  [www.ndya.org/uploads/Coaches\_Manual\_2009\_Revised\_Ch\_6.docx](http://www.ndya.org/uploads/Coaches_Manual_2009_Revised_Ch_6.docx) | | | | |

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| **VA SOL Standard:**  11/12.1 The student will study in-depth and demonstrate mastery of movement skills and patterns in at least one lifetime physical activity per nine-week period.  ESSENTIAL UNDERSTANDING   * + - * Mastery of skills and advanced movement patterns requires meaningful analysis of skill level and well-thought-out practice. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **11/12.1.g** Create practice and game plans for optimal performance of movement patterns in self-selected sport/activity from the perspective of a coach, personal trainer, athlete, or other sport-related role.  **Suggested Learning Targets:**  I can create practice plans and game plans, tactics, and strategies from the perspective of a [coach/personal trainer/athlete/other] for [selected activity]. | **Assessment for Learning (Formative)**   * + - * Written: components of an appropriate practice plan for (selected activity); components of a strategic/tactical plan       * Peer observation of practice plans, skills and movement concepts       * Teacher observation with feedback   **Assessment of Learning (Summative)**   * + - * Written: creation of practice plans and game plans; development of tactical performance plans for effective participation in (selected activity) | * + - * Tacti: An action or strategy carefully planned to achieve a specific end. * Activity-specific terminology, dependent on activities offered or selected by students. | * + - * Participation in tactical, net/wall, or striking/fielding activities using offensive and defensive strategies. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  [www.ndya.org/uploads/Coaches\_Manual\_2009\_Revised\_Ch\_6.docx](http://www.ndya.org/uploads/Coaches_Manual_2009_Revised_Ch_6.docx) | | | |

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| **VA SOL Standard:**  11/12.1 The student will study in-depth and demonstrate mastery of movement skills and patterns in at least one lifetime physical activity per nine-week period.  ESSENTIAL UNDERSTANDING   * + - * Analysis of skills and strategies used at high levels of performance or competition helps in the development of appropriate tactical strategies and allows for student success. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **11/12.1.i** Apply appropriate strategies during performance, including offensive and defensive strategies, game-specific situational strategies, and strategies for working more effectively with team members/partners.  **Suggested Learning Targets:**  I can use appropriate tactics and strategies to be successful in [selected activity] and to work effectively with team members/partners. | **Assessment for Learning (Formative)**   * + - * Written: indicators of strategies used in game play; reflection on strategies, tactics       * Skill rubric: using appropriate strategies (self and/or peer analysis and feedback)       * Teacher observation and feedback   **Assessment of Learning (Summative)**   * + - * Written: comparison of offensive and defensive strategies       * Skill rubric: application of appropriate tactics and strategies   Sample Rubric  4 (*Beyond what was taught)*  Demonstrates mastery of advanced tactics and strategies in multiple settings/situations  3 *(What was explicitly taught)*  Appropriately applies tactics and strategies in dynamic and unpredictable situations  2 *(Identify basic elements)*  Applies some tactics and strategies in isolation.  1 *(With help/prompts/cues)*  With cues, can identify and demonstrate some tactics. | * + - * Activity-specific terminology, dependent on activities offered or selected by students. | * + - * Participation in tactical, net/wall, or striking/fielding activities using offensive and defensive strategies. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  [www.ndya.org/uploads/Coaches\_Manual\_2009\_Revised\_Ch\_6.docx](http://www.ndya.org/uploads/Coaches_Manual_2009_Revised_Ch_6.docx). | | | |

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| **VA SOL Standard:**  11/12.2 The student will apply knowledge of body systems and movement principles, and concepts that aid in the improvement of movement skills and performance to specialized movement forms.  ESSENTIAL UNDERSTANDINGS   * + - * Using physiological and biomechanical principles will help improve performance.       * Multiple factors can help improve skills and performance in specialized movement forms. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **11/12.2.a** Explain and apply biomechanical and physiological principles of applied kinesiology that aid in the improvement of skills and performance in specialized movement forms, including laws of motion, leverage, balance, weight transfer, speed, timing, accuracy, force, cardiac output, maximal oxygen consumption (VO2 max), energy systems (aerobic and anaerobic) heart rate (resting, target, and recovery), caloric cost of activity, muscle contraction, static versus dynamic flexibility, and muscular strength versus muscular endurance.  **Suggested Learning Targets:**  I can explain biomechanical and physiological principles.  **11/12.2.b** Analyze performance to identify physiological and biomechanical deficiencies, including self-evaluation, peer evaluation, and teacher evaluation.  **Suggested Learning Targets:**  I can analyze performance to indicate deficiencies in movement principles and apply movement principles to aid in the improvement and performance of [activity]. | **Assessment for Learning (Formative)**   * Written: description of biomechanical and physiological principles; self and peer assessment on physiological and biomechanical deficiencies   + - * Self and peer evaluation of skill performance to identify physiological and biomechanical deficiencies * Teacher observation with feedback   **Assessment of Learning (Summative)**   * + - * Written: description of biomechanical and physiological principles; self and peer assessment on physiological and biomechanical deficiencies; practice/improvement plans to correct deficiencies in movement principles       * Self and peer evaluation of skill performance to identify physiological and biomechanical deficiencies | * + - * Aerobic: with oxygen; aerobic system produces the largest amounts of energy at the lowest intensity; used for long-term, steady, paced exercise and day-to-day activities.       * Anaerobic: without oxygen; the body relies on anaerobic processes for the first couple of minutes of activity; produces fast bursts of energy for short, powerful bursts.       * Balance: created through center of gravity and center/base of support.       * Caloric cost: amount of calories expended in a given activity.       * Cardiac output: volume of blood pumped by the heart per minute.       * Laws of motion: an object at rest tends to stay at rest or moves at continuous velocity unless external force is applied to it; force is equal to the mass of an object multiplied by the acceleration of the object (force causes change in velocity); for every action, there is an equal and opposite reaction.       * Leverage: the exertion of force by means of a lever or an object used in the manner of a lever.       * Muscle contraction: muscle fibers generating tension (traction); concentric contraction: contraction in which force causes muscle to shorten and change the angle of a joint; eccentric contraction: muscle elongates while under tension due to an opposing force greater than the muscle generates; isometric contraction: muscular force precisely matches the load, and no movement results.       * Recovery heart rate: the heart’s ability to return to a normal rate after a specific period of time after physical activity.       * Resting heart rate: the number of contractions of the heart while the body is at complete rest.       * Static stretching: flexibility displayed without movement.       * VO2 max: the maximum amount of oxygen that the body can use. | * + - * Movement activities in isolated and dynamic movements for each skill.       * Incorporate instruction of biomechanical and physiological principles of warm-up activities, instant activities, and skill practice during lifetime activities. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  Caloric cost: <http://www.acefitness.org/updateable/update_display.aspx?pageID=593>  Laws of motion: <https://www.nbclearn.com/portal/site/learn/science-of-nfl-football>  VO2 max: <http://www.teachpe.com/anatomy/vo2max.php>. | | | |

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| **VA SOL Standard:**  11/12.2 The student will apply knowledge of body systems and movement principles, and concepts that aid in the improvement of movements skills and performance to specialized movement forms.  ESSENTIAL UNDERSTANDING   * To participate effectively in structured activities, students need to know and apply the rules and appropriate tactics. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **11/12.2.c** Explain the rules, safety protocols, relevant markings/lines for the field of play, offensive and defensive tactics, and common penalties and violations for selected activities.  **Suggested Learning Targets:**  I can explain the rules and tactics of selected activities. | **Assessment for Learning (Formative)**   * + - * Written: identification of safety protocols, field markings, tactics, penalties, and violations       * Observation on the application of rules and tactics   **Assessment of Learning (Summative)**   * + - * Written: identification of safety protocols, field markings, tactics, penalties, and violations       * Observation on the application of rules and tactics | * + - * Activity-specific terminology, dependent on activities offered or selected by students. |  |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>.  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:**  11/12.2 The student will apply knowledge of body systems and movement principles, and concepts that aid in the improvement of movements skills and performance to specialized movement forms.  ESSENTIAL UNDERSTANDINGS   * + - * Effective warm-up and cool-down sequences allow students to safely and effectively participate in physical activity. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **11/12.2.d** Design, justify, and evaluate warm-up and cool-down sequences for selected activities.  **Suggested Learning Targets:**  I can design warm-up and cool-down sequences to allow for safe and effective participation in selected activities.  I can justify the need for appropriate warm-up and cool-down sequences.  I can evaluate warm-up and cool-down sequences for their effectiveness. | **Assessment for Learning (Formative)**   * + - * Written: identification of components in an appropriate warm-up and cool-down; justification for warm-up and cool-down; evaluation of warm-up and cool-down sequences       * Teacher observation with feedback   **Assessment of Learning (Summative)**   * + - * Written: design a warm-up and cool-down plan for selected activities; justification for warm-up and cool-down; evaluation of warm-up and cool-down sequences       * Teacher observation with feedback | * + - * See Grade Nine and Grade Ten content. |  |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>.  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:**  11/12.2 The student will apply knowledge of body systems and movement principles, and concepts that aid in the improvement of movements skills and performance to specialized movement forms.  ESSENTIAL UNDERSTANDING   * + - * The principles of FITT and specificity, overload, and progression help students achieve the greatest possible benefit from physical activity. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **11/12.2.e** Apply the FITT (frequency, intensity, time, and type of exercise) principle to improve performance.  **Suggested Learning Targets:**  I can apply the FITT principles to improve my performance and achieve the greatest benefit possible.  **11/12.2.f** Apply the specificity, overload, and progression (SOP) principle to the design and performance of a physical activity program to achieve physical benefits.  **Suggested Learning Targets:**  I can apply the principles of specificity, overload, and progression when designing a physical activity program to achieve the greatest benefit possible. | **Assessment for Learning (Formative)**   * + - * Development of physical activity plans, including FITT and SOP   **Assessment of Learning (Summative)**   * + - * Analysis of physical activity plans, including FITT and SOP | * + - * See the previous year’s content for information on FITT and SOP. | * + - * Incorporate FITT and SOP principles into the development of a personal fitness plan. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes ; VDOE Physical Education Instructional Resources: https://openphysed.org/<http://www.doe.virginia.gov/instruction/physed/index.shtml>. | | | |

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| **VA SOL Standard:**  11/12.2 The student will apply knowledge of body systems and movement principles, and concepts that aid in the improvement of movements skills and performance to specialized movement forms.  ESSENTIAL UNDERSTANDING   * + - * Understanding the way that the body works in component skills and movement patterns helps improve skill performance. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **11/12.2.g** Analyze feedback about personal performance to improve skills including self-evaluation, peer evaluation, and teacher evaluation.  **Suggested Learning Targets:**  I can analyze feedback from self, peer, and teacher evaluations and use that feedback to improve skill performance and movement patterns in [activity]. | **Assessment for Learning (Formative)**   * + - * Written: identification of component skills and movement patterns       * Self and peer evaluations       * Teacher observation with feedback   **Assessment of Learning (Summative)**   * + - * Written: identification of component skills and movement patterns       * Analysis of feedback from evaluations to improve performance | * + - * Activity-specific terminology, dependent on activities offered or selected by students. | * + - * Use video to analyze performance by providing critical features of lifetime skills. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>.  <https://openphysed.org/>[Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:** 11/12.3 The student will design, implement, and evaluate a personal fitness program for self, a college student, or an employee in a selected field of work.  ESSENTIAL UNDERSTANDINGS   * It is important to understand the baseline levels of fitness in order to create an individualized fitness plan. * Appropriate and criterion-referenced assessments are vital in accurately determining present levels of fitness. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **11/12.3.a** Assess individual level of health-related fitness using appropriate measures (e.g., criterion-referenced wellness tests, Fitnessgram)and technology (heart rate monitors, pedometers, accelerometers, and bioelectrical impedance).  **Suggested Learning Targets:**  I can use appropriate assessments to understand my level of health-related fitness. | **Assessment for Learning (Formative)**   * + - * Baseline fitness/criterion-referenced assessments       * In-class measures using technology       * Student analysis of personal levels of fitness   **Assessment of Learning (Summative)**   * + - * Student analysis of personal levels of fitness | * + - * Bioelectrical impedance: a measurement used to calculate body composition through the opposition of electrical flow in body tissues.       * Criterion-referenced: assessments designed to measure student performance against a fixed set of predetermined criteria.       * Five components of fitness:  1. Body composition 2. Cardiorespiratory endurance 3. Flexibility 4. Muscular endurance 5. Muscular strength | * + - * 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. There should not be a focus on test results/scores (it is an inappropriate practice to grade students on fitness test results). |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>.  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  Fitnessgram: <http://www.fitnessgram.net>. | | | |

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| **VA SOL Standard:** 11/12.3 The student will design, implement, and evaluate a personal fitness program for self, a college student, or an employee in a selected field of work.  ESSENTIAL UNDERSTANDING   * Having a proper fitness goal, using proper activity levels, and tracking progress are vital to the success of a personal fitness program. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **11/12.3.b** Evaluate and adjust activity levels to meet the Centers for Disease Control and Prevention’s Physical Activity Guidelines for Americans.  **11/12.3.c** Design and critique a personal fitness program, using available technology (e.g., electronic portfolios, tracking applications) and resources, to improve or maintain personal fitness levels in relation to the five components of fitness.  **Suggested Learning Targets:**  I can design a personal fitness program, including present level of fitness, fitness goals, activities specific to meeting those goals, and a way of tracking progress.  I can critique a personal fitness program to ensure that it is aligned with an individual’s fitness goals. | **Assessment for Learning (Formative)**   * + - * Components of fitness program (baseline data, SMART goals)       * Fitness tracking information   **Assessment of Learning (Summative)**   * Personal fitness program * Critique of another individual’s personal fitness program | * + - * Activity/Intensity Levels ( example) * Intensity Level 1: Not moving (seated) * Intensity Level 2: Slow (walking) * Intensity Level 3: Medium (skipping, galloping) * Intensity Level 4: Fast (jogging/ running) * Intensity Level 5: Very fast (sprinting) | * + - * Plan elements may include: goals (short- and long-term), measures, timeline, work plans, intensity levels, time, documentation of daily activities, documentation of conditioning activities (evidence of use of rate of perceived exertion [RPE] and pacing), reassessments, reflection, revisions to goals and action plans as needed.       * Participate in physical activities at different intensity levels.       * Participate in physical activities to help students understand levels of intensity. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  CDC: <http://www.cdc.gov/physicalactivity/everyone/measuring/exertion.html>. | | | |

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| **VA SOL Standard:** 11/12.3 The student will design, implement, and evaluate a personal fitness program for self, a college student, or an employee in a selected field of work.  ESSENTIAL UNDERSTANDING   * + - * Physical activity benefits the whole body and promotes wellness. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **11/12.3.d** Explain the physical and mental (emotional, social) benefits of physical fitness for lifelong health and wellness.  **Suggested Learning Targets:**  I can justify participation in physical activity through explaining the physical, emotional, and social benefits that promote wellness. | **Assessment of Learning (Summative)**   * + - * Written: List physical, emotional, social benefits of physical fitness and physical activity (exit tickets, short-answer reflection activities)   **Assessment for Learning (Formative)**   * + - * Written: List physical, emotional, social benefits of physical fitness and physical activity | * + - * See previous year’s information on benefits of physical activity. | * + - * May be incorporated into fitness planning. |

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| **VA SOL Standard:** 11/12.3 The student will design, implement, and evaluate a personal fitness program for self, a college student, or an employee in a selected field of work.  ESSENTIAL UNDERSTANDING   * + - * Fitness plans should be differentiated to meet the specific needs of individuals. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| 11/12.3.e Create personal-fitness plans for a variety of situations (e.g., injury, aging) based on goals.  **Suggested Learning Targets:**  I can create differentiated fitness plans based on the needs and goals of individuals. | **Assessment for Learning (Formative)**   * + - * Components of fitness plans       * Differentiation methods   **Assessment of Learning (Summative)**   * + - * Development of multiple fitness plans that are differentiated to meet the needs of individuals | * + - * See the previous year’s information for vocabulary.       * Use SMART goals to create individualized fitness goals. | * + - * Participation in strength training, physical conditioning, and fitness activities to be able to differentiate activities to meet the goals of individuals. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:** 11/12.3 The student will design, implement, and evaluate a personal fitness program for self, a college student, or an employee in a selected field of work.  ESSENTIAL UNDERSTANDINGS   * + - * In order to access opportunities for physical activity outside the school setting, it is important to know what opportunities exist within the community.       * To lead physically active lifestyles, one must understand ways to overcome barriers to activity. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **11/12.3.f** Identify and evaluate community resources for selected physical and/or lifetime activities, including recreation centers, local fitness centers, adult leagues, and other fitness clubs/groups.  **Suggested Learning Targets:**  I can find ways to participate in [activity] in my community.  **11/12.3.g** Identify barriers to physical activity, including those related to time, motivation, or energy, skill confidence, fear of injury, resources, and social influences/peer pressure, and identify strategies to overcome these barriers.  **Suggested Learning Targets:**  I can identify why people don’t engage in physical activity in my community and provide solutions to those barriers.  **11/12.3.h** Evaluate and apply scientific evidence to make critical decisions when purchasing fitness products and/or services.  **Suggested Learning Targets:**  I can select appropriate fitness products and services based on my individual needs. | **Assessment of Learning (Summative)**   * + - * Written: identification of community resources for physical activity; barriers to physical activity; solutions to barriers of physical activity       * Evaluate different fitness products (where, what, and how to purchase)   **Assessment for Learning (Formative)**   * + - * Written: evaluation of community resources available for physical activity; plan to overcome barriers to physical activity | * + - * Barrier: a circumstance or obstacle that keeps people or things apart or prevents communication or progress. | * + - * Evaluation of community resources available for participation in physical activity.       * Creation of a plan to get more people to overcome physical activity barriers and become physically active.       * Be able to explain why you would purchase certain fitness products and services. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  CDC: <http://www.cdc.gov/physicalactivity/basics/adding-pa/barriers.html>. | | | |

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| **VA SOL Standard:**  11/12.4 The student will evaluate and implement a safe environment for skill practice and play and demonstrate social competency skills for lifetime activity participation.  ESSENTIAL UNDERSTANDING   * + - * Safe practices, rules, and etiquette contribute to a safe environment for physical activity. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **11/12.4.a** Evaluate, create, and implement growth mindset plan for increasing self-efficacy.  **Suggested Learning Targets:**  I can evaluate my own growth mindset plan.  **11/12.4.b** Demonstrate appropriate etiquette as a participant and spectator in physical activity/sport.  **11/12.4.d** Demonstrate safe behavior when participating in or watching physical activity/sport.  **Suggested Learning Targets:**  I can follow rules to demonstrate etiquette and safety when I participate in or watch an activity.  **11/12.4.c** Demonstrate proper care of athletic/activity equipment.  **Suggested Learning Targets:**  I can take care of athletic equipment to participate safely in physical activity. | **Assessment for Learning (Formative)**   * + - * Written: identification of safe practices (rules, procedures, avoidance of dangerous situations, strategies for decreasing risk of injury) for a selected activity       * Observation (self/peer) on the demonstration of rules, etiquette, and proper care of equipment       * Teacher observation with feedback   **Assessment of Learning (Summative)**   * + - * Written: creation and implementation of a safety plan       * Observation on the demonstration of rules, etiquette, and proper care of equipment | * + - * Terms/ vocabulary dependent on activities offered to or chosen by students.       * Growth mindset: the underlying beliefs you have about learning and intelligence. If you believe you can smarter, more effort is put into achievement.       * Use prompts such as, “I can learn to do anything I want…,” “Challenges help me to grow,” and “My effort and my attitude determine my abilities.” | * + - * Participation in self-selected tactical, net/wall, striking/fielding, individual, fitness, outdoor, and/or lifetime activities.       * Be able to know the difference between a growth mindset and a fixed mindset. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  [Growth Mindset](https://www.mindsetworks.com/science/) | | | |

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| **VA SOL Standard:**  11/12.4 The student will evaluate and implement a safe environment for skill practice and play and demonstrate social competency skills for lifetime activity participation.  ESSENTIAL UNDERSTANDING   * + - * Success in many physical activities requires cooperation and communication. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **11/12.4.e** Explain and demonstrate leadership skills of critical thinking, creative thinking, communication, collaboration, and citizenship skills.  **Suggested Learning Targets:**  I can demonstrate effective leadership through using effective problem solving, communication, and conflict resolution skills.  **11/12.4.f** Demonstrate the ability to work cooperatively to accomplish a group goal.  **Suggested Learning Targets:**  I can work with others to accomplish a goal. | **Assessment for Learning (Formative)**   * + - * Written: explanation of leadership skills, such as problem solving skills, effective communication skills, and conflict resolution skills; identification of skills to work with others to accomplish a goal   **Assessment of Learning (Summative)**   * + - * Demonstration of leadership skills and cooperation | * + - * Conflict resolution process: * Talk about the problem without assigning blame. * Use active listening. * Identify and clarify issues and needs. * Brainstorm solutions. * Choose and apply a solution. * Evaluate the solution.   + - * Problem solving skills: * Clarify the problem. * Analyze the causes. * Identify alternatives. * Assess the alternatives. * Choose and implement an alternative. * Evaluate your choice.   + - * Citizenship skills: * Someone who is responsible * Someone who cares for others * Someone who the rules * Someone who does not intentionally hurt other people | * + - * Any outdoor pursuit activities, fitness activities, dance and rhythmic activities, aquatics, selected individual performance activities, and net/wall and target games/activities that use leadership skills/strategies and requires students to work with others to accomplish a goal. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  Leadership: <http://www.teachpe.com/sports_psychology/leadership.php>. | | | |

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| **VA SOL Standard:**  11/12.4 The student will evaluate and implement a safe environment for skill practice and play and demonstrate social competency skills for lifetime activity participation.  ESSENTIAL UNDERSTANDINGS   * + - * Activities can be modified to make them safer or more accessible for all individuals.       * Advocates can promote change in policy or rules. | | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **11/12.4.g** Advocate for a rule change or modification in a sport or activity to facilitate safety or the inclusion of individuals from the point of view of an athlete, coach, parent, or referee.  **Suggested Learning Targets:**  I can become an advocate for safety and/or inclusion through promoting rule changes in [sport] from the perspective of a(n) [selected individual]. | **Assessment for Learning (Formative)**   * + - * Written: identification of modifications or rule changes that can promote safety or inclusion   **Assessment of Learning (Summative)**   * + - * Advocacy plan for rule change or inclusion | * + - * Inclusion: the action or state of including or of being included within a group or structure. | * + - * Can be incorporated into any physical activity opportunity. |
| **Resources:**  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://www.njea.org/news-and-publications/njea-review/march-2012/inclusion-in-physical-education>. | | | | |
| **VA SOL Standard:**  11/12.4 The student will evaluate and implement a safe environment for skill practice and play and demonstrate social competency skills for lifetime activity participation.  ESSENTIAL UNDERSTANDING   * + - * Health promotion and physical activity for the community requires individuals to be respectful of and include people of diverse backgrounds and abilities. | | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **11/12.4.h** Demonstrate respect for differences among people in physical activity settings.  **Suggested Learning Targets:**  I can show respect for all, regardless of individual differences.  **11/12.4.i** Develop and demonstrate strategies for inclusion of persons of diverse backgrounds and identify personal, cultural, and linguistic assets in setting collective goals.  **Suggested Learning Targets:**  I can include all people in physical activity settings, regardless of individual differences.  **11/12.4.l** Describe and demonstrate behaviors that support an inclusive environment, where a sense of belonging, acceptance, and value is available to all students.  **Suggested Learning Targets:**  I can describe ways to be inclusive in my environment.  I can accept students who are different from me. | **Assessment of Learning (Summative)**   * + - * Written: identification of ways to demonstrate respect and inclusion of people with differences   **Assessment for Learning (Formative)**   * + - * Written: development of a plan to respect others and include people of diverse backgrounds and abilities       * Demonstration of respect and inclusion of persons of diverse backgrounds and abilities | * + - * See previous year’s content information for terms and vocabulary. | * + - * May be incorporated into any activity. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | | |

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| **VA SOL Standard:**  11/12.4 The student will evaluate and implement a safe environment for skill practice and play and demonstrate social competency skills for lifetime activity participation.  ESSENTIAL UNDERSTANDING   * + - * Participation in physical activity promotes social interaction. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **11/12.4.j** Identify ways that physical activities can provide social interaction, such as the benefits of team involvement and an individual’s role as a positive member of a group.  **Suggested Learning Targets:**  I can show how participating in physical activity promotes social health and interaction with others. | **Assessment for Learning (Formative)**   * + - * Identification of ways that participation in physical activities promotes social interaction   **Assessment of Learning (Summative)**   * + - * Written: documentation of social interaction through participation in physical activity opportunities | * + - * Social interaction | * + - * May be incorporated into any physical activity. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:**  11/12.4 The student will evaluate and implement a safe environment for skill practice and play and demonstrate social competency skills for lifetime activity participation.  ESSENTIAL UNDERSTANDING   * + - * Promotion of physical activity opportunities can increase participation. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  **What will the student know and be able to do** | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **11/12.4.k** Create and implement a strategy to promote peer involvement in physical activity, such as a social-networking campaign or a video  **Suggested Learning Targets:**  I can promote physical activity opportunities within my community.  I can involve my peers in physical activities. | **Assessment for Learning (Formative)**   * + - * Identification of strategies to promote participation in physical activities within the community   **Assessment of Learning (Summative)**   * + - * Development of a strategy to promote peer involvement in physical activity which depicts the physical, social, and mental benefits of participation in physical activity | * + - * See the previous year’s information on the physical, social, and mental benefits of participation in physical activity. | * + - * Development of a strategy to promote peer involvement in any form of physical activity.       * Strategy can include the development of social media campaigns, video or audio commercials, development of websites or blogs. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  https://openphysed.org/; [Health Smart Virginia](https://healthsmartva.pwnet.org/) | | | |

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| **VA SOL Standard:**  11/12.5 The student will explain the importance of energy balance and demonstrate understanding of the nutritional needs of the body to maintain optimal health and prevent chronic disease for a lifetime.  ESSENTIAL UNDERSTANDING   * + - * Healthy behaviors allow for optimal participation in selected physical activities and for optimal personal health. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **11/12.5.a** Analyze the relationship among physical activity, nutrition, body composition, and sleep that are optimal for personal health and/or for participation in a self-selected physical activity.  **Suggested Learning Targets:**  I can analyze how practicing healthy behaviors (participating in regular physical activity, good nutritional habits, and getting enough sleep) allows for optimal participation in [selected activity]. | **Assessment for Learning (Formative)**   * + - * Identification of physical activity, caloric, and sleep needs for participation in self-selected activity   **Assessment of Learning (Summative)**   * + - * Analysis of personal nutrition and sleep behaviors in order to reach optimal levels of participation in self-selected activity | * + - * Review vocabulary and requirements/guidelines from previous grade levels.       * Refer to the CDC for adolescent and adult guidelines for caloric expenditure and intake. | * + - * Student logs on physical activity, nutritional, and sleep habits.       * Identification of physical activity, nutrition, and sleep needs for optimal participation in a self-selected physical activity. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.choosemyplate.gov/> (see education resources and curriculum ideas) | | | |
| **VA SOL Standard:**  11/12.5 The student will explain the importance of energy balance and demonstrate understanding of the nutritional needs of the body to maintain optimal health and prevent chronic disease for a lifetime.  ESSENTIAL UNDERSTANDING   * + - * Levels of physical activity can change through different stages of life. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **11/12.5.b** Analyze current and future nutritional and physical activity needs in relation to changes in growth/aging  **Suggested Learning Targets:**  I can analyze my nutritional needs as my lifestyle changes. | **Assessment for Learning (Formative)**   * + - * Identification of nutritional needs as a student’s lifestyle changes.   **Assessment of Learning (Summative)**   * + - * Components of fitness plans       * Analyze future nutritional needs as a student ages       * Explanation of future physical activity needs | * + - * See previous year’s content for information on physical activity needs.       * Occupational and leisure time physical activity for adults: <http://bmjopen.bmj.com/content/2/1/e000556.full> | * + - * Compare and contrast various ages, weight, and activity levels using an application such as one available from the Mayo Clinic (calorie calculator): <http://www.mayoclinic.org/calorie-calculator/ITT-20084939>. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.choosemyplate.gov/> (see education resources and curriculum ideas) | | | |

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| **VA SOL Standard:**  11/12.5 The student will explain the importance of energy balance and demonstrate understanding of the nutritional needs of the body to maintain optimal health and prevent chronic disease for a lifetime.  ESSENTIAL UNDERSTANDING   * + - * Nutritional needs change as individual’s age. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **11/12.5.c** Explain the benefits of nutrient-dense, low-sodium foods versus high-calorie, empty calorie, and high-sodium foods.  **Suggested Learning Targets:**  I can determine my current nutritional needs.  I can determine how my nutritional needs will change over time.  I can explain empty calories versus high calorie foods.  **11/12.5.g** Compare caloric expenditure while sitting and standing.  **Suggested Learning Targets:**  I can explain how changing nutritional and physical activity needs affect energy balance in adulthood.  I can compare different calorie expenditures for sitting and standing. | **Assessment for Learning (Formative)**   * + - * Identification of nutritional needs for adolescents into adulthood   **Assessment of Learning (Summative)**   * + - * Explain the caloric needs for before, during, and after (selected activities).       * Explain current and future energy balance for a variety of ages, weight, and activity levels. | See previous year’s content information for vocabulary and caloric needs. | * + - * Compare and contrast various ages, weight, and activity levels using an application such as one available from the Mayo Clinic (calorie calculator): <http://www.mayoclinic.org/calorie-calculator/ITT-20084939>**.** |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.choosemyplate.gov/> (see education resources and curriculum ideas) | | | |

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| **VA SOL Standard:**  11/12.5 The student will explain the importance of energy balance and demonstrate understanding of the nutritional needs of the body to maintain optimal health and prevent chronic disease for a lifetime.  ESSENTIAL UNDERSTANDING   * + - * Nutrition is essential to physical, emotional, and social health. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **11/12.5.d** Analyze current and future sleep needs for positively influencing academic, and career success and mental health.  **Suggested Learning Targets:**  I can explain the benefits eating nutrient-dense, low-sodium foods and explain the negative effects of consuming high-calorie and high-sodium foods. | **Assessment for Learning (Formative)**   * + - * Identify current sleep needs       * Identify future sleep needs   **Assessment of Learning (Summative)**   * + - * Explain and determine current and future sleep needs for academic and career success | * + - * Recommended amount of sleep:       * Teens: 9-10 hours a day       * Adults (including the elderly): 7-8 hours a day       * (National Heart, Lung, and Blood Institute) | * + - * May be incorporated into any physical activity. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  https://openphysed.org/ ; http://www.choosemyplate.gov/ (see education resources and curriculum ideas)  Health Smart Virginia | | | |

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| **VA SOL Standard:**  11/12.5 The student will explain the importance of energy balance and demonstrate understanding of the nutritional needs of the body to maintain optimal health and prevent chronic disease for a lifetime.  ESSENTIAL UNDERSTANDING   * + - * Measures such as rate of perceived exertion (RPE) allow an individual to be successful in a self-selected activity. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **11/12.5.e** Apply rate of perceived exertion and pacing to a conditioning plan that meets the needs of a self-selected physical activity.  **Suggested Learning Targets:**  I can plan for, monitor, and record my pacing during conditioning activities using RPE and time/distance/other measures to be successful in (selected activity). | **Assessment for Learning (Formative)**   * + - * Written: Review of vocabulary and RPE scale(s); drafts of conditioning program/plan; documentation of conditioning activities and RPE/pacing   **Assessment of Learning (Summative)**   * + - * Written: Conditioning program/plan   Sample Rubric  4 (*Beyond what was taught)*  All elements of score 3 and evaluates plan effectiveness to meet goals; identifying and addressing barriers  3 (*What was explicitly taught)*  Program plan includes all elements for conditioning (goals [short- and long-term]), measures, timeline, work plans, intensity levels, documentation of conditioning activities (evidence of use of RPE and pacing), reassessments, reflection  2 (*Identify basic elements)*  Plan includes some basic elements: goals, measures, work plans, intensity levels, some documentation of activities, reassessments, reflection  1 (*With help/prompts/cues)*  With teacher cues, student can demonstrate ability to create a plan with a goal and activities to meet the goal | * + - * Rate of perceived exertion (RPE) * Pacing * Conditioning activities   + - * Borg Scale (CDC)  1. No exertion at all 2. Extremely light (7.5) 3. Very light 4. Light 5. Somewhat hard 6. Hard (heavy) 7. Very hard 8. Extremely hard 9. Maximal exertion    * + - Intensity levels (example):  * Intensity Level 1: Not moving (seated) * Intensity Level 2: Slow (walking) * Intensity Level 3: Medium (skipping, galloping) * Intensity Level 4: Fast (jogging/ running) * Intensity Level 5: Very fast (sprinting) | * + - * Application of RPE or other measures to meet physical activity needs of a self-selected physical activity. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.choosemyplate.gov/> (see education resources and curriculum ideas)  CDC: <http://www.cdc.gov/physicalactivity/everyone/measuring/exertion.html>. | | | |

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| **VA SOL Standard:**  11/12.5 The student will explain the importance of energy balance and demonstrate understanding of the nutritional needs of the body to maintain optimal health and prevent chronic disease for a lifetime.  ESSENTIAL UNDERSTANDINGS   * + - * The body burns more calories in physical activity than it does at rest.       * Balancing calories in versus calories out is key to weight management and maintaining personal health. | | | |
| **VBOE Standard(s)**  **Student Friendly Language**  What will the student know and be able to do? | **SUGGESTED/SAMPLE**  **ASSESSMENTS** | **Terms (Vocabulary) and Content Information** | **SUGGESTED/SAMPLE**  **ACTIVITIES** |
| **11/12.5.f** Explain energy balance in terms of caloric intake and expenditure in relation to changing lifestyle needs from adolescence to adulthood.  **Suggested Learning Targets:**  I can determine the effect of calories in and calories out when the body is at rest and when the body is at work. | **Assessment for Learning (Formative)**   * + - * Determining the number of calories consumed as well as the number of calories burned   **Assessment of Learning (Summative)**   * + - * Explanation of caloric balance in the body | * + - * Isocaloric balance: the calories in and calories out are equal, resulting in weight maintenance.       * Negative caloric balance: the calories in is lower than the calories out, resulting in weight loss.       * Positive caloric balance: the calories in is higher than the calories out, resulting in weight gain.       * See <http://www.health.harvard.edu/diet-and-weight-loss/calories-burned-in-30-minutes-of-leisure-and-routine-activities> for physical activities and the calories burned through 30 minutes of participation. | * Determine the number of calories consumed versus the number of calories burned in physical activity or while at rest. |
| **Resources:**  SHAPE America National Standards and Grade-Level Outcomes  <http://www.choosemyplate.gov/> (see education resources and curriculum ideas)  <http://www.heart.org/HEARTORG/Educator/Educator_UCM_001113_SubHomePage.jsp>  <http://www.health.harvard.edu/diet-and-weight-loss/calories-burned-in-30-minutes-of-leisure-and-routine-activities>. | | | |

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| **VA SOL Standard:**  FI.1 The student will demonstrate mastery of movement skills and patterns used to perform strength training, physical conditioning, and fitness activities.  ESSENTIAL UNDERSTANDINGS   * + - * Distinguish key elements of correct movement skills and patterns for strength-training, physical conditioning, and fitness activities       * Critique peer observation skills of basic and advance strength training, physical conditioning and functional fitness.       * Analyze the critical components of ergonomically safe movement patterns for strength training, physical conditioning and functional fitness. | | | |
| **Required**  **VBOE Standard(s)**  **Student Friendly Language**  **What will the student know and be able to do?** | **Suggested**  **Assessments** | **Terms (Vocabulary) and Content Information** | **Suggested**  **Activities** |
| FI.1.a Demonstrate correct movement skills and patterns for strength-training, physical conditioning, and fitness activities.  I can demonstrate correct movement skills and patterns through participation in basic and advanced strength training activities.  I can demonstrate correct movement skills and patterns through participation in basic and advanced physical conditioning activities.  I can demonstrate correct movement skills and patterns through participation in basic and advanced fitness activities.  FI.1.b Analyze movement activities for component skills and movement patterns.  I can analyze the component skills and movement patterns of basic and advanced strength training, personal conditioning, and fitness activities. | **Assessment for Learning**   * Self and peer observation * Teacher observation with feedback * Written: identify motor cues, movement patterns (exit tickets, short answer, reflection activities)   **Assessment of Learning**   * Self and peer observation with written feedback * Create a analysis of component skills and movement patterns of basic and advanced strength training, physical conditioning, and fitness activities. | Component skills and movement patterns may include:   * Squat * Lunge * Push * Pull * Bend * Twist   Terminology specific to selected basic and advanced strength training, personal conditioning, and fitness activities | Strength training activity skills may include:   * Free weight activities * Olympic lifts * Dumbbell/kettlebell activities * Manual resistance activities * Resistance band activities * Resistance machines   Specific physical conditioning and fitness activities referenced may include:   * Speed and agility activities * Endurance activities * Flexibility activities * Plyometric activities   Video feedback on basic and advanced skills in strength training, personal conditioning, and fitness activities.  Analysis of basic and advanced skills in strength training, personal conditioning, and fitness activities for component skills and movement patterns applicable to skill performance. |
| Resources:  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <https://www.nasm.org/docs/default-source/PDF/nasm-cpt-executive-summary-job-task-analysis.pdf?sfvrsn=2>  <http://www.acefitness.org/blog/3815/physiological-assessments-anthropometric>;  <https://www.acefitness.org/blog/3808/motivation-behavior-change-and-program-adherence>; <http://exrx.net/Psychology/AdherenceTips.html>; <https://www.nfpt.com/the-role-of-a-personal-trainer> | | | |

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| **VA SOL Standard:**  FI.1 The student will demonstrate mastery of movement skills and patterns used to perform a variety of strength training, physical conditioning, and fitness activities.  ESSENTIAL UNDERSTANDINGS   * Use basic training techniques to optimize motor-related fitness components. | | | |
| **Required**  **VBOE Standard(s)**  **Student Friendly Language**  **What will the student know and be able to do?** | **Suggested**  **Assessments** | **Terms (Vocabulary) and Content Information** | **Suggested**  **Activities** |
| FI.1.c Describe and demonstrate activities specific to improving the skill-related components of fitness.  I can describe and plan for improvement in each of the six skill-related fitness components.  I can demonstrate proficiency in activities that help improve agility, balance, coordination, power, reaction time, and speed. | **Assessment for Learning**   * Self and peer observation * Teacher observation with feedback * Written: identification of activities that improve skill-related components (exit tickets, short answer reflection activities)   **Assessment of Learning**  Create a written plan of activities to improve at least three specific skill-related components of fitness. | Review the previous year’s vocabulary, as appropriate. | Participation in activities that contribute to the improvement of the health- and skill-related components of fitness.  Planning for improvement of at least three skill-related components of fitness. |
| Resources:  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <https://www.nasm.org/docs/default-source/PDF/nasm-cpt-executive-summary-job-task-analysis.pdf?sfvrsn=2>  <http://www.acefitness.org/blog/3815/physiological-assessments-anthropometric>;  <https://www.acefitness.org/blog/3808/motivation-behavior-change-and-program-adherence>; <http://exrx.net/Psychology/AdherenceTips.html>; <https://www.nfpt.com/the-role-of-a-personal-trainer> | | | |

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| **VA SOL Standard:**  FI.1 The student will demonstrate mastery of movement skills and patterns used to perform a variety of strength training, physical conditioning, and fitness activities.  ESSENTIAL UNDERSTANDINGS   * + - * Apply current national physical activity guidelines for achieving health benefits to cardiorespiratory and strength-training program design. | | | |
| **Required**  **VBOE Standard(s)**  **Student Friendly Language**  **What will the student know and be able to do?** | **Suggested**  **Assessments** | **Terms (Vocabulary) and Content Information** | **Suggested**  **Activities** |
| FI.1.d Define and identify *activities of daily living* (ADL) as the tasks of everyday life.  I can define activities of daily living (ADL) as the tasks of everyday life.  I can identify movement skills and patterns involved in ADL.  FI.1.e Apply movement skills and patterns to functional fitness activities that support ADL.  I can apply movement skills and patterns used in ADL to fitness activities to improve or maintain functioning in ADL. | **Assessment for Learning**   * Written: defining ADL; identification of activities involving ADL; reflection activities on the improvement/maintenance of movement skills and patterns involved in ADL   **Assessment of Learning**   * Written: application of movement skills and patterns into a prescription of fitness activities for an individual | Activities of daily living (ADL): basic tasks of everyday life, such as eating, bathing, dressing, transferring.  Movement skills and patterns used in ADL include:   * Bending/raising and lifting/lowering movements (e.g., squatting) * Single-leg movements * Pushing movements in vertical/horizontal planes and resultant movement * Pulling movements in vertical/horizontal planes and resultant movement * Rotational movements | Participation in activities which incorporate movement skills and patterns used in ADL, including:   * Bending/raising and lifting/lowering movements (e.g., squatting) * Single-leg movements * Pushing movements in vertical/horizontal planes and resultant movement * Pulling movements in vertical/horizontal planes and resultant movement * Rotational movements. |
| Resources:  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <https://www.nasm.org/docs/default-source/PDF/nasm-cpt-executive-summary-job-task-analysis.pdf?sfvrsn=2>  <http://www.acefitness.org/blog/3815/physiological-assessments-anthropometric>;  <https://www.acefitness.org/blog/3808/motivation-behavior-change-and-program-adherence>; <http://exrx.net/Psychology/AdherenceTips.html>; <https://www.nfpt.com/the-role-of-a-personal-trainer><http://www.acefitness.org/acefit/healthy-living-article/60/1452/what-is-functional-strength-training/> | | | |

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| **VA SOL Standard:**  FI.1 The student will demonstrate mastery of movement skills and patterns used to perform a variety of strength training, physical conditioning, and fitness activities.  ESSENTIAL UNDERSTANDINGS   * + - * Design a resistance-training program focused on the four unique properties of muscle tissue: excitability, contractibility, extensibility, and elasticity.       * Design a resistance-training program focused on the three major types of muscular contractions (isometric, isotonic, and isokinetic) and the two types of isotonic contractions (concentric and eccentric) and their use in training. | | | |
| **Required**  **VBOE Standard(s)**  **Student Friendly Language**  **What will the student know and be able to do?** | **Suggested**  **Assessments** | **Terms (Vocabulary) and Content Information** | **Suggested**  **Activities** |
| FI.1.f Identify and describe advanced resistance-training techniques.  I can identify advanced training techniques, including Olympic lifts, plyometric exercises, pyramid training, and super sets.  I can describe techniques used to complete the snatch and the clean and jerk.  I can describe techniques used to perform multiple plyometric exercises to increase power.  I can describe pyramid training methods used to increase muscle mass.  I can describe multiple methods for completing a super set. | **Assessment for Learning**   * Identification of Olympic lifts, plyometric activities, and super set activities   **Assessment of Learning**   * Create a pamphlet describing how to use advanced training techniques when creating a strength-training program for another individual | Olympic lifts: two exercises, the snatch and the clean and jerk, performed in the modern Olympic program.  Plyometric exercises: a system of exercise in which the muscles are repeatedly stretched then suddenly contracted; explosive exercise used to develop muscular power.  Pyramid training: training methodology in which high-repetition, lower-weight sets are paired with high-weight, lower-repetition sets.  Super sets: performing multiple exercises with little to no rest between. | Olympic lifts:   * Snatch * Clean and jerk   Plyometric exercises:   * Chops * Push-ups * Throws * Twists * Jumps (depth jumps, multiple jumps, lateral jumps)   Pyramid training:   * Ascending – weight is increased and repetitions decrease each set * Descending – weight is decreased and repetitions increase each set * Triangle – weight increases as reps decrease, then weight decreases as reps increase each set   Super sets:   * Compound sets – two-plus exercises for same muscle group performed in succession * Isolation sets – exercises for two different muscle groups combined in a superset |
| Resources:  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <https://www.nasm.org/docs/default-source/PDF/nasm-cpt-executive-summary-job-task-analysis.pdf?sfvrsn=2>  <http://www.acefitness.org/blog/3815/physiological-assessments-anthropometric>;  <https://www.acefitness.org/blog/3808/motivation-behavior-change-and-program-adherence>; <http://exrx.net/Psychology/AdherenceTips.html>; <https://www.nfpt.com/the-role-of-a-personal-trainer><http://www.exrx.net/Lists/PowerExercises.html>; <http://www.exrx.net/Lists/OlympicWeightlifting.html>; | | | |

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| **VA SOL Standard:**  FI.1 The student will demonstrate mastery of movement skills and patterns used to perform a variety of strength training, physical conditioning, and fitness activities.  ESSENTIAL UNDERSTANDINGS   * + - * Design an resistance-training program focused application of the principles of exercise.       * Design a resistance-training program with appropriate recovery periods. | | | |
| **Required**  **VBOE Standard(s)**  **Student Friendly Language**  **What will the student know and be able to do?** | **Suggested**  **Assessments** | **Terms (Vocabulary) and Content Information** | **Suggested**  **Activities** |
| FI.1.g Apply the principles of exercise progression to improve fitness.  I can apply the principle of progression to continually increase physical demand and achieve a safe and optimal level of overload.  I can include appropriate rest and recovery to best improve levels of fitness.  I can vary workout/exercise types to help enhance recovery. | **Assessment for Learning**   * Define the principle of progression; identify recovery types and desired recovery times   **Assessment of Learning**   * Create an infographic for a fitness plan for a teen, young adult, and older individual, incorporating appropriate rest and recovery times to meet optimal fitness gains. | Active Recovery: low-intensity activities completed during recovery periods to speed up the recovery process.  Passive Recovery: completely resting during scheduled recovery periods.  Principle of progression: to effectively improve fitness, an individual must apply an optimal level of overload within a certain time period.  Ten Percent Rule: To meet optimal levels of overload, it is recommended to increase the frequency, intensity, or duration by no more than 10% per week. | Participation in fitness activities, using appropriate rest and recovery times.  Development of a fitness plan that incorporates appropriate rest and recovery times. |
| Resources:  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <https://www.nasm.org/docs/default-source/PDF/nasm-cpt-executive-summary-job-task-analysis.pdf?sfvrsn=2>  <http://www.acefitness.org/blog/3815/physiological-assessments-anthropometric>;  <https://www.acefitness.org/blog/3808/motivation-behavior-change-and-program-adherence>; <http://exrx.net/Psychology/AdherenceTips.html>; <https://www.nfpt.com/the-role-of-a-personal-trainer> | | | |

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| **VA SOL Standard:**  FI.1 The student will demonstrate mastery of movement skills and patterns used to perform a variety of strength training, physical conditioning, and fitness activities.  ESSENTIAL UNDERSTANDINGS   * + - * Skill in selection, proper application, and modification/amplification of resistance training exercises within abilities and goals.       * Recognize pertinent abilities or physical limitations, and select and use appropriate training methods, equipment, and procedures.       * Monitor and recognize proper and improper exercise technique and apply biomechanical principles to provide corrective measures necessary for proper exercise execution.       * Ability to inspect and maintain fitness equipment and physical activity surroundings to ensure safety. | | | |
| **Required**  **VBOE Standard(s)**  **Student Friendly Language**  **What will the student know and be able to do?** | **Suggested**  **Assessments** | **Terms (Vocabulary) and Content Information** | **Suggested**  **Activities** |
| FI.1.h Demonstrate correct and safe techniques and form when performing strength-training, physical conditioning, and fitness activities and exercises.  I can demonstrate safe and proper form when exercising.  FI.1.i Demonstrate the proper use of fitness equipment, selectorized weight machines, and free weights.  FI.1.j Demonstrate safety protocols and procedures for strength-training, physical conditioning, and fitness activities.  I can demonstrate appropriate use of exercise equipment.  I can demonstrate selection of appropriate weight and activities to meet individual goals and abilities.  I can demonstrate safety procedures through the use of a spotter. | **Assessment for Learning**   * Self and peer observation * Teacher observation with feedback   **Assessment of Learning**   * Create a presentation about correct and safe techniques and form when performing strength-training, physical conditioning, and fitness activities and exercises and the proper use of fitness equipment, selectorized weight machines, and free weights. | Review the previous year’s content and vocabulary, as appropriate | Safe participation in strength training, physical conditioning, and fitness activities.  Strength training activity skills may include:   * Free weight activities * Olympic lifts * Dumbbell/kettlebell activities * Manual resistance activities * Resistance band activities * Resistance machines.   Specific physical conditioning and fitness activities referenced may include:   * Speed and agility activities * Endurance activities * Flexibility activities * Plyometric activities. |
| Resources:  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <https://www.nasm.org/docs/default-source/PDF/nasm-cpt-executive-summary-job-task-analysis.pdf?sfvrsn=2>  <http://www.acefitness.org/blog/3815/physiological-assessments-anthropometric>;  <https://www.acefitness.org/blog/3808/motivation-behavior-change-and-program-adherence>; <http://exrx.net/Psychology/AdherenceTips.html>; <https://www.nfpt.com/the-role-of-a-personal-trainer><http://www.teachpe.com/strengthening/free_weights.php> | | | |

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| **VA SOL Standard:**  FI.1 The student will demonstrate mastery of movement skills and patterns used to perform a variety of strength training, physical conditioning, and fitness activities.  ESSENTIAL UNDERSTANDINGS   * + - * Knowledge of contraindicated, or “risky,” exercises and safer alternatives. | | | |
| **Required**  **VBOE Standard(s)**  **Student Friendly Language**  **What will the student know and be able to do?** | **Suggested**  **Assessments** | **Terms (Vocabulary) and Content Information** | **Suggested**  **Activities** |
| FI.1.k Identify contraindications to advanced resistance-training techniques.  I can identify conditions that can make advanced resistance training techniques improper and/or undesirable. | **Assessment for Learning**   * Self-assessment of physical abilities to identify any contraindications to advanced resistance training * Written: identification of common contraindications to resistance training and advanced techniques   **Assessment of Learning**   * Assessment of another individual to identify any contraindications to resistance training and/or advanced resistance training techniques | Contraindication: any condition that renders some particular movement, activity, or treatment improper or undesirable.  Contraindications for participation in resistance training include:   * Pain * Inflammation * Severe cardiac diseases * Cardiac symptoms, such as chest pain (angina) or arrhythmias * Hypertension > 160/105.   Contraindications for participation in advanced resistance training techniques include:   * Inability to perform basic resistance-training techniques * Lack of muscular strength (squat 1RM of less than 1.5 times body weight; bench press 1RM of less than 1-1.5 times body weight) * Low levels of skill-related fitness. | Discussion about conditions that make resistance training techniques undesirable.  Assessment of another individual to determine contraindications to participation in resistance-training activities. |
| Resources:  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <https://www.nasm.org/docs/default-source/PDF/nasm-cpt-executive-summary-job-task-analysis.pdf?sfvrsn=2>  <http://www.acefitness.org/blog/3815/physiological-assessments-anthropometric>;  <https://www.acefitness.org/blog/3808/motivation-behavior-change-and-program-adherence>; <http://exrx.net/Psychology/AdherenceTips.html>; <https://www.nfpt.com/the-role-of-a-personal-trainer> | | | |

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| **VA SOL Standard:**  FI.1 The student will demonstrate mastery of movement skills and patterns used to perform a variety of strength training, physical conditioning, and fitness activities.  ESSENTIAL UNDERSTANDINGS   * + - * Knowledge of the behavior change process and its importance in exercise adherence.       * Effective goal setting and behavior reinforcement techniques.       * Plan and design programs to promote the development of exercise confidence. | | | |
| **Required**  **VBOE Standard(s)**  **Student Friendly Language**  **What will the student know and be able to do?** | **Suggested**  **Assessments** | **Terms (Vocabulary) and Content Information** | **Suggested**  **Activities** |
| FI.1.l Identify and describe factors that influence participation in physical activity and adherence to an exercise program.  I can identify factors that influence participation and adherence to an exercise program.  I can describe the concept that personal attributes, environmental factors, physical-activity factors, motivation, and feedback all influence participation in physical activity as well as adherence to an exercise program.  I can assess an individual’s likelihood of adhering to an exercise program.  FI.1.n Describe psychological factors that may influence a person’s adherence to an exercise program.  I can describe the psychological factors associated with maintaining participation in an exercise program, including self-motivation and self-efficacy. | **Assessment for Learning**   * Written identification of factors that influence participation in and adherence to an exercise program; self-assessment to determine personal likelihood of adherence to an exercise program   **Assessment of Learning**   * Assessment of another individual to determine the likelihood of adherence to an exercise program * Create a poster of life skills for making good decisions and solving problems and barriers for participation and adherence to an exercise program. | Personal Attributes:   * Activity history: Past program participation is the most reliable predictor of current participation. * Demographic variables: Adherence is related to education, income, age, and gender; lower activity levels are seen in individuals with older age, lower education, and lower income; men demonstrate more adherence to exercise programs than women. * Health perception: An individual’s perception of their own health is a factor in exercise adherence, because individuals who perceive themselves to be healthier tend to demonstrate more adherence. * Health status: Individuals with chronic illness are less likely to adhere to an exercise program. * Knowledge, attitudes, beliefs: The more knowledge an individual has, the more likely they will adhere to an exercise program; individuals with an internal locus of control, or belief that internal or personal factors control events or outcomes, are more likely to adhere to an exercise program.   Environmental Factors:   * Access to facilities: An individual is more likely to adhere to an exercise program if the facility is conveniently located near a person’s home or work. * Time: Individuals who have the perception that there is not enough time to participate in physical activity are less likely to adhere to an exercise program. * Social support: Individuals with support from family and friends are more likely to adhere to an exercise program.   Physical-Activity Factors:   * Intensity: Individuals participating in vigorous-intensity exercises are much more likely to drop out of the physical activity program; individuals participating in moderate-intensity programs are more likely to adhere to the exercise program. * Injury: Individuals who get hurt are less likely to adhere to an exercise program.   Feedback:   * Intrinsic: information individuals provide to themselves based on their own sensory systems; adherence to an exercise program is dependent on intrinsic feedback. * Extrinsic: feedback provided from outside sources, including coaches or other fitness professionals; early in an exercise program, extrinsic feedback is key to program adherence.   Psychological Factors:   * Motivation: An individual’s motivation correlates with their adherence to an exercise program. * Self-motivation: reflective of one’s ability to set goals, monitor progress, and self-reinforce; shows a positive relationship with adherence to an exercise program. * Self-efficacy: An individual’s belief in their capacity to execute behaviors necessary to produce specific performance attainments; individuals with high levels of self-efficacy are more likely to adhere to an exercise program. | Instruction relating to the psychological components of behavior change and adherence to exercise programs  Creation of adherence strategies to use as a fitness instructor |
| Resources:  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <https://www.nasm.org/docs/default-source/PDF/nasm-cpt-executive-summary-job-task-analysis.pdf?sfvrsn=2>  <http://www.acefitness.org/blog/3815/physiological-assessments-anthropometric>;  <https://www.acefitness.org/blog/3808/motivation-behavior-change-and-program-adherence>; <http://exrx.net/Psychology/AdherenceTips.html>; <https://www.nfpt.com/the-role-of-a-personal-trainer> | | | |

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| **VA SOL Standard:**  FI.1 The student will demonstrate mastery of movement skills and patterns used to perform a variety of strength training, physical conditioning, and fitness activities.  ESSENTIAL UNDERSTANDINGS   * + - * Identify and use adherence strategies for long-term maintenance of healthy behaviors.       * Classify and respond to individuals by stage of behavior change using the Transtheoretical Model of Behavior Change, and apply stage-appropriate strategies.       * Explains the role of the personal trainer in promoting an individual’s adherence to an exercise program. | | | |
| **Required**  **VBOE Standard(s)**  **Student Friendly Language**  **What will the student know and be able to do?** | **Suggested**  **Assessments** | **Terms (Vocabulary) and Content Information** | **Suggested**  **Activities** |
| FI.1.m Explain principles that result in behavior change.  I can explain the Transtheoretical Model of Behavior Change.  I can explain principles that result in behavior change, including operant conditioning, shaping, observational learning, and cognitions and behavior.  FI.1.o Identify and apply strategies to increase adherence in an exercise program.  I can identify strategies to increase exercise adherence, including stimulus control, written agreements and behavioral contracting, individualized goals, self-monitoring, feedback, and decision making.  I can apply strategies to increase exercise adherence for self and others.  FI.1.p Explain the role of the personal trainer in promoting an individual’s adherence to an exercise program.  I can explain the role of the personal trainer in exercise adherence, including program design, effective communication and role clarity, goal setting, and developing contracts or agreements. | **Assessment for Learning**   * Explain the Transtheoretical Model of Behavior Change and the principles that result in behavior change, including operant conditioning, shaping, observational learning, and cognitions and behavior.   **Assessment of Learning**   * Create a podcast about the Transtheoretical Model of Behavior Change. | Transtheoretical Model of Behavior Change:  Stages of change:   * Precontemplation – unaware that a behavior change is needed. * Contemplation – considering a behavior change. * Preparation – starting behavior change; inconsistent patterns of change. * Action – consistent behavior change; less than six months after starting the change. * Maintenance – regular change in behavior; change becomes a part of the lifestyle; more than six months after starting change.   Processes of change: providing a process to move from one stage to the next; interventions necessary (see [ACE TTM resource](https://www.acefitness.org/blog/3808/motivation-behavior-change-and-program-adherence)).  Self-efficacy: Development of the belief that an individual can master the behavior change.  Decisional balance: development of an understanding that the behavior change will benefit the individual.  Operant conditioning: process by which behaviors are influenced by their consequences (positive and negative).  Shaping: process of using reinforcements to gradually achieve a target behavior.  Observational learning: learning that occurs through observing the behaviors of others.  Cognitions and behavior: The influence a person’s beliefs have on their behaviors.  Adherence Strategies  Stimulus control: making adjustments to the environment to increase the likelihood of engagement in a behavior (e.g., changing a schedule to include workout times, laying out exercise clothes before bedtime, choosing a fitness location between home and school/work).  Written agreements and behavior contracting: specific written agreements which outline roles and behaviors of all involved in the behavior change.  Individualized goal setting: Goals must be effectively written and tailored to the individual to elicit changes in behavior (e.g., SMART goal). | Instruction relating to the psychological components of behavior change and adherence to exercise programs.  Creation of adherence strategies to use as a fitness instructor. |
| Resources:  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <https://www.nasm.org/docs/default-source/PDF/nasm-cpt-executive-summary-job-task-analysis.pdf?sfvrsn=2>  <http://www.acefitness.org/blog/3815/physiological-assessments-anthropometric>;  <https://www.acefitness.org/blog/3808/motivation-behavior-change-and-program-adherence>; <http://exrx.net/Psychology/AdherenceTips.html>; <https://www.nfpt.com/the-role-of-a-personal-trainer> | | | |

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| **VA SOL Standard:**  FI.1 The student will demonstrate mastery of movement skills and patterns used to perform a variety of strength training, physical conditioning, and fitness activities.  ESSENTIAL UNDERSTANDINGS   * + - * Modified, amplified, or alternative exercises to accommodate different levels of fitness, abilities, and/or to prevent exacerbation of chronic/acute conditions. | | | |
| **Required**  **VBOE Standard(s)**  **Student Friendly Language**  **What will the student know and be able to do?** | **Suggested**  **Assessments** | **Terms (Vocabulary) and Content Information** | **Suggested**  **Activities** |
| FI.1.q Identify and explain considerations for special populations.  I can identify considerations for individuals with specific conditions.  I can explain and apply considerations for individuals with specific conditions, such as cardiovascular disorders, hypertension, stroke, peripheral vascular disease, dyslipidemia, cancer, fibromyalgia, low-back pain, aging adults, pre- and postnatal, diabetes, metabolic syndrome, asthma, osteoporosis, arthritis, chronic fatigue syndrome, weight management, and youth. | **Assessment for Learning**   * Identification of conditions requiring special considerations when planning for physical activity; identification of special considerations and modifications to use when working with special populations   **Assessment of Learning**   * Design an exercise program for an individual requiring special considerations in order to participate in physical activity. | Exercise considerations:   * Cardiovascular disease: All individuals with coronary artery disease (CAD) should have a physician-supervised maximal graded exercise test to determine functional capacity to establish safe exercise levels; heart rates should not exceed training targets; the rate of perceived exertion (RPE) should not exceed 11-14 on the Borg scale (6-20 scale). * Hypertension: Participation in 30 minutes of regular exercise five times per week; aerobic activities supplemented with low-intensity resistance-training; avoid isometric training and teach proper technique and breathing; monitor blood pressure during and after bouts of exercise. * Stroke: Focus on optimizing ADL to regain balance, coordination, and functional independence; light- to moderate-intensity activities focusing on gait, balance, and coordination such as walking, bicycle ergometer, water, and weight-supported treadmill activities. * Peripheral Vascular Disease (PVD): complete medical evaluation with a medical professional; walking that is short in duration and includes multiple opportunities for rest; general, non-impact conditioning activities with an RPE of 9-13 on the Borg scale. * Dyslipidemia: Individuals with dyslipidemia may also have other risk factors for cardiovascular diseases; fitness professionals should follow physician recommendations in the development of an exercise plan; individuals that do not exhibit any other risk factors may follow [age-specific guidelines](http://www.health.gov/paguidelines/guidelines/). * Cancer: Obtain physician clearance before any exercise program; gradual build-up focusing more on duration than intensity; light to moderate intensity; resistance-training activities using low weights for 10-15 repetitions; proper warm-up and cool down; individuals with low white blood cell counts should avoid exercising in public gyms; encourage proper nutrition and hydration; monitor for swollen ankles, unexplained weight gain, and/or shortness of breath at rest or with limited exertion; people should not exercise within two hours of chemotherapy or radiation. * Fibromyalgia: Discuss exercise goals and obtain medical clearance from a physician before starting an exercise program; low-impact, low-intensity activities (9-13 RPE on Borg scale) with intensity levels lowered during periods of flare-up; warm-water exercise is especially beneficial. * Low-back pain: Specific low-back exercises supplemented with aerobic activity for cardiorespiratory health; ensure proper form and alignment; focus on good posture. * Older adults: Decrease in maximum heart rate, muscle mass, basal metabolic rate, balance, and coordination are common in older adults; older adults should consult a physician before starting an exercise program; older adults without other underlying factors can follow [age-specific guidelines](http://www.health.gov/paguidelines/guidelines/). * Pre- and postnatal: Pregnant women with preeclampsia, vaginal bleeding, premature rupture of membranes, or risk factors for pre-term labor should not exercise; use light to moderate intensity; avoid activities that require extensive running, hopping, skipping, jumping, or bouncing, deep knee bends, full sit-ups, double-leg raises, and contact sports; women should obtain medical clearance to begin exercise postpartum and should begin slowly and work to increase duration. * Diabetes: Monitor blood glucose levels and avoid exercise if fasting glucose levels are at or above 250 mg/dL and ketosis is present or if blood glucose levels are more than 300 mg/dL and no ketosis is present; avoid injecting insulin into the primary muscle groups that will be used during exercise; avoid exercise during peak insulin activity; exercise at the same time daily to establish a consistent routine; ensure that individuals with diabetes exercise with a partner and wear a medical ID; focus on hydration. * Metabolic syndrome: Medical clearance required before starting a program; exercise program should be designed around guidelines for treatment of overweight and obese individuals; aerobic modes of activity including walking, elliptical training/ergometers, stationary cycling, and other non-weight-bearing activities such as aquatic exercise are recommended. * Asthma: Medical clearance required; ensure rescue medication is available at all times; avoid asthma triggers before exercise; gradual and prolonged warm-up and cool down; gradually increase intensity. * Osteoporosis: Weight-bearing and resistance activities with intensities that stimulate bone adaptation; avoid spinal flexion, jumping, high-impact aerobics, abducting or adducting legs against resistance. * Arthritis: Focus on duration rather than intensity, ensure proper body alignment and exercise technique, and put all joints through full range of motion (ROM) at least once daily; avoid exercise during periods of inflammation for rheumatoid arthritis patients. * Chronic Fatigue Syndrome: Use a 1:3 exercise to rest ratio; limit deconditioned individuals to ADL; develop low-intensity activities. * Weight management: Low to moderate levels of intensity; dose-response relationship states the more exercise done, the greater the response; recommended at least 150-200 minutes of physical activity/week. * Youth: Obtain medical clearance and parental consent; proper supervision; ensure that the facility is safe for children prior to use; avoid single maximal lifts or sudden explosive movements; avoid competition with children; teach children how to breathe properly; allow for appropriate rest (at least two minutes between each exercise); encourage nutrition, hydration, and proper communication. | Application of exercise considerations for individuals through the development of an exercise program for an individual with a need for special considerations (e.g., case study with fitness program development). |
| Resources:  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <https://www.nasm.org/docs/default-source/PDF/nasm-cpt-executive-summary-job-task-analysis.pdf?sfvrsn=2>  <https://www.ncbi.nlm.nih.gov/pubmed/12617692><http://www.exrx.net/Testing.html>;  <http://www.acefitness.org/blog/3815/physiological-assessments-anthropometric>;  <http://www.exrx.net/Testing/BFTestComparisonStudy.html>;  [Cardiovascular Disease Guidelines](file:///\\IS01\IS\PREK12_CURR\HealthPE\Mike\VDOE%20Curriculum%20Framework%20Documents\comments\exercise-for-persons-with-cardiovascular-disease.pdf); [Stroke Guidelines](http://almacen-gpc.dynalias.org/publico/Ejercicio%20Fisico%20tras%20Stroke.AHA.pdf); [Exercise for Fibromyalgia](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3165132/); [Guidelines for Cancer Survivors](http://onlinelibrary.wiley.com/doi/10.3322/caac.21142/full); [Guidelines for Pregnancy](http://www.cdc.gov/physicalactivity/everyone/guidelines/pregnancy.html); | | | |

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| **VA SOL Standard:**  FI.2 The student will apply knowledge of anatomy and movement principles and concepts to skill performance in strength training, conditioning, and fitness activities.  ESSENTIAL UNDERSTANDINGS   * + - * Biomechanical movement strategies for the three planes of movement (sagittal, transverse, frontal). | | | |
| **Required**  **VBOE Standard(s)**  **Student Friendly Language**  **What will the student know and be able to do?** | **Suggested**  **Assessments** | **Terms (Vocabulary) and Content Information** | **Suggested**  **Activities** |
| FI.2.a Identify the planes of motion and types of motion that occur in the frontal, sagittal, and transverse planes.  I can identify the planes of motion, including the frontal plane, sagittal plane, and transverse planes.  I can identify movements that occur in each plane of motion. | **Assessment for Learning**   * Written identification/defini-tion of the planes of motion (class work, exit tickets)   **Assessment of Learning**   * Analysis of movement forms to determine plane(s) ofmotion being executed | Frontal plane: A vertical plane that divides the body into anterior (front) and posterior (back) sections. Movements that occur in the frontal plane include adduction, abduction, elevation, depression, inversion, and eversion.  Sagittal plane: A vertical plane that divides the body into left and right sections. Movements that occur in the sagittal plane include flexion, extension, dorsiflexion and plantar flexion.  Transverse plane: A horizontal plane that divides the body into superior (top) and inferior (bottom) sections. Movements that occur in the transverse plane include rotation (internal and external), pronation, supination, horizontal flexion, and horizontal extension. | Analysis of multiple movement forms, including basic and advanced skills and patterns in resistance training, physical conditioning, and fitness activities, to determine the plane(s) of motion for each. |
| Resources:  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://www.nasm.org/docs/default-source/PDF/nasm-cpt-executive-summary-job-task-analysis.pdf?sfvrsn=2>  <https://www.ncbi.nlm.nih.gov/pubmed/12617692><http://www.exrx.net/Testing.html>;  <http://www.acefitness.org/blog/3815/physiological-assessments-anthropometric>;  <http://www.exrx.net/Testing/BFTestComparisonStudy.html>;  <https://www.acefitness.org/blog/2863/explaining-the-planes-of-motion> | | | |

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| **VA SOL Standard:**  FI.2 The student will apply knowledge of anatomy and movement principles and concepts to skill performance in strength training, conditioning, and fitness activities.  ESSENTIAL UNDERSTANDINGS   * + - * Biomechanical movement strategies for the three planes of motion (sagittal, transverse, frontal). | | | |
| **Required**  **VBOE Standard(s)**  **Student Friendly Language**  **What will the student know and be able to do?** | **Suggested**  **Assessments** | **Terms (Vocabulary) and Content Information** | **Suggested**  **Activities** |
| FI.2.a Identify the planes of motion and types of motion that occur in the frontal, sagittal, and transverse planes.  I can identify the planes of motion, including the frontal plane, sagittal plane, and transverse planes.  I can identify movements that occur in each plane of motion. | **Assessment for Learning**   * Written identification/definition of the planes of motion (class work, exit tickets)   **Assessment of Learning**   * Analysis of movement forms to determine plane(s) of motion being executed | Frontal plane: A vertical plane that divides the body into anterior (front) and posterior (back) sections. Movements that occur in the frontal plane include adduction, abduction, elevation, depression, inversion, and eversion.  Sagittal plane: A vertical plane that divides the body into left and right sections. Movements that occur in the sagittal plane include flexion, extension, dorsiflexion and plantar flexion.  Transverse plane: A horizontal plane that divides the body into superior (top) and inferior (bottom) sections. Movements that occur in the transverse plane include rotation (internal and external), pronation, supination, horizontal flexion, and horizontal extension. | Analysis of multiple movement forms, including basic and advanced skills and patterns in resistance training, physical conditioning, and fitness activities, to determine the plane(s) of motion for each. |
| Resources:  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <https://www.nasm.org/docs/default-source/PDF/nasm-cpt-executive-summary-job-task-analysis.pdf?sfvrsn=2>  <https://www.ncbi.nlm.nih.gov/pubmed/12617692><http://www.exrx.net/Testing.html>;  <http://www.acefitness.org/blog/3815/physiological-assessments-anthropometric>;  <http://www.exrx.net/Testing/BFTestComparisonStudy.html>;  <https://www.acefitness.org/blog/2863/explaining-the-planes-of-motion> | | | |

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| **VA SOL Standard:**  FI.2 The student will apply knowledge of anatomy and movement principles and concepts to skill performance in strength training, conditioning, and fitness activities.  ESSENTIAL UNDERSTANDINGS   * + - * Use proper terminology for all exercise prescriptions. | | | |
| **Required**  **VBOE Standard(s)**  **Student Friendly Language**  **What will the student know and be able to do?** | **Suggested**  **Assessments** | **Terms (Vocabulary) and Content Information** | **Suggested**  **Activities** |
| FI.2.b Define common anatomical terms.  I can identify common anatomical terms of movement, such as abduction/adduction, circumduction, extension/flexion, external/internal rotation, hyperextension, and supination/pronation.  I can identify common anatomical terms of body position, such as inferior/superior, proximal/distal, and medial/lateral. | **Assessment for Learning**   * Definitions through class work, exit tickets, reflection assignments   **Assessment of Learning**   * Cognitive post-assessment * Create a word cloud using definitions in exercise prescription and anatomical movements. | Abduction: movements away from the midline of the body.  Adduction: movements toward the midline of the body.  Circumduction: a combination of flexion, extension, abduction, and adduction; circular movement; performed at shoulder, hip, wrist, and ankle (e.g., tennis overhead serve).  Distal: distant from the main mass of the body (e.g., the hands are at the distal end of the arms).  Dorsiflexion: flexion of the ankle joint in an upward direction.  Extension: movement that increases the angle between the bones of a joint.  External rotation: rotation away from the center of the body.  Flexion: movement that decreases the angle between the bones of a joint.  Hyperextension: a greater-than-normal extension that increases the angle between the bones of a joint.  Inferior: low, or lower, in body position.  Internal rotation: rotation toward the center of the body.  Lateral: farthest away from the midline of the body (e.g., the lateral collateral ligament of the knee is on the outside of the knee).  Medial: closest to the midline of the body (e.g., the medial collateral ligaments of the knee are on the inside of the knee).  Plantar flexion: flexion of the ankle joint in a downward direction.  Pronation: internal rotation of the forearm or foot; pronation of the forearm/wrist will result in the thumb being medial; pronation of the foot will result in weight being borne on the medial part of the foot.  Proximal: closest to the main mass of the body (e.g., the shoulder joint is at the proximal end of the arms).  Rotation: movement around a central axis.  Superior: high, or higher, in body position.  Supination: external rotation of the forearm or foot; supination of the forearm/wrist will result in the thumb being lateral (carrying a cup of soup); supination of the foot will result in weight being borne on the lateral part of the foot. | Use of proper terminology through participation in basic and advanced skills and patterns in resistance training, personal conditioning, and fitness activities.  Use of proper terminology in course work, including exercise prescriptions. |
| Resources:  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <https://www.nasm.org/docs/default-source/PDF/nasm-cpt-executive-summary-job-task-analysis.pdf?sfvrsn=2>  <https://www.ncbi.nlm.nih.gov/pubmed/12617692><http://www.exrx.net/Testing.html>;  <http://www.acefitness.org/blog/3815/physiological-assessments-anthropometric>;  <http://www.exrx.net/Testing/BFTestComparisonStudy.html>; | | | |

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| **VA SOL Standard:**  FI.2 The student will apply knowledge of anatomy and movement principles and concepts to skill performance in strength training, conditioning, and fitness activities.  ESSENTIAL UNDERSTANDINGS   * + - * Design exercise prescriptions using structural components of the musculoskeletal system (bone, skeletal muscle, and connective tissues) and muscles that comprise the major muscle groups.       * Appraise joint movement: flexion, extension, hyperextension, adduction, abduction, rotation, circumduction, supination, pronation, inversion, eversion, elevation, depression, dorsi flexion, and plantar flexion. | | | |
| **Required**  **VBOE Standard(s)**  **Student Friendly Language**  **What will the student know and be able to do?** | **Suggested**  **Assessments** | **Terms (Vocabulary) and Content Information** | **Suggested**  **Activities** |
| FI.2.c Identify the major bones of the skeletal system.  FI.2.d Identify and describe the types of joints, including hinge and multiaxial (ball and socket).  I can identify the major bones being used in physical activities.  I can identify the joints being used in physical activities.  I can describe the movements associated with hinge and multiaxial joints. | **Assessment for Learning**   * Written identification of major bones and joints/joint types * Description of joints and their associated movements   **Assessment of Learning**   * Create for the major bones and joints/joint types and describe associated movements. | Major bones of skeletal system:   * Skull: cranium, mandible, maxilla * Shoulder girdle: clavicle, scapula * Arm: humerus, radius, ulna * Hand: carpals, metacarpals, phalanges * Chest: sternum, ribs * Spine: cervical vertebrae (seven), thoracic vertebrae (12), lumbar vertebrae (five), sacrum (five vertebrae fused together), coccyx * Pelvis: ilium, ischium, pubis * Leg: femur, tibia, fibula, patella * Ankle: talus, calcaneus * Foot: tarsals, metatarsals, phalanges   Joint types:   * Hinge: A joint in which movement is restricted to only one plane; allows for flexion/extension movements; e.g., elbow, knee. * Multiaxial (ball and socket): A joint in which a spherical head lies in a socket, allowing for multidirectional movement; allows for flexion/extension, abduction/adduction, and rotation movements; e.g., shoulder, hip. | Identification of bones and joints being used in movement skills and patterns of basic and advanced resistance training, personal conditioning, and fitness activities. |
| Resources:  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <https://www.nasm.org/docs/default-source/PDF/nasm-cpt-executive-summary-job-task-analysis.pdf?sfvrsn=2>  <https://www.ncbi.nlm.nih.gov/pubmed/12617692><http://www.exrx.net/Testing.html>;  <http://www.acefitness.org/blog/3815/physiological-assessments-anthropometric>;  <http://www.exrx.net/Testing/BFTestComparisonStudy.html>;  <http://www.teachpe.com/anatomy/skeleton.php>; <http://www.teachpe.com/anatomy/joints.php>; <https://www.nasm.org/docs/default-source/PDF/nasm-cpt-executive-summary-job-task-analysis.pdf?sfvrsn=2> | | | |

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| **VA SOL Standard:**  FI.2 The student will apply knowledge of anatomy and movement principles and concepts to skill performance in strength training, conditioning, and fitness activities.ESSENTIAL UNDERSTANDINGS   * + - * Classify three types of muscle tissue (skeletal, smooth, cardiac) in the body.       * Roles muscles can assume (agonist, antagonist, stabilizer, and neutralizer).       * Three major types of muscular contractions (isometric, isotonic, and isokinetic) and the two types of isotonic contractions (concentric and eccentric) and their use in training. | | | |
| **Required**  **VBOE Standard(s)**  **Student Friendly Language**  **What will the student know and be able to do?** | **Suggested**  **Assessments** | **Terms (Vocabulary) and Content Information** | **Suggested**  **Activities** |
| FI.2.e Explain muscle structure and function, including major muscles of the body, terms related to muscles, and muscle origins and insertions.  I can identify parts of the muscle and explain how the muscle anatomy functions in the musculoskeletal system.  I can explain the points of origin and insertion for major muscles of the body.  I can explain muscular terms, such as atrophy, hypertrophy, and hyperplasia.  FI.2.f Explain movements that result based on muscle origin and insertion.  I can explain that points of origin tend to be stationary and that points of insertion tend to be moved by muscle contraction (e.g., the point of origin of the biceps brachii is the scapula, which stays stationary while the biceps contracts, while the point of insertion is the radius, which is moved to reduce the angle of the elbow when the biceps contracts).  FI.2.g Explain how muscles contract, including agonist and antagonist movements in relation to muscle contraction.  I can explain concentric, eccentric, and isometric muscle contractions.  I can explain that muscles work in pairs called agonists and antagonists to create movement (e.g., the biceps brachii is the agonist muscle, shortening to cause movement in elbow flexion, while the triceps brachii is the antagonist, elongating due to the force of the agonist).  I can explain the process by which muscles contract by defining the sliding filament theory. | **Assessment for Learning**   * Identification of major muscles, muscle origins and insertions * Identification of muscle anatomy * Definition of muscular terms * Identification of muscle contractions   **Assessment of Learning**   * Create a pamphlet with an explanation and depiction of the sliding filament theory of muscle contraction and agonist, and antagonist muscles and muscle origins, and insertions during movements. | See Personal Fitness I/II for major muscle identification.  Terms related to muscles:   * Agonist muscle: A muscle causing the body to move (e.g., biceps brachii in a biceps curl movement). * Antagonist muscle: A muscle lengthening that causes the body to move (e.g., triceps brachii in a biceps curl movement). * Atrophy: A decrease in muscle mass. * Concentric Contraction: A contraction in which force causes the muscle to shorten and change the angle of a joint. * Eccentric contraction: A muscle elongates while under tension due to an opposing force greater than that which the muscle generates. * Hypertrophy: An increase in muscle mass. * Hyperplasia: An increase the number of muscle cells present in tissue. * Insertion: The distal attachment point of a muscle; it tends to be the more mobile structure of which the muscle is attached. * Isometric contraction: Muscular force precisely matches the load and no movement results. * Origin: The proximal attachment point of a muscle; tends to be the more stationary structure of which the muscle is attached.   Muscle Structure   * Actin: A thin protein filament that works with myosin to cause muscles to contract. * Epimysium: The connective tissue surrounding muscle. * Fasciculi: bundles of muscle fibers. * Motor neuron: A nerve cell that causes the muscles to produce movement. * Motor units: one motor neuron and all of the muscle fibers that it innervates. * Muscle fibers: cylindrical muscle cell that contracts when stimulated. * Myofibril: The contractile unit of a muscle fiber, containing contractile proteins actin and myosin. * Myosin– A thick protein filament that works with actin to cause muscle contraction. * Sarcomere: The functional segment of a myofibril which shortens in a concentric muscle contraction.   Sliding Filament Theory  The method by which muscles contract. Release of energy causes myosin filaments to pull actin filaments and the Z line inward toward the H zone of the sarcomere to cause the muscle to contract and generate force. | Instruction on muscle identification, muscle anatomy, and muscle physiology. |
| Resources:  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <https://www.nasm.org/docs/default-source/PDF/nasm-cpt-executive-summary-job-task-analysis.pdf?sfvrsn=2>  <https://www.ncbi.nlm.nih.gov/pubmed/12617692><http://www.exrx.net/Testing.html>;  <http://www.acefitness.org/blog/3815/physiological-assessments-anthropometric>;  <http://www.exrx.net/Testing/BFTestComparisonStudy.html>;  <http://www.teachpe.com/anatomy/types_of_muscle_contractions.php>; <http://www.teachpe.com/anatomy/sliding_filament.php>; <http://www.teachpe.com/anatomy/structure_skeletal_muscle.php>; <http://www.teachpe.com/gcse_anatomy/muscles.php>; <http://www.exrx.net/Lists/Directory.html> | | | |

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| **VA SOL Standard:**  FI.2 The student will apply knowledge of anatomy and movement principles and concepts to skill performance in strength training, conditioning, and fitness activities.  ESSENTIAL UNDERSTANDINGS   * + - * Common postural deviations and associated bone/skeletal muscle involvements.       * Common assessments used to measure range of motion and to identify postural abnormalities. | | | |
| **Required**  **VBOE Standard(s)**  **Student Friendly Language**  **What will the student know and be able to do?** | **Suggested**  **Assessments** | **Terms (Vocabulary) and Content Information** | **Suggested**  **Activities** |
| FI.2.h Identify and explain curvatures of the spine.  I can identify the natural curvatures of the spine, including the cervical, thoracic, lumbar, sacral, and coccygeal curvatures.  I can identify unnatural curvatures, such as curvatures that occur with kyphosis, lordosis, sway back, flat back, and scoliosis.  I can explain that unnatural curvatures of the spine may indicate muscular endurance issues in postural muscles or a potential imbalance at the joints.  FI.2.i Perform and analyze postural evaluation of another individual.  I can perform a postural evaluation, such as the plumb line evaluation, to determine the postural alignment of another individual.  I can identify postural deviations and evaluate the probable causes of the deviations. | **Assessment for Learning**   * Identification of natural curvatures of spine; identification of unnatural curvatures of spine (kyphosis, lordosis, sway back, flat back, scoliosis); documentation of possible muscle imbalances associated with postural irregularities   **Assessment of Learning**   * Performance of a postural evaluation/assessment on another individual. | Kyphosis: excessive outward curvature of the spine which causes a hunching of the back.  Lordosis: excessive inward curvature of the spine.  Scoliosis: abnormal lateral curvature of the spine.  Muscle Imbalances:   * Kyphosis/lordosis:   + Facilitated/hypertonic (shortened): hip flexors, lumbar extensors, anterior chest/shoulders, latissimus dorsi, neck extensors   + Inhibited (lengthened) – hip extensors, external obliques, upper-back extensors, scapular stabilizers, neck flexors * Flat back:   + Facilitated/hypertonic (shortened): rectus abdominus, upper-back extensors, neck extensors, ankle plantarflexors   + Inhibited (lengthened): iliacus/psoas major, internal oblique, lumbar extensors, neck flexors * Sway back:   + Facilitated/hypertonic (shortened): hamstrings, upper posterior obliques, lumbar extensors, neck extensors   + Inhibited (lengthened): iliacus/psoas major, rectus femoris, external oblique, upper back extensors, neck flexors   Plumb Line Assessment: A static assessment in which a fitness professional/observer uses a centered line to look at alignment in the frontal, sagittal, and transverse planes to note asymmetries.   * Frontal Plane   + Anterior view: Position the plumb line with the feet equidistant from line, using the inside of heels as a point of reference; an individual with good posture will have the line pass equidistant between the feet and ankles and will intersect the pubis, umbilicus, sternum, chin, maxilla (face), and forehead.   + Posterior view: Position the plumb line behind the client with the line equidistant from the inside of the heels; an individual with good posture will have the line bisecting the sacrum and overlapping with the spinous processes of the vertebrae. * Sagittal Plane   + Position the individual between the plumb line and a wall with individual facing sideways and line immediately anterior to the lateral malleolus (ankle); with good posture, the plumb line will pass through the anterior third of the knee, the greater trochanter of the femur, and the acromioclavicular joint, and will pass slightly anterior to the mastoid process of the temporal bone (in line with, or slightly behind the earlobe).   Postural Deviations   1. Ankle pronation/supination and the effect on tibial and femoral rotation  * Pronation with internal rotation: places additional stresses on knee ligaments; eversion of calcaneus; tightens calf muscles and may limit dorsiflexion * Supination with external rotation: tightness of gluteal muscles  1. Hip adduction  * Progressively lengthens and weakens adductor muscles  1. Pelvic tilting  * Anterior pelvic tilt: indicative of tight hip flexors and erector spinae muscles; indicative of a sedentary lifestyle * Posterior pelvic tilt: indicative of an over dominant rectus abdominus and tight hamstrings  1. Shoulder positioning and the thoracic spine  * Non-level shoulders: indicative of tight upper trapezius muscles, levator scapulae, rhomboids * Asymmetry to midline: indicative of tight lateral trunk flexors * Protracted (forward and rounded shoulders): indicates tight serratus anterior, anterior scapulo-humeral muscles, and upper trapezius * Medially rotated humerus: indicates tightness in pectoralis major, latissimus dorsi, and subscapularis * Kyphosis and depressed chest: indicates tightness in shoulder adductors, pectoralis minor, rectus abdominus, and internal obliques  1. Head position  * Forward head position (ear forward of acromioclavicular joint or cheekbone anterior to collarbone in sagittal view): indicates tightness in cervical spine extensors, upper trapezius, and levator scapulae | Postural evaluations of another individual |
| Resources:  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <https://www.nasm.org/docs/default-source/PDF/nasm-cpt-executive-summary-job-task-analysis.pdf?sfvrsn=2>  <https://www.ncbi.nlm.nih.gov/pubmed/12617692><http://www.exrx.net/Testing.html>;  <http://www.acefitness.org/blog/3815/physiological-assessments-anthropometric>;  <http://www.exrx.net/Testing/BFTestComparisonStudy.html>;  <https://www.acefitness.org/blog/2909/set-it-straight> ; <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4064851/>; <https://www.acefitness.org/blog/3771/posture-and-movement-assessments>; <http://www.acefitness.org/groupfitnessresources/pdfs/GFI_Assessments.pdf>; <https://www.nasm.org/docs/default-source/PDF/nasm-cpt-executive-summary-job-task-analysis.pdf?sfvrsn=2> | | | |

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| **VA SOL Standard:**  FI.2 The student will apply knowledge of anatomy and movement principles and concepts to skill performance in strength training, conditioning, and fitness activities.  ESSENTIAL UNDERSTANDINGS   * + - * Sophisticated vs. practical screening techniques, and ability to discern in which setting they are most appropriate.       * Effects of acute or chronic skeletal and muscular conditions on exercise testing and design.       * Identify skeletal and muscular factors or conditions that may require input from a qualified health care provider before exercise testing and design. | | | |
| **Required**  **VBOE Standard(s)**  **Student Friendly Language**  **What will the student know and be able to do?** | **Suggested**  **Assessments** | **Terms (Vocabulary) and Content Information** | **Suggested**  **Activities** |
| FI.2.j Perform and analyze movement evaluation for stability and mobility of the joints of another individual.  I can perform movement evaluations, such as the bend and lift screen, hurdle step screen, shoulder push stabilization screen, and thoracic spine mobility screen.  I can analyze performances of movement evaluations to determine muscular inefficiencies.  FI.2.m Identify contraindications to assessments of movement.  I can identify contraindications to movement assessment, such as pain, inability to complete the assessment, and low levels of health-related fitness. | **Assessment for Learning**   * Identification of movement evaluations that can assess and evaluate stability and mobility; identification of indications of stability and mobility evaluations   **Assessment of Learning**   * Stability and mobility assessments/evaluations | [Bend and lift screen](http://www.acefitness.org/groupfitnessresources/pdfs/GFI_Assessments.pdf): The individual will bend and lift at the ankle, knee, and hip to pick up two dowels/broomsticks from the floor, measuring symmetrical lower-body extremity mobility and stability and upper-body stability   * Lack of foot stability indicates tight soleus, lateral gastrocnemius, and peroneals; indicates weak medial gastrocnemius, gracilis, Sartorius, and tibialis group. * Inward moving knees indicate tight hip adductors and tensor fascia latae; indicate weak gluteal muscles. * Lateral shifting to one side indicates a dominance and muscle imbalance due to potential lack of stability in lower extremity during joint loading. * Heels lifting from floor indicates tight plantar flexors. * Movement being initiated at the knees indicates quadriceps and hip flexor dominance and insufficient activation of gluteal muscles. * Being unable to achieve parallel between tibia and torso indicates poor mechanics and a lack of dorsiflexion due to tight plantar flexors. * Hamstrings contacting calves indicates muscle weakness and poor mechanics. * Excessively arched back indicates tightness in hip flexors, back extensors, and latissimus dorsi; indicates weakness in rectus abdominus, gluteal muscles, and hamstrings. * Rounded back indicates tightness in latissimus dorsi, teres major, pectoralis major and minor muscles; indicates weakness in upper back extensors. * Downward-facing head indicates increased hip and trunk flexion. * Upward-facing head indicates compression and tightness in cervical extensor region.   [Hurdle step screen](http://www.acefitness.org/groupfitnessresources/pdfs/GFI_Assessments.pdf): The individual will step and raise one heel to and over a string placed at a height of the middle of the tibia to assess the mobility of one limb and the stability of the contralateral limb, while maintain hip and torso stabilization   * Lack of foot stability indicates tight soleus, lateral gastrocnemius, and peroneals; indicates weak medial gastrocnemius, gracilis, Sartorius, tibialis group, gluteal group; indicates inability to control internal rotation. * Inward moving knees indicate tight hip adductors and tensor fascia latae; indicate weak gluteal muscles. * Hip adduction indicates tight hip adductors and tensor fascia latae; indicates weak gluteal muscles. * Inward rotation of the hip indicates tight internal rotators and weak external rotators. * A lateral torso tilt indicates a lack of core stability. * A lack of ankle dorsiflexion indicates tight ankle plantarflexors and weak ankle dorsiflexors. * A limb deviating from the sagittal plane indicates tight raised-leg hip extensors and weak raised-leg hip flexors. * A hiking of the raised hip indicates tight stance-leg hip flexors. * An anterior tilt with forward torso lean indicates tight stance-leg hip flexors and weak rectus abdominus and hip extensors. * A posterior tilt with hunched torso indicates tight rectus abdominus and hip extensors and weak stance-leg hip flexors.   [Shoulder push stabilization screen](http://www.acefitness.org/groupfitnessresources/pdfs/GFI_Assessments.pdf): The individual will execute several push-ups to full arm extension to examine stabilization of the scapulothoracic joint and core control during closed kinetic chain movements.   * Winging in the scapula indicates an inability of the serratus anterior, trapezius, levator scapula, and rhomboids to stabilize the scapulae against the rib cage. * Collapsing of the low back indicates a lack of core, abdominal, and low-back strength.   [Thoracic spine mobility screen](http://www.acefitness.org/groupfitnessresources/pdfs/GFI_Assessments.pdf): The individual will sit with a dowel/broomstick across the shoulders and will rotate bilaterally to examine the bilateral mobility of the thoracic spine.   * A bilateral discrepancy can indicate biomechanical issues, such as a side dominance, differences in paraspinal development, and issues with torso rotation (possibly associated with some hip rotation). | Movement evaluations, such as the bend and lift screen, hurdle step screen, shoulder push stabilization screen, and thoracic spine mobility screen. |
| Resources:  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <https://www.nasm.org/docs/default-source/PDF/nasm-cpt-executive-summary-job-task-analysis.pdf?sfvrsn=2>  <https://www.ncbi.nlm.nih.gov/pubmed/12617692><http://www.exrx.net/Testing.html>;  <http://www.acefitness.org/blog/3815/physiological-assessments-anthropometric>;  <http://www.exrx.net/Testing/BFTestComparisonStudy.html>;  <https://www.acefitness.org/blog/3771/posture-and-movement-assessments>; <http://www.acefitness.org/groupfitnessresources/pdfs/GFI_Assessments.pdf> | | | |

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| **VA SOL Standard:**  FI.2 The student will apply knowledge of anatomy and movement principles and concepts to skill performance in strength training, conditioning, and fitness activities.  ESSENTIAL UNDERSTANDINGS   * + - * Measurement devices to analyze flexibility. | | | |
| **Required**  **VBOE Standard(s)**  **Student Friendly Language**  **What will the student know and be able to do?** | **Suggested**  **Assessments** | **Terms (Vocabulary) and Content Information** | **Suggested**  **Activities** |
| FI.2.k Perform and analyze flexibility evaluation of another individual.  I can perform assessments such as the sit and reach test, Thomas test, passive straight-leg raise, and shoulder mobility assessments to evaluate the flexibility of another individual.  I can analyze the results of a flexibility evaluation to determine the flexibility needs of an individual. | **Assessment for Learning**   * Identification of flexibility evaluations * Identification of indications from flexibility evaluations   **Assessment of Learning**   * Perform a flexibility evaluation on another individual. | Thomas test: Assesses the length of muscles involved in hip flexion (hip flexors/iliopsoas and rectus femoris) through moving from a sitting position to a laying position while pulling one thigh toward the chest.   * Observations include whether the back of the lowered thigh touches the table, whether the knee of the lowered leg achieves 80 degrees of flexion, and whether the knee remains aligned straight or falls into internal or external rotation.   Passive straight-leg raise (PSL): Assesses the length of the hamstrings by attempting to lift one leg from a lying position to a 90° position; inability to reach at least 80° indicates tight hamstrings.  Shoulder flexion/extension assessment: Assesses shoulder flexion and extension through an individual lying flat on the back with elevated knees and moving the arms simultaneously into shoulder flexion and down to the ground (flexion); the individual will lay prone and bring the shoulders into extension while lifting arms off the floor (extension).   * Inability to flex to 170° or discrepancies in limbs indicates tightness in pectoralis major and minor, latissimus dorsi, teres minor, rhomboids, and subscapularis. * Inability to extend to 50° or discrepancies between limbs indicates tightness in pectoralis major, abdominals, subscapularis, anterior deltoid, coracobrachialis, and biceps brachii.   Internal/external rotation assessments: Assess the internal (medial) and external (lateral) rotation of the humerus at the shoulder joint through rotating the shoulders while laying down and with arms bent at elbow.   * Inability to externally rotate the forearms to the floor (90°) overhead indicates potential tightness in subscapularis as well as tightness in the joint capsule and ligaments. * Inability to internally rotate the forearms forward to 70° indicates potential tightness in infraspinatus and teres minor, as well as tightness in the joint capsule and ligaments.   Apley’s scratch test: Assesses simultaneous movements of the shoulder girdle (scapulothoracic and glenohumeral joints). Shoulder flexion, external rotation, and scapular abduction are measured by the individual raising one arm overhead, bending the elbow, and reaching behind the head with palms inward in an attempt to touch the medial border of the contralateral scapula, or to touch the vertebrae as low as possible. Shoulder extension, internal rotation, and scapular adduction are measured by the individual reaching an arm behind the lat and rotating the arm inward with the palm facing outward in an attempt to touch the inferior angle of the contralateral scapula, or to reach up the spine as far as possible   * Inability to reach specific landmarks indicates a need for further evaluation to determine the source of the limitation. | Performance of multiple flexibility evaluations on another individual, including:   * Sit and reach * Thomas test for hip flexion and quadriceps length * Passive straight-leg (PSL) raise * Shoulder mobility assessments   + Flexion   + Extension   + Internal/external rotation   + Apley’s scratch test |
| Resources:  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <https://www.nasm.org/docs/default-source/PDF/nasm-cpt-executive-summary-job-task-analysis.pdf?sfvrsn=2>  <https://www.ncbi.nlm.nih.gov/pubmed/12617692><http://www.exrx.net/Testing.html>;  <http://www.acefitness.org/blog/3815/physiological-assessments-anthropometric>;  <http://www.exrx.net/Testing/BFTestComparisonStudy.html>;  <https://www.acefitness.org/blog/3771/posture-and-movement-assessments>; <http://www.acefitness.org/groupfitnessresources/pdfs/GFI_Assessments.pdf> | | | |

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| **VA SOL Standard:**  FI.2 The student will apply knowledge of anatomy and movement principles and concepts to skill performance in strength training, conditioning, and fitness activities.  ESSENTIAL UNDERSTANDINGS   * + - * Apply methods of measuring core strength. | | | |
| **Required**  **VBOE Standard(s)**  **Student Friendly Language**  **What will the student know and be able to do?** | **Suggested**  **Assessments** | **Terms (Vocabulary) and Content Information** | **Suggested**  **Activities** |
| FI.2.l Perform and analyze balance and core-strength evaluations of another individual.  I can perform evaluations such as the Sharpened Romberg Test and the Stork-Stand Balance Test to understand the balance and core-strength abilities of another individual.  I can analyze data from balance and core-strength evaluations. | **Assessment for Learning**   * Identification of balance and core-strength evaluations * Identification of criteria for balance and core-strength evaluations   **Assessment of Learning**   * Perform an analysis of balance and core-strength evaluations on another individual. | Sharpened Romberg Test: An assessment in which an individual stands with one foot in front of the other, with arms crossed and eyes closed in order to assess static balance by standing with a reduced base of support while removing visual sensory information; the individual will be timed, and a time of less than 30 seconds is indicative of inadequate static balance and postural control.  Stork-Stand Balance Test: An assessment in which an individual stands in a stork position with the heel elevated, meant to assess static balance; Rating Scale:   * Excellent:   + Female: > 30 seconds   + Male: > 50 seconds * Good:   + Female: 25-30 seconds   + Male: 41-50 seconds * Average:   + Female: 16-24 seconds   + Male: 31-40 seconds * Fair:   + Female: 10-15 seconds   + Male: 20-30 seconds * Poor:   + Female: < 10 seconds   + Male: < 20 seconds | Performance of balance and core-strength evaluations, such as the Sharpened Romberg Test and the Stork-Stand Balance Test. |
| Resources:  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <https://www.nasm.org/docs/default-source/PDF/nasm-cpt-executive-summary-job-task-analysis.pdf?sfvrsn=2>  <https://www.ncbi.nlm.nih.gov/pubmed/12617692><http://www.exrx.net/Testing.html>;  <http://www.acefitness.org/blog/3815/physiological-assessments-anthropometric>;  <http://www.exrx.net/Testing/BFTestComparisonStudy.html>;  <https://www.acefitness.org/blog/3771/posture-and-movement-assessments>; <http://www.acefitness.org/groupfitnessresources/pdfs/GFI_Assessments.pdf> | | | |

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| **VA SOL Standard:**  FI.2 The student will apply knowledge of anatomy and movement principles and concepts to skill performance in strength training, conditioning, and fitness activities.  ESSENTIAL UNDERSTANDINGS   * + - * Skill in administering fitness assessment tests.       * Terminology, purpose, and procedures and methods of assessing cardiorespiratory, strength, and flexibility fitness levels.       * Apply and interpret statistical norms to determine cardiorespiratory, strength, and flexibility fitness levels.       * Implement appropriate modifications for fitness testing based on known characteristics (obesity, balance problems, age, etc.). | | | |
| **Required**  **VBOE Standard(s)**  **Student Friendly Language**  **What will the student know and be able to do?** | **Suggested**  **Assessments** | **Terms (Vocabulary) and Content Information** | **Suggested**  **Activities** |
| FI.2.n Perform assessments to evaluate the health-related components of fitness.  I can perform assessments to evaluate an individual’s cardiorespiratory endurance, muscular endurance, and muscular strength.  FI.2.o Perform assessments to evaluate the skill-related components of fitness.  I can perform assessments to evaluate an individual’s agility, balance, coordination, power, reaction time, and speed.  FI.2.p Identify contraindications to health-related and skill-related fitness assessments.  I can identify reasons to avoid certain fitness assessments. | **Assessment for Learning**   * Identification of physiological assessments to measure cardiorespiratory endurance, muscular strength, muscular endurance, agility, balance, coordination, power, reaction time, and speed * Identification of contraindications to fitness assessments   **Assessment of Learning**   * Perform fitness assessment evaluations on another individual. | YMCA Submaximal Step Test: The individual will step up and down a 12-inch step at a rhythm of 96 beats per minute. At the conclusion, the individual will take their pulse for one minute, indicating relative levels of cardiorespiratory fitness.  Contraindications to Fitness Assessments  Cardiorespiratory Assessments   * Individuals who are extremely overweight * Individuals who are extremely deconditioned * Individuals with balance concerns * (YMCA) Individuals with balance concerns * (YMCA) Individuals that are short in stature   Assessments involving exertion (cardiorespiratory, muscular strength, muscular endurance)   * Onset of angina or chest pain * Significant drop in systolic blood pressure * Significant increase in diastolic blood pressure * Excess fatigue * Subject requests to stop | Criterion-referenced fitness assessments, such as the Fitnessgram assessments.  Cardiorespiratory assessments such as the YMCA Submaximal Step Test, YMCA Bike Test, Submaximal Talk Test, VT2 Threshold Test, Rockport Fitness Walking Test, and/or the 1.5 Mile Run Test.  Muscular endurance assessments, such as the push-up test, curl-up test, and body-weight squat test.  Muscular strength assessments, such as the 1 repetition max (1RM), 3RM, and estimated 1RM strength assessments.  Agility assessments (e.g., shuttle run, pro agility run, Illinois agility run).  Balance assessments (e.g., Romberg test).  Coordination assessments (e.g., stick test)  Body composition assessments (e.g., bioelectrical impedance analysis, BMI, skinfold measures)  Power assessments, such as the vertical jump and broad jump.  Reaction time assessments (e.g., ruler drop test)  Speed assessments (e.g., 40-yard dash, 100-meter dash) |
| Resources:  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <https://www.nasm.org/docs/default-source/PDF/nasm-cpt-executive-summary-job-task-analysis.pdf?sfvrsn=2>  <https://www.ncbi.nlm.nih.gov/pubmed/12617692><http://www.exrx.net/Testing.html>;  <http://www.acefitness.org/blog/3815/physiological-assessments-anthropometric>;  <http://www.exrx.net/Testing/BFTestComparisonStudy.html>;  <http://www.acefitness.org/blog/4831/physiological-assessments-cardiovascular>; | | | |

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| **VA SOL Standard:**  FI.2 The student will apply knowledge of anatomy and movement principles and concepts to skill performance in strength training, conditioning, and fitness activities.  ESSENTIAL UNDERSTANDINGS   * + - * Knowledge of various body fat measurement methods and the relative advantages/disadvantages of each method.       * Ability to calculate and classify body mass index results for men and women. | | | |
| **Required**  **VBOE Standard(s)**  **Student Friendly Language**  **What will the student know and be able to do?** | **Suggested**  **Assessments** | **Terms (Vocabulary) and Content Information** | **Suggested**  **Activities** |
| FI.2.q Identify and explain different methods for determining body composition.  I can identify methods to determine body composition in a fitness setting.  I can identify methods to determine body composition that are used in a laboratory setting.  FI.2.r Explain the benefits and challenges of different methods for determining body composition.  I can analyze different methods of determining body composition and explain the benefits and challenges of multiple methods. | **Assessment for Learning**   * Identification of methods to determine body composition   **Assessment of Learning**   * Create a podcast about the benefits and challenges of multiple methods of determining body composition. | Bioelectrical impedance analysis (BIA): A measurement of the amount of impedance, or resistance, to electric current flow as it passes through the body. Impedance is greatest in fast tissue, giving an accurate assessment of fat mass in the body. BIA can be done using a device in a fitness setting; however, more accurate whole-body machines are found only in laboratory settings.  Body mass index (BMI): The ratio of height to weight; easy to complete; does not take into account lean mass and fat mass.  Dual-energy X-ray absorptiometry (DEXA): A whole-body scanning system that delivers low-radiation X-ray to determine bone and soft-tissue mass; very accurate, yet found only in laboratory settings.  Hydrostatic weighing: A measurement that determines body fat through submerging an individual in water and measuring water displacement; seen as the gold standard of body composition measures, yet found primarily in laboratory settings.  Near-infrared interactance: The measurement of tissue composition through use of near-infrared light, usually at the biceps brachii. Easy to use in a fitness setting; however, it is not seen to be as accurate as laboratory techniques.  Skinfold measurements: The use of a caliper to pinch a fold of skin and fat at several sites on the body (see [Jackson-Pollock](http://www.exrx.net/Testing/BFTestComparisonStudy.html) for measurement sites), with measurements plugged in to an equation to calculate body fat percentage; easy to use in a fitness setting and provides accurate measurements as long as the individual taking the measurements has been properly trained in this method.  Waist-to-hip ratio (WHR): The measurement of the difference in body circumference at the waist and hip; ratios indicative of higher circumference in the waist are indicative of greater health risks. | Instruction on multiple methods used to determine body composition, including:   * Bioelectrical impedance analysis (BIA) * Body mass index (BMI) * Dual-energy X-ray absorptiometry (DEXA) * Hydrostatic weighing * Near-infrared interactance * Skinfold measurements * Waist-to-hip ratio (WHR) * Whole-body air displacement plethysmography (Bod Pod)   Instruction should include the methodology for body composition measurements, as well as the benefits and challenges of each method. |
| Resources:  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <https://www.nasm.org/docs/default-source/PDF/nasm-cpt-executive-summary-job-task-analysis.pdf?sfvrsn=2>  <https://www.ncbi.nlm.nih.gov/pubmed/12617692><http://www.exrx.net/Testing.html>;  <http://www.acefitness.org/blog/3815/physiological-assessments-anthropometric>;  <http://www.exrx.net/Testing/BFTestComparisonStudy.html>; | | | |

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| **VA SOL Standard:**  FI.2 The student will apply knowledge of anatomy and movement principles and concepts to skill performance in strength training, conditioning, and fitness activities.  ESSENTIAL UNDERSTANDINGS   * + - * Knowledge of various fuel sources within the body and how they are mobilized during physical activity.       * Ability to use the energy balance equation to achieve goals (weight loss, weight management, weight gain) within an appropriately defined amount of time.       * Knowledge of characteristics of cardiorespiratory training (aerobic and anaerobic) and related physiological adaptations at rest and during submaximal and maximal exercise.       * Knowledge of the physiologic process for muscular strength gains and the adaptations that occur as a result of resistance training. | | | |
| **Required**  **VBOE Standard(s)**  **Student Friendly Language**  **What will the student know and be able to do?** | **Suggested**  **Assessments** | **Terms (Vocabulary) and Content Information** | **Suggested**  **Activities** |
| FI.2.s Differentiate between recommendations for physical activity and training principles to meet goals for general health benefits, weight management, fitness improvements, and athletic performance enhancement. | **Assessment for Learning**   * Assess knowledge of recommendations for physical activity and training principles to meet goals for general health benefits, weight management, fitness improvements, and athletic performance enhancement   **Assessment of Learning**   * Apply knowledge of anatomy and movement principles and concepts to skill performance in strength training, conditioning, and fitness activities planning | Review the previous year’s content and vocabulary, as appropriate. | Instruction on multiple methods used to determine body composition, including:   * Bioelectrical impedance analysis (BIA) * Body mass index (BMI) * Dual-energy X-ray absorptiometry (DEXA) * Hydrostatic weighing * Near-infrared interactance * Skinfold measurements * Waist-to-hip ratio (WHR) * Whole-body air displacement plethysmography (Bod Pod)   Instruction should include the methodology for body composition measurements, as well as the benefits and challenges of each method.  Analysis of basic and advanced skills in strength training, personal conditioning, and fitness activities for component skills and movement patterns applicable to skills specific to sports/activities. |
| Resources:  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <https://www.nasm.org/docs/default-source/PDF/nasm-cpt-executive-summary-job-task-analysis.pdf?sfvrsn=2>  <https://www.ncbi.nlm.nih.gov/pubmed/12617692> | | | |

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| **VA SOL Standard:**  FI.2 The student will apply knowledge of anatomy and movement principles and concepts to skill performance in strength training, conditioning, and fitness activities.  ESSENTIAL UNDERSTANDINGS   * + - * Knowledge of the effects of acute or chronic skeletal and muscular exercise on anaerobic or aerobic testing and design.       * Ability to recognize acute conditions that require referral to a health care provider. | | | |
| **Required**  **VBOE Standard(s)**  **Student Friendly Language**  **What will the student know and be able to do?** | **Suggested**  **Assessments** | **Terms (Vocabulary) and Content Information** | **Suggested**  **Activities** |
| FI.2.t Explain the effects of acute and chronic exercise on aerobic and anaerobic energy systems. | **Assessment for Learning**   * + - * Knowledge of the effects of acute or chronic skeletal and muscular exercise on anaerobic or aerobic testing and design.   **Assessment of Learning**   * + - * Ability to recognize acute conditions that require referral to a health care provider. | Review the previous year’s content and vocabulary, as appropriate. | Review the body’s response to an acute bout of exercise and long-term physiological adaptations to exercise training with an emphasis on endurance exercise.  Provide an overview of skeletal muscle actions, muscle fiber types, and the major metabolic pathways involved in energy production.  Discuss the importance of adequate fluid intake during exercise sessions to prevent impairments induced by dehydration on endurance exercise, muscular power, and strength.  Review physiological adaptations that result from regular exercise training, such as increases in cardiorespiratory capacity and strength.  Emphasize the cardiovascular and metabolic adaptations that lead to improvements in maximal oxygen capacity. |
| Resources:  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <https://www.nasm.org/docs/default-source/PDF/nasm-cpt-executive-summary-job-task-analysis.pdf?sfvrsn=2>  <https://www.ncbi.nlm.nih.gov/pubmed/12617692> | | | |

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| **VA SOL Standard:**  FI.2 The student will apply knowledge of anatomy and movement principles and concepts to skill performance in strength training, conditioning, and fitness activities.  ESSENTIAL UNDERSTANDINGS   * + - * Purpose and mechanisms of proper warm-up and cool-down techniques.       * Knowledge of components of a cardiorespiratory exercise program (mode, frequency, intensity, and duration).       * Provide appropriate cardiorespiratory training program progression.       * Skill in selection, proper application, and modification/amplification of resistance training exercises within abilities and goals. | | | |
| **Required**  **VBOE Standard(s)**  **Student Friendly Language**  **What will the student know and be able to do?** | **Suggested**  **Assessments** | **Terms (Vocabulary) and Content Information** | **Suggested**  **Activities** |
| FI.2.u Explain the body’s response to cardiorespiratory exercise.  FI.2.v Explain the body’s response to resistance training.  FI.2.w Explain the body’s response to warm-up and cool-down.  FI.2.x Explain blood-pressure response related to acute exercise, chronic exercise, and changes in posture. | **Assessment for Learning**   * + - * Knowledge of the components of a cardiorespiratory exercise program (mode, frequency, intensity, and duration).   **Assessment of Learning**   * + - * Use an individual’s current level of cardiorespiratory fitness to appropriately determine the mode, intensity, and/or duration of cardiorespiratory training.       * Incorporate an interval training program based on an individual’s current fitness level and ability. |  | Instruction concerning blood-pressure response related to acute exercise, chronic exercise, and changes in posture.  Systolic blood pressure increases linearly with increases in exercise intensity. In a healthy person with a “normal” systolic pressure of 120 mmHg, vigorous aerobic fitness training can increase systolic pressure to 180 mmHg and take 10-20 minutes to return to resting levels. The higher the intensity of exercise, the greater the rise in heart rate will be and consequently the larger the increase in systolic blood pressure.  With most types of exercise, there is minimal change in diastolic blood pressure. |
| Resources: S  HAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <https://www.nasm.org/docs/default-source/PDF/nasm-cpt-executive-summary-job-task-analysis.pdf?sfvrsn=2>  <https://www.ncbi.nlm.nih.gov/pubmed/12617692>  <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4914008/> | | | |

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| **VA SOL Standard:**  FI.2 The student will apply knowledge of anatomy and movement principles and concepts to skill performance in strength training, conditioning, and fitness activities.  ESSENTIAL UNDERSTANDINGS   * + - * Effect of reversibility or deconditioning on fitness and performance. | | | |
| **Required**  **VBOE Standard(s)**  **Student Friendly Language**  **What will the student know and be able to do?** | **Suggested**  **Assessments** | **Terms (Vocabulary) and Content Information** | **Suggested**  **Activities** |
| FI.2.y Explain reversibility or deconditioning and the effect on fitness and performance. | **Assessment for Learning**   * + - * Examine the many physiological changes that take place when one stops exercising.   **Assessment of Learning**   * + - * Investigate how reversibility, or deconditioning, affects fitness and performance for people of different age and levels of fitness. | Reversibility means that an athlete can lose the effects of training when they stop and can gain the effects when they begin to train again.  Deconditioning, or detraining, occurs once you stop exercising.  Cardiovascular (aerobic) gains made with exercise: notably the heart’s ability to pump blood more efficiently, the muscles’ improved capacity to process oxygen, and the body’s enhanced ability to use carbohydrates for fuel. | Explore how quickly it takes for deconditioning to occur once an individual stops exercising, factoring in age, fitness level, how long the individual has been exercising, and the type of exercise the individual was doing and at what level.  Even two weeks of detraining can lead to a significant decline in cardio fitness, according to the American College of Sports Medicine. Not exercising for two to eight months leads to loss of virtually all fitness gains. In general, the loss of aerobic capacity occurs more rapidly than declines in muscle strength. |
| Resources:  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <https://www.nasm.org/docs/default-source/PDF/nasm-cpt-executive-summary-job-task-analysis.pdf?sfvrsn=2>  <https://www.ncbi.nlm.nih.gov/pubmed/12617692>  <https://www.nasm.org/docs/default-source/PDF/nasm-cpt-executive-summary-job-task-analysis.pdf?sfvrsn=2> | | | |

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| **VA SOL Standard:**  FI.2 The student will apply knowledge of anatomy and movement principles and concepts to skill performance in strength training, conditioning, and fitness activities.  ESSENTIAL UNDERSTANDINGS   * + Types of exercise-related injuries such as strains, sprains, bursitis, shin splints, their signs/symptoms, and effects on the exercise session.   + Safety rules and procedures for strength, and flexibility activities to prevent injury and/or overtraining. | | | |
| **Required**  **VBOE Standard(s)**  **Student Friendly Language**  **What will the student know and be able to do?** | **Suggested**  **Assessments** | **Terms (Vocabulary) and Content Information** | **Suggested**  **Activities** |
| FI.2.z Define common musculoskeletal injuries.  FI.2.aa Compare and contrast muscle fatigue and delayed onset muscle soreness (DOMS) with musculoskeletal injury/overuse. | **Assessment for Learning**   * + - * Identify exercise-related injuries such as strains, sprains, bursitis, shin splints, their signs/symptoms, and effects on the exercise session.   **Assessment of Learning**   * + Teach safety rules and procedures for strength.   + Teach flexibility activities to prevent injury and/or overtraining.   + Identify the cause and treatment for DOMS injuries. | **Delayed onset muscle soreness (DOMS)** is exercise-related muscle pain. It develops after excessive and unaccustomed exercise. It is particularly prevalent if that exercise has an eccentric component.  A **musculoskeletal injury** affects the body’s muscular or skeletal system and interferes with the body’s ability to move freely and without pain. | Compare and contrast muscle fatigue and delayed onset muscle soreness (DOMS) with musculoskeletal injury/overuse.  Discuss the best treatment for DOMS. |
| Resources:  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://www.nasm.org/docs/default-source/PDF/nasm-cpt-executive-summary-job-task-analysis.pdf?sfvrsn=2>  <https://www.ncbi.nlm.nih.gov/pubmed/12617692> | | | |

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| **VA SOL Standard:**  FI.2 The student will apply knowledge of anatomy and movement principles and concepts to skill performance in strength training, conditioning, and fitness activities.  ESSENTIAL UNDERSTANDINGS  Analyze the body’s inflammatory response to exercise, upper-extremity injuries and lower-extremity injuries and manage the healing process. | | | |
| **Required**  **VBOE Standard(s)**  **Student Friendly Language**  **What will the student know and be able to do?** | **Suggested**  **Assessments** | **Terms (Vocabulary) and Content Information** | **Suggested**  **Activities** |
| FI.2.bb Explain inflammatory response and the healing process.  FI.2.cc Identify and describe upper-extremity injuries.  FI.2.dd Identify and describe lower-extremity injuries. | **Assessment for Learning**   * Explain inflammatory response and the healing process. * Identify and describe upper-extremity injuries. * Identify and describe lower-extremity injuries.   **Assessment of Learning**   * Appropriately respond and treat injuries, and modify mode, frequency, intensity, and/or duration of exercise prescription. | I**nflammatory response** triggered by damage to living tissues. |  |
| Resources:  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <https://www.nasm.org/docs/default-source/PDF/nasm-cpt-executive-summary-job-task-analysis.pdf?sfvrsn=2> | | | |

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| **VA SOL Standard:**  FI.2 The student will apply knowledge of anatomy and movement principles and concepts to skill performance in strength training, conditioning, and fitness activities.  ESSENTIAL UNDERSTANDINGS   * + - * Modify program design for physical or functional limitations. | | | |
| **Required**  **VBOE Standard(s)**  **Student Friendly Language**  **What will the student know and be able to do?** | **Suggested**  **Assessments** | **Terms (Vocabulary) and Content Information** | **Suggested**  **Activities** |
| FI.2.ee Identify and explain exercise modifications appropriate when a participant is injured. | **Assessment for Learning**   * + - * Explain exercise modifications appropriate when a participant is injured.   **Assessment of Learning**   * + - * Appropriately modify exercise program design for physical or functional limitations. | Review the previous year’s vocabulary, as appropriate. | Strength training activity skills may include:   * Free weight activities * Olympic lifts * Dumbbell/kettlebell activities * Manual resistance activities * Resistance band activities * Resistance machines   Specific physical conditioning and fitness activities referenced may include:   * Speed and agility activities * Endurance activities * Flexibility activities * Plyometric activities   Video feedback on basic and advanced skills in strength training, personal conditioning, and fitness activities.  Analysis of basic and advanced skills in strength training, personal conditioning, and fitness activities for component skills and movement patterns applicable to skills specific to sports/activities. |
| Resources:  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <https://www.nasm.org/docs/default-source/PDF/nasm-cpt-executive-summary-job-task-analysis.pdf?sfvrsn=2> | | | |

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| **VA SOL Standard:**  FI.3 The student will plan and describe a personalized fitness and conditioning program for others that includes skill-related and health-related fitness components to achieve and maintain a health-enhancing level of physical fitness for a lifetime.  ESSENTIAL UNDERSTANDINGS   * + - * Ability to recognize and translate desired outcomes into challenging, realistic, and measurable (SMART) fitness goals. | | | |
| **Required**  **VBOE Standard(s)**  **Student Friendly Language**  **What will the student know and be able to do?** | **Suggested**  **Assessments** | **Terms (Vocabulary) and Content Information** | **Suggested**  **Activities** |
| FI.3.e Develop SMART fitness goals with another individual based on fitness assessments and personal desired outcomes.  FI.3.f Apply the FITT ((frequency, intensity, time, and type of exercise) principles to improve or maintain cardiovascular and musculoskeletal fitness in healthy adults, seniors, youth, adolescents, and pregnant women. | **Assessment for Learning**   * + - * Knowledge of the FITT principle to improve or maintain cardiovascular and musculoskeletal fitness in healthy adults, seniors, youth, adolescents, and pregnant women.   **Assessment of Learning**   * + - * Ability to provide an appropriate cardiorespiratory training program progression and use an individual’s (adults, seniors, youth, adolescents, and pregnant women) current level of strength to appropriately determine mode, frequency, intensity, and progression of resistance training. | A SMART goalis a best practice framework for setting **goals** – they are Specific, Measurable, Achievable, Realistic/Relevant and **Time-bound** to clarify exactly what will be required for achieving success and to be able to share that clarification with others.  The FITT principle is a set of rules that dictates the frequency, intensity, type and time of exercise. | Strength training activity skills may include:   * Free weight activities * Olympic lifts * Dumbbell/kettlebell activities * Manual resistance activities * Resistance band activities * Resistance machines   Specific physical conditioning and fitness activities referenced may include:   * Speed and agility activities * Endurance activities * Flexibility activities * Plyometric activities   Video feedback on basic and advanced skills in strength training, personal conditioning, and fitness activities.  Analysis of basic and advanced skills in strength training, personal conditioning, and fitness activities for component skills and movement patterns applicable to skills specific to sports/activities. |
| Resources:  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <https://www.nasm.org/docs/default-source/PDF/nasm-cpt-executive-summary-job-task-analysis.pdf?sfvrsn=2> | | | |

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| **VA SOL Standard:**  FI.3 The student will plan and describe a personalized fitness and conditioning program for others that includes skill-related and health-related fitness components to achieve and maintain a health-enhancing level of physical fitness for a lifetime.  ESSENTIAL UNDERSTANDINGS   * + - * Proper application and modification/amplification of cardiorespiratory and resistance training exercises within abilities and goals.       * Progressive balance, speed, agility, and quickness training programs for clients at any level of training.       * Exercise testing for older adults before they begin engaging in a moderate to vigorous activity routine. | | | |
| **Required**  **VBOE Standard(s)**  **Student Friendly Language**  **What will the student know and be able to do?** | **Suggested**  **Assessments** | **Terms (Vocabulary) and Content Information** | **Suggested**  **Activities** |
| FI.3.g Develop functional programming for stability, mobility, and movement.  FI.3.h Develop a resistance-training program with appropriate progressions.  FI.3.i Develop a cardiorespiratory training program with appropriate progressions.  FI.3.j Evaluate fitness programming for others to determine effectiveness.  FI.3.k Identify contraindications of cardiorespiratory exercise. | **Assessment for Learning**   * Knowledge of how exercise testing provides a unique way of assessing physical capacity. * Knowledge of acute cardiac contraindications to exercise, such as high blood pressure, unstable angina, uncontrolled/abnormal heart rhythms, severe aortic stenosis, symptomatic heart failure, and suspected or known dissecting aneurysm, pulmonary infarction, severe shortness of breath, inflammation or infection in the heart, or any other systemic infection.   **Assessment of Learning**   * Develop functional programming for cardiovascular, resistance-exercise, stability, mobility, and movement training program with appropriate progressions for clients of various abilities. | **Functional programming** is an approach to **training** used a little or a lot to **i**ncrease **strength,** correct imbalances, improve movement quality, and gain comfort and confidence in positions.  **Contraindications**: There are two types of contraindications to exercise, **absolute** and **relative.** Absolute contraindications are risk of injury or even death and far outweigh the benefits of exercise. Relative contraindications require accommodations for a person to safely exercise. | Strength training activity skills may include:   * Free weight activities * Olympic lifts * Dumbbell/kettlebell activities * Manual resistance activities * Resistance band activities * Resistance machines   Specific physical conditioning and fitness activities referenced may include:   * Speed and agility activities * Endurance activities * Flexibility activities * Plyometric activities   Video feedback on basic and advanced skills in strength training, personal conditioning, and fitness activities.  Analysis of basic and advanced skills in strength training, personal conditioning, and fitness activities for component skills and movement patterns applicable to skills specific to sports/activities. |
| Resources:  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <https://www.nasm.org/docs/default-source/PDF/nasm-cpt-executive-summary-job-task-analysis.pdf?sfvrsn=2> | | | |

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| **VA SOL Standard:**  FI.3 The student will plan and describe a personalized fitness and conditioning program for others that includes skill-related and health-related fitness components to achieve and maintain a health-enhancing level of physical fitness for a lifetime.  ESSENTIAL UNDERSTANDINGS   * + - * Mechanisms of flexibility training (muscle spindles, Golgi tendon organ, stretch reflex).       * Common assessments used to measure range of motion and to identify postural abnormalities and contraindications. | | | |
| **Required**  **VBOE Standard(s)**  **Student Friendly Language**  **What will the student know and be able to do?** | **Suggested**  **Assessments** | **Terms (Vocabulary) and Content Information** | **Suggested**  **Activities** |
| FI.3.l Define and explain exercises to improve range of motion, including dynamic stretching, passive stretching, proprioceptive neuromuscular facilitation (PNF), and partner stretching.  FI.3.m Identify contraindications of range of motion exercises. | **Assessment for Learning**   * Knowledge of exercises to improve range of motion, including dynamic stretching, passive stretching, proprioceptive neuromuscular facilitation (PNF), and partner stretching, and the contraindications of range of motion exercises.   **Assessment of Learning**   * Ability to teach and demonstrate flexibility exercises. * Skill in selection, proper application, and modification/amplification of flexibility training exercises within abilities and goals for maintaining or improving range of motion/extensibility. | **Dynamic stretching** is the use of **movement to stretch muscles before exercise and** relies on momentum to engage the muscles, rather than holding a stretch at a standstill.  **Static** **stretching** is stretching to the farthest point and holding the stretch.  P**assive** **stretching** (while also being a **static** stretch), where an external force is created by an outside force, such as a partner.  **Proprioceptive neuromuscular facilitation (PNF**) involves stretching and contracting The muscle group to be stretched is positioned so muscles are stretched and under tension. Then the individual contracts the stretched muscle group for 5-6 seconds while a partner applies sufficient resistance to inhibit movement. The contracted muscle group is then relaxed and a controlled stretch is applied for 20-30 seconds. | Explain the different types of stretching and how stretches are dynamic (involving motion) or static (not involving motion). Dynamic stretches affect dynamic flexibility, and static stretches affect static flexibility (and dynamic flexibility to some degree).  The different types of stretching are:   1. Ballistic stretching 2. Dynamic stretching 3. Active stretching 4. Passive (or relaxed) stretching 5. Static stretching 6. Isometric stretching 7. PNF stretching |
| Resources:  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <https://www.nasm.org/docs/default-source/PDF/nasm-cpt-executive-summary-job-task-analysis.pdf?sfvrsn=2> | | | |

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| **VA SOL Standard:**  FI.3 The student will plan and describe a personalized fitness and conditioning program for others that includes skill-related and health-related fitness components to achieve and maintain a health-enhancing level of physical fitness for a lifetime.  ESSENTIAL UNDERSTANDINGS   * + - * Indications and contraindications of exercise that combines body movement, mental focus, and controlled breathing to improve strength, balance, flexibility, and overall health. | | | |
| **Required**  **VBOE Standard(s)**  **Student Friendly Language**  **What will the student know and be able to do?** | **Suggested**  **Assessments** | **Terms (Vocabulary) and Content Information** | **Suggested**  **Activities** |
| FI.3.n Describe different forms of mind-body exercise (e.g., yoga, Pilates, tai chi).  FI.3.o Identify indications for use of mind-body exercise.  FI.3.p Identify contraindications for mind-body exercise. | **Assessment for Learning**   * + - * **Knowledge that when performed correctly, yoga, tai chi, and Pilates are traditional forms of mind-body exercises.**   **Assessment of Learning**   * + - * Skill in recognizing the pertinent abilities or physical limitations and selecting and using the appropriate training exercise that combines body movement, mental focus, and controlled breathing to improve strength, balance, flexibility, and overall health. | **Yoga** is a type of exercise in which you move your body into various positions to become more fit or flexible, to improve your breathing, and to relax your mind.  **Pilates** is a system of exercises, using special apparatus, designed to improve physical strength, flexibility, and posture, and enhance mental awareness.  **Tai chi** is a Chinese martial art and form of stylized, meditative exercise, characterized by methodically slow circular and stretching movements and positions of bodily balance. | Instruction on mind body exercises that combine body movement, mental focus, and controlled breathing to improve strength, balance, flexibility, and overall health.  Explain how mind-body exercises are helpful in reducing stress, creating a sense of calm, decreasing chronic pain, and improving sleep patterns.  Experience yoga, Pilates, and martial arts, such as tai chi, tae kwon do, and qi gong, which are the most commonly known types of physical activity classified as mind-body exercises. |
| Resources:  SHAPE America National Standards and Grade-Level Outcomes ; Health Smart Virginia ; https://openphysed.org/  VDOE Physical Education Instructional Resources: http://www.doe.virginia.gov/instruction/physed/index.shtml  https://www.nasm.org/docs/default-source/PDF/nasm-cpt-executive-summary-job-task-analysis.pdf?sfvrsn=2 | | | |

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| **VA SOL Standard:**  FI.4 The student will accept responsibility for taking a leadership role as well as demonstrate the ability to follow, in order to accomplish group goals.  **ESSENTIAL UNDERSTANDINGS**   * + - * A**bility to interact effectively with people of different cultures.** | | | |
| **Required**  **VBOE Standard(s)**  **Student Friendly Language**  **What will the student know and be able to do?** | **Suggested**  **Assessments** | **Terms (Vocabulary) and Content Information** | **Suggested**  **Activities** |
| FI.4.a Define and explain *cultural competence* and its importance in developing rapport with another individual. | **Assessment for Learning**   * + - * Explain cultural competence and its importance in developing rapport with all clients.   **Assessment of Learning**   * + - * Skilled communicator with the ability to respond respectfully and effectively in a manner that recognizes, affirms, and values diversity and equity. | **Cultural competence** describes the **ability of an individual or organization to interact effectively with people of different cultures.** | Instruction on cultural competence improves sustainability by reinforcing the value of diversity, flexibility, and responsiveness in addressing the current and changing needs of clients, communities, and the personal fitness training environments. |
| Resources:  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: http://www.doe.virginia.gov/instruction/physed/index.shtml  https://openphysed.org/ ;  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <https://www.nasm.org/docs/default-source/PDF/nasm-cpt-executive-summary-job-task-analysis.pdf?sfvrsn=2> | | | |

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| **VA SOL Standard:**  FI.4 The student will accept responsibility for taking a leadership role as well as demonstrate the ability to follow, in order to accomplish group goals.  ESSENTIAL UNDERSTANDINGS   * + - * Effective teaching techniques for working with individuals of different learning styles, motivation levels, and physical activity levels | | | |
| **Required**  **VBOE Standard(s)**  **Student Friendly Language**  **What will the student know and be able to do?** | **Suggested**  **Assessments** | **Terms (Vocabulary) and Content Information** | **Suggested**  **Activities** |
| FI.4.b Demonstrate effective teaching techniques for working with individuals of different learning styles, motivation levels, and physical activity levels.  FI.4.c Explain learning styles and instructional strategies, including visual, auditory, and kinesthetic.  FI.4.d Demonstrate effective and varied teaching techniques for exercises. | **Assessment for Learning**   * + - * **Knowledge of different teaching methods, teaching strategies,** and **levels** in order to reach all clients effectively.   **Assessment of Learning**   * + - * Builds trusting relationships with clients by creating a safe, positive, and productive learning environment, and uses assessment and reflection strategies, and instructional rigor and relevance to improve physical performance. | Individual learning style refers to the preferential way in which a person absorbs, processes, comprehends and retains information | Explore i**ntrinsic motivators** that may include fascination with the subject, a sense of its relevance to life and the world, a sense of accomplishment in mastering it, and a sense of calling to it. Intrinsic motivation can be long-lasting and self-sustaining when compared to e**xtrinsic motivators** that may include following doctors’ or family members’ advice.  Discuss how deep learnersrespond well to the challenge of mastering a difficult and complex subject and are intrinsically motivated students.  Explain how every client learns differently. |
| Resources:  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://www.nasm.org/docs/default-source/PDF/nasm-cpt-executive-summary-job-task-analysis.pdf?sfvrsn=2> | | | |

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| **VA SOL Standard:**  FI.4 The student will accept responsibility for taking a leadership role as well as demonstrate the ability to follow, in order to accomplish group goals.  ESSENTIAL UNDERSTANDINGS   * + - * Monitoring and recognizing signs of discomfort/distress during physical activity and responding appropriately.       * Ability to develop and follow established injury and/or emergency procedures, including CPR, complete injury report form(s), and refer injured persons to an appropriate health care professional. | | | |
| **Required**  **VBOE Standard(s)**  **Student Friendly Language**  **What will the student know and be able to do?** | **Suggested**  **Assessments** | **Terms (Vocabulary) and Content Information** | **Suggested**  **Activities** |
| FI.4.e Demonstrate and explain how to respond in an emergency situation.  FI.4.f Identify signs of cardiac emergency.  FI.4.g Demonstrate CPR and AED procedures for adults and children.  FI.4.h Identify emergency situations requiring first aid.  FI.4.i Demonstrate first-aid techniques used in emergency situations.  FI.4.j Identify and describe universal precautions and personal protection used during CPR and first aid. | **Assessment for Learning**   * Knowledge of first-aid techniques and how to respond to a cardiac or other emergency.   **Assessment of Learning**   * + - * Skill in monitoring and recognizing signs of discomfort/distress during physical activity and responding appropriately.       * Ability to develop and follow established injury and/or emergency procedures, including CPR, complete injury report form(s), and refer injured persons to an appropriate health care professional. | **Universal precautions** refer to the practice, in medicine, of **avoiding contact with patients’ bodily fluids,** by means of the wearing of nonporous articles such as medical gloves and face shields. | Discuss why client safety is a priority.  Develop an emergency action plan (EAP) that includes the identification of an emergency response team (ERT), is specific to each fitness venue and reflects the following important considerations related to managing emergency situations:   * emergency personnel * emergency communication * emergency equipment * medical emergency transportation. |
| Resources:  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <https://www.nasm.org/docs/default-source/PDF/nasm-cpt-executive-summary-job-task-analysis.pdf?sfvrsn=2> | | | |

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| **VA SOL Standard:**  FI.5 The student will explain energy balance.  ESSENTIAL UNDERSTANDINGS   * + - * Essential nutrients and the ability to list caloric value, function, major food sources, and RDA.       * Public healthy eating tools, such as the current U.S. Dietary Guidelines for Americans and MyPlate. | | | |
| **Required**  **VBOE Standard(s)**  **Student Friendly Language**  **What will the student know and be able to do?** | **Suggested**  **Assessments** | **Terms (Vocabulary) and Content Information** | **Suggested**  **Activities** |
| FI.5.a Identify and explain dietary guidelines based on USDA recommendations. | **Assessment for Learning**   * Knowledge of dietary guidelines and healthy eating tools based on USDA recommendations.   **Assessment of Learning**   * Skilled at recommending general nutritional guidelines for clients to gain general health benefits according to U.S. Dietary Guidelines within the scope of practice. | **Dietary Guidelines** reflect the current body of nutrition science, help health professionals and policymakers guide Americans to make healthy food and beverage choices, and serve as the science-based foundation for vital nutrition policies and programs across the **United States.** | Explain how Dietary Guidelines provide food-based recommendations to promote health, help prevent diet-related chronic diseases, and meet nutrient needs, and review all topics (<https://www.cnpp.usda.gov/about-dietary-guidelines>). |
| Resources:  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <http://www.choosemyplate.gov/> (see education resources and curriculum ideas)  <https://www.nasm.org/docs/default-source/PDF/nasm-cpt-executive-summary-job-task-analysis.pdf?sfvrsn=2> | | | |

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| **VA SOL Standard:**  FI.5 The student will explain energy balance.  ESSENTIAL UNDERSTANDINGS   * + - * Roles and mechanisms of carbohydrate, fat, and protein with regard to aerobic and anaerobic metabolism.       * Diet macronutrient composition affects satiety, compliance, daily energy expenditure and weight control. | | | |
| **Required**  **VBOE Standard(s)**  **Student Friendly Language**  **What will the student know and be able to do?** | **Suggested**  **Assessments** | **Terms (Vocabulary) and Content Information** | **Suggested**  **Activities** |
| FI.5.b Identify macronutrients used by the body for energy.  FI.5.c Identify the number of kilocalories found in macronutrients that provide energy. | **Assessment for Learning**   * Knowledge of general nutritional guidelines and how to analyze diet to achieve favorable body composition.   **Assessment of Learning**   * Skill in recommending general nutritional guidelines for weight control/management or to enhance sports performance. | **Macronutrient**: An essential nutrient that has a large minimal daily requirement, including proteins, fats, carbohydrates, and water.  A calorie (or thermochemical calorie) is a unit of energy. There are **1,000 calories** in a kilocalorie. The number of calories a person needs depends on their age, height, weight, gender, and activity level. People who consume more calories than they burn off in normal daily activity or during exercise are more likely to be overweight.  **One gram of fat** contains 9 calories.  **Protein and carbohydrates** contain **4 calories per gram.** | Describe the three macronutrients required by humans: carbohydrates (sugar), lipids (fats), and proteins. Each of these macronutrients provides energy in the form of calories.  Discuss the number of calories a person needs, which depends on factors including gender, age and activity level. For both genders and in all age groups, calorie recommendations go up by 200 per day for those who are moderately active and 400 per day for those who are very active. Moderate activity means the equivalent of walking 1.5 to 3 miles daily at a pace of 3 to 4 miles per hour, while an active person walks more than 3 miles day at that same pace or does an equivalent activity. |
| Resources:  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <http://www.choosemyplate.gov/> (see education resources and curriculum ideas)  <https://www.nasm.org/docs/default-source/PDF/nasm-cpt-executive-summary-job-task-analysis.pdf?sfvrsn=2> | | | |

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| **VA SOL Standard:**  FI.5 The student will explain energy balance.  ESSENTIAL UNDERSTANDINGS   * + - * Reliable sources of nutrition and weight management information.       * Answer questions, handle issues, and dispel myths regarding the relationship of macronutrients to successful alteration of body composition.       * Resting or basal metabolic rate and its relevance to weight management. | | | |
| **Required**  **VBOE Standard(s)**  **Student Friendly Language**  **What will the student know and be able to do?** | **Suggested**  **Assessments** | **Terms (Vocabulary) and Content Information** | **Suggested**  **Activities** |
| FI.5.d Explain energy balance and its relationship to weight gain, weight loss, or weight maintenance. | **Assessment for Learning**   * Knowledge of resting metabolic rate and basal metabolic rate and its relevance to nutrition and weight management.   **Assessment of Learning**   * Ability to use the energy balance equation to achieve goals (weight loss, weight management, weight gain) within an appropriately defined amount of time. * Ability to perform basic calculations related to nutrient intake and caloric expenditure. | **Resting metabolic rate** refers to the minimal amount of caloric energy required to maintain basic physiological needs, such as breathing, heart **rate**, thinking and sleeping. | Instruction includes an explanation that energy balance is the relationship between “energy in” (food calories taken into the body through food and drink) and “energy out” (calories being used in the body for our daily energy requirements).  This relationship, which is defined by the laws of thermodynamics, dictates whether weight is lost, gained, or remains the same. According to these laws, energy is never really created, and it’s never really destroyed. Rather, energy is transferred between entities. We convert potential energy that’s stored within our food (measured in calories, or kcals) into three major “destinations”: work, heat and storage. |
| Resources:  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <http://www.choosemyplate.gov/> (see education resources and curriculum ideas)  <https://www.nasm.org/docs/default-source/PDF/nasm-cpt-executive-summary-job-task-analysis.pdf?sfvrsn=2> | | | |

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| **VA SOL Standard:**  FI.5 The student will explain energy balance.  ESSENTIAL UNDERSTANDINGS   * + - * Influences of nutrition and physical activity on lipid and lipoprotein profiles.       * Clinical approach for reducing cardiovascular disease risk due to dyslipidemia is to prescribe changes in diet **and physical activity.** | | | |
| **Required**  **VBOE Standard(s)**  **Student Friendly Language**  **What will the student know and be able to do?** | **Suggested**  **Assessments** | **Terms (Vocabulary) and Content Information** | **Suggested**  **Activities** |
| FI.5.e Explain lipid and lipoprotein profiles.  FI.5.f Explain the influences of nutrition and physical activity on lipid and lipoprotein profiles. | **Assessment for Learning**   * Knowledge about the influences of nutrition and physical activity on lipid and lipoprotein profiles.   **Assessment of Learning**   * Design individualized **physical activity** programs to enhance **lipid lipoprotein profiles** by reducing triglycerides (TG), increasing HDL, and lowering LDL/HDL for clients. | **Lipid profile**: A pattern of **lipids** in the blood. A **lipid profile** usually includes the levels of total cholesterol, high-density **lipoprotein** (HDL) cholesterol, triglycerides, and the calculated low-density **lipoprotein** (LDL) cholesterol.  Lipoproteins are molecules that have a globular shape and are a combination of lipid and protein.  The standard clinical approach for reducing cardiovascular disease risk due to dyslipidemia is to prescribe changes in diet **and physical activity.** | Students should understand that total blood **cholesterol** as a measure of the cholesterol components LDL (low-density lipoprotein) cholesterol, HDL (high-density lipoprotein) cholesterol, and VLDL (very low-density lipoprotein, which is the triglyceride-carrying component of lipids). Explain that t**riglycerides** are the chemical form in which most fat exists in food and the body. Triglycerides are mostly carried in VLDL and chylomicrons. VLDL comes from the liver and also has cholesterol. Chylomicrons come from dietary fat.  Along with cholesterol, triglycerides form plasma lipids. Excess triglycerides in plasma have been linked to the occurrence of coronary artery disease in some people. Like cholesterol, increases in triglyceride levels can be detected by plasma measurements. These measurements should be made after an overnight food and alcohol fast. |
| Resources:  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.choosemyplate.gov/> (see education resources and curriculum ideas)  <https://www.nasm.org/docs/default-source/PDF/nasm-cpt-executive-summary-job-task-analysis.pdf?sfvrsn=2> | | | |

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| **VA SOL Standard:**  FI.5 The student will explain energy balance.  ESSENTIAL UNDERSTANDINGS   * + - * Recommend appropriate hydration methods, dependent on type and length of physical activity.       * Recognize dehydration symptoms and provide appropriate response(s). | | | |
| **Required**  **VBOE Standard(s)**  **Student Friendly Language**  **What will the student know and be able to do?** | **Suggested**  **Assessments** | **Terms (Vocabulary) and Content Information** | **Suggested**  **Activities** |
| FI.5.g Explain the importance of hydration.  FI.5.h Explain how to maintain hydration in a physically active lifestyle, including effective methods to rehydrate after exercise. | **Assessment for Learning**   * Understand the importance of hydration and effective ways to rehydrate after exercise.   **Assessment of Learning**   * Ability to identify and recommend appropriate hydration methods dependent on the type and length of physical activity. | **Dehydration** happens when your body does not have as much water as it need to function properly. | Instruction includes understanding that good hydration means getting the right amount of water before, during, and after exercise. Water regulates your body temperature and lubricates your joints. It helps transport nutrients to give you energy and keep you healthy. Your body cannot perform at its highest level if you are not hydrated, |
| Resources:  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.choosemyplate.gov/> (see education resources and curriculum ideas)  <https://www.nasm.org/docs/default-source/PDF/nasm-cpt-executive-summary-job-task-analysis.pdf?sfvrsn=2> | | | |

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| **VA SOL Standard:**  FI.5 The student will explain energy balance.  ESSENTIAL UNDERSTANDINGS   * + - * Effects of megadosing with certain vitamins and minerals.       * Knowledge of ergogenic aids’ effects on physical performance and their potential risks. | | | |
| **Required**  **VBOE Standard(s)**  **Student Friendly Language**  **What will the student know and be able to do?** | **Suggested**  **Assessments** | **Terms (Vocabulary) and Content Information** | **Suggested**  **Activities** |
| FI.5.i Identify and describe common supplements and ergogenic aids used by individuals in training programs.  FI.5.j Explain potential risks, benefits, and contraindications associated with the use of supplements and ergogenic aids. | **Assessment for Learning**   * Knowledge of common supplements and ergogenic aids used by individuals in training programs and potential risks, benefits, and contraindications associated with the use of supplements and ergogenic aids.   **Assessment of Learning**   * Respond to questions and guide clients about the use of dietary supplements, the effects of ergogenic aids on physical performance, and their potential risks based on objective scientific facts. | Dietary supplements are an umbrella for a wide range of products, including weight loss pills and substances that promise to increase physical performance.  Ergogenic aids are classified as nutritional, pharmacologic, physiologic, or psychological; methods to enhance athletic performance range from use of accepted techniques, such as carbohydrate loading, to illegal and unsafe approaches, such as use of anabolic/androgenic steroids. | Instruction includes potential risks, benefits, and contraindications associated with the use of supplements and ergogenic aids.  Have students investigate dietary supplements used to enhance exercise and athletic performance that come in a variety of forms, including tablets, capsules, liquids, powders, and bars. Many of these products contain numerous ingredients in varied combinations and amounts. Among the more common ingredients are amino acids, protein, creatine, and caffeine. |
| Resources:  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.choosemyplate.gov/> (see education resources and curriculum ideas)  <https://www.nasm.org/docs/default-source/PDF/nasm-cpt-executive-summary-job-task-analysis.pdf?sfvrsn=2> | | | |

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| **VA SOL Standard:**  FI.5 The student will explain energy balance.  ESSENTIAL UNDERSTANDINGS   * + - * Methods of measuring body composition (i.e., BMI, skinfold calipers, and waist circumference measurement).       * Ability to calculate and classify body mass index results for men and women. | | | |
| **Required**  **VBOE Standard(s)**  **Student Friendly Language**  **What will the student know and be able to do?** | **Suggested**  **Assessments** | **Terms (Vocabulary) and Content Information** | **Suggested**  **Activities** |
| FI.5.k Explain the relationship between body composition and health.  FI.5.l Define terms related to body composition including *body mass index (BMI), lean body mass,* and *fat mass.* | **Assessment for Learning**   * Knowledgeable about the relationship between body composition and health.   **Assessment of Learning**   * Skillfully convey relevant and reputable information and resources regarding nutrition, weight control, and lifestyle issues. | **Body mass index** **(BMI)** is a measure of body fat based on height and weight.  **Lean body mass** refers to **all of your body components except fat**. It includes your body’s water, bone, organs and muscle content. However, when it comes to weight management and body composition, fat-free mass refers primarily to muscle mass.  **Fat mass** is total body **fat** and can be measured with dual energy absorptiometry or bioelectrical impedance techniques. | Discuss benefits of having a healthy body composition:   * Normal blood pressure level * Improved quality of sleep * Improved mood and self-confidence * Increased energy and endurance throughout the day * Reduced pain in joints, hips, and lower back * Improved blood circulation, leading to lower risk for heart disease * Higher fertility rates and lower risk for pregnancy-related complications * Improved breathing, respiration, and lung function * Improved glucose tolerance and insulin sensitivity   Review factors that can lead to altered body composition:   * Lack of exercise and physical activity * Eating large portion sizes and overeating in general * High-fat, high-sugar diet * Lack of whole foods in the diet such as fruits, vegetables, nuts, seeds, legumes * Excessive alcohol intake |
| Resources:  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <https://openphysed.org/>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.choosemyplate.gov/> (see education resources and curriculum ideas)  <https://www.nasm.org/docs/default-source/PDF/nasm-cpt-executive-summary-job-task-analysis.pdf?sfvrsn=2> | | | |

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| **VA SOL Standard:**  FI.5 The student will explain energy balance.  ESSENTIAL UNDERSTANDINGS   * + - * Influences on body composition.       * Inappropriate weight-loss methods.       * Effective goal-setting and behavior-reinforcement techniques. | | | |
| **Required**  **VBOE Standard(s)**  **Student Friendly Language**  **What will the student know and be able to do?** | **Suggested**  **Assessments** | **Terms (Vocabulary) and Content Information** | **Suggested**  **Activities** |
| FI.5.m Explain influences on body composition, including diet, exercise, and behavior modification.  FI.5.n Identify and explain inappropriate weight-loss methods. | **Assessment for Learning**   * Knowledge of influences on body composition, including diet, exercise, and behavior modification, and inappropriate weight-loss methods.   **Assessment of Learning**   * Ability to help an individual identify their barrier(s) to making positive behavior changes, and skill in assisting them to address/remove barrier(s). * Ability to identify and use adherence strategies for long-term maintenance of healthy behaviors. | **Influences on body composition** include **gender, age, diet, activity level, and genes.** Men tend to have more muscle mass than women, and women tend to have more fat mass than men. As people age, lean muscle mass decreases, making it somewhat more difficult to maintain optimal body composition. | Provide instruction concerning healthy and unhealthy ways to lose weight. Have students research starvation, fasting, or very-low-calorie diets. |
| Resources:  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  [Health Smart Virginia](https://healthsmartva.pwnet.org/)  <http://www.choosemyplate.gov/> (see education resources and curriculum ideas)  <https://www.nasm.org/docs/default-source/PDF/nasm-cpt-executive-summary-job-task-analysis.pdf?sfvrsn=2> | | | |

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| **VA SOL Standard:**  FI.5 The student will explain energy balance.  ESSENTIAL UNDERSTANDINGS   * + - * Common eating disorders and factors related to the female athlete triad.       * Inappropriate weight-loss methods. | | | |
| **Required**  **VBOE Standard(s)**  **Student Friendly Language**  **What will the student know and be able to do** | **Suggested**  **Assessments** | **Terms (Vocabulary) and Content Information** | **Suggested**  **Activities** |
| FI.5.o Identify and explain eating disorders, including anorexia nervosa and bulimia nervosa.  FI.5.p Explain the female athlete triad. | **Assessment for Learning**   * Knowledge about disordered eating and the female athlete triad.   **Assessment of Learning**   * Skill in understanding and leveraging an individual’s actions/reactions to bring about positive behavior change and recognize acute conditions that require referral to a health care provider. | The **female athlete** triadis a syndrome of three interrelated conditions that exist on a continuum of severity and include energy deficiency with or without disordered eating, menstrual disturbances/amenorrhea, and bone loss/osteoporosis.  **Anorexia nervosa** is a psychological and possibly life-threatening eating disorder defined by an extremely low body weight relative to stature, extreme and needless weight loss, illogical fear of weight gain, and distorted perception of self-image and body.  **Bulimia nervosa** is a psychological and possibly life-threatening eating disorder in which people (bulimics) consume large amounts of food (binge) and then trying to rid themselves of the food and calories (purge) by [fasting](https://medical-dictionary.thefreedictionary.com/fasting), excessive [exercise](https://medical-dictionary.thefreedictionary.com/exercise), vomiting, or using [laxatives](https://medical-dictionary.thefreedictionary.com/laxatives). | Explain eating disorders, including anorexia nervosa and bulimia nervosa.  Discuss the female athlete triad. |
| Resources:  SHAPE America National Standards and Grade-Level Outcomes  VDOE Physical Education Instructional Resources: <http://www.doe.virginia.gov/instruction/physed/index.shtml>  <http://www.choosemyplate.gov/> (see education resources and curriculum ideas)  <https://www.nasm.org/docs/default-source/PDF/nasm-cpt-executive-summary-job-task-analysis.pdf?sfvrsn=2> | | | |

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| **VA SOL Standard:**  FI.6 The student will identify and explain professional and legal responsibilities to manage a personal business and be employed as a personal fitness instructor.  ESSENTIAL UNDERSTANDINGS   * + - * Requirements to become a certified personal fitness instructor and maintain certification, including certification requirements, and requirements to maintain certification.       * Engage in professional development to increase knowledge and skill and maintain certification. | | | |
| **Required**  **VBOE Standard(s)**  **Student Friendly Language**  **What will the student know and be able to do** | **Suggested**  **Assessments** | **Terms (Vocabulary) and Content Information** | **Suggested**  **Activities** |
| FI.6.a Identify and explain requirements to become a certified personal fitness instructor and maintain certification, including certification requirements, requirements to maintain certification, and resources for professional development to increase knowledge and skill and maintain certification. | **Assessment for Learning**   * Knowledge about requirements to become a certified personal trainer (CPT) or fitness instructor and how to maintain the credential through continuous professional development.   **Assessment of Learning**   * Obtain and maintain a certified personal trainer or fitness instructor credential. | A **NASM certified personal trainer** has obtained certification from the **National Academy of Sports Medicine**, which means that they have taken a course and passed an exam on personal training topics, including anatomy, physiology, and fitness basics. | Explain the requirements to become a certified personal fitness instructor and maintain certification, including certification requirements, requirements to maintain certification, and resources for professional development to increase knowledge and skill and maintain certification. |
| Resources: VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml>; <https://www.nasm.org/docs/default-source/PDF/nasm-cpt-executive-summary-job-task-analysis.pdf?sfvrsn=2> | | | |

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| **VA SOL Standard:**  FI.6 The student will identify and explain professional and legal responsibilities to manage a personal business and be employed as a personal fitness instructor.  ESSENTIAL UNDERSTANDINGS   * + - * Knowledge of boundaries that determine the scope of practice for personal trainers.       * Knowledge of confidentiality practices.       * Knowledge of current research in physical activity and exercise and their effects on various health conditions/outcomes. | | | |
| **Required**  **VBOE Standard(s)**  **Student Friendly Language**  **What will the student know and be able to do** | **Suggested**  **Assessments** | **Terms (Vocabulary) and Content Information** | **Suggested**  **Activities** |
| FI.6.b Identify and explain the role, scope of practice, and code of ethics of a personal fitness instructor.  FI.6.c Identify and describe the professional responsibilities of a personal fitness instructor. | **Assessment for Learning**   * Knowledge of ethics and professional practices and maintain certification (continuing education, CPR, etc.). * Knowledge of basic communication skills and characteristics necessary for effective teaching/exercise leadership.   **Assessment of Learning**   * Ability to discuss the importance of the health-related components of fitness. * Ability to provide relevant and reputable information and resources regarding nutrition, weight control, and lifestyle issues. * Provide clients with exercise and nutritional recommendations to meet their desired fitness goals. * http://www.csub.edu/reccenter/employment%20opportunities/Job%20Description%20-%20Personal%20Trainer.pdf | Review the previous year’s vocabulary, as appropriate. | Explain the role, scope of practice, and code of ethics of a personal fitness instructor.  Describe professional responsibilities of a personal fitness instructor. |
| Resources: VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml>; <https://www.nasm.org/docs/default-source/PDF/nasm-cpt-executive-summary-job-task-analysis.pdf?sfvrsn=2> | | | |

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| **VA SOL Standard:**  FI.6 The student will identify and explain professional and legal responsibilities to manage a personal business and be employed as a personal fitness instructor.  ESSENTIAL UNDERSTANDINGS   * + - * Knowledge of safety rules and procedures for using exercise equipment.       * Prevent worksite injuries or illnesses by identifying workplace hazards and creating guidelines to mitigate risks.       * Facility maintenance deals with proper staff education and training on handling bloodborne pathogens. Responsibility for proper OSHA adherence lies mainly with the fitness center manager/owner. | | | |
| **Required**  **VBOE Standard(s)**  **Student Friendly Language**  **What will the student know and be able to do** | **Suggested**  **Assessments** | **Terms (Vocabulary) and Content Information** | **Suggested**  **Activities** |
| FI.6.d Identify and describe necessary facility maintenance.  FI.6.e Explain and describe appropriate inspection and care of equipment to maintain safety and maximize use.  FI.6.f Identify and describe appropriate facility supervision to maintain safety of users. | **Assessment for Learning**   * Educate clients and enforce policies regarding the safe and proper use of equipment and facilities.   **Assessment of Learning**   * Instruct clients on basic exercise physiology and inform them as to proper lifting and exercise technique. * Ability to inspect and maintain fitness equipment and physical activity surroundings to ensure safety, * Ability to teach and demonstrate the use of resistance training equipment (weight machines, free weights, small apparatuses, resistance tubing, others) using proper exercise form and technique. | Review the previous year’s vocabulary, as appropriate. | Describe necessary facility maintenance.  Explain appropriate inspection and care of equipment to maintain safety and maximize use.  Identify appropriate facility supervision to ensure the safety of users. |
| Resources:  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml>;  <https://www.nasm.org/docs/default-source/PDF/nasm-cpt-executive-summary-job-task-analysis.pdf?sfvrsn=2> | | | |

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| **VA SOL Standard:**  FI.6 The student will identify and explain professional and legal responsibilities to manage a personal business and be employed as a personal fitness instructor.  ESSENTIAL UNDERSTANDINGS   * + - * Liability types and issues related to health history review, fitness assessment, and program design/implementation and methods of minimizing liability/risk.       * Liability waivers, general liability insurance.       * Negligent acts, defined as an act of omission or an act of commission. | | | |
| **Required**  **VBOE Standard(s)**  **Student Friendly Language**  **What will the student know and be able to do** | **Suggested**  **Assessments** | **Terms (Vocabulary) and Content Information** | **Suggested**  **Activities** |
| FI.6.g Identify and describe legal considerations of working as a personal fitness instructor. | **Assessment for Learning**   * Describe legal considerations of working as a personal fitness instructor   **Assessment of Learning**   * Attain a level of competency and adhere to the established standard of care. | **Act of omission:** Failing to act responsibly. Example: A trainer who fails to spot a client who is lifting a considerable amount of weight.  **Act of commission:** Performing an act or allowing an individual to perform an act that causes harm. Example: A trainer who asks a client to perform a squat jump, knowing that the client has a knee injury.  **Liability waivers** potentially provide protection for trainers, in the event a client suffers an injury, preventing the client from recovering for damages.  **General liability insurance** is specific to the industry and protects in the case of injury due to slips and falls in fitness facilities. | Provide instruction concerning the legal considerations of working as a personal fitness instructor. |
| Resources:  VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml>;  <https://www.nasm.org/docs/default-source/PDF/nasm-cpt-executive-summary-job-task-analysis.pdf?sfvrsn=2> | | | |