

Standard: 4.1 The student will refine movement skills and demonstrate the ability to combine them in increasingly complex movement environments/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 a variety of activities.
- Performing a variety of movements in activities/games will lead to effective body management.

<p>Standard(s) Student Friendly Language What will the student know and be able to do?</p>	<p>Suggested/Sample Assessments</p>	<p>Terms (Vocabulary) and Content Information</p>	<p>Suggested/Sample Activities</p>
<p>4.1 a) Demonstrate mature form for specialized locomotor, nonlocomotor, and manipulative skill combinations in game and modified sports activities, to include throwing and catching overhand with a partner while moving; throwing overhand to a target for distance; dribbling and passing soccer ball with varying speed while moving; dribbling with non-dominant/non-preferred hand; walking and dominant/preferred hand at various speeds; catching thrown objects; striking a ball with short-handled and long-handled implement; and underhand volley/strike.</p> <p>I can overhand throw and catch with a partner while moving.</p> <p>I can overhand throw to a target that is far away.</p> <p>I can dribble and pass a ball while moving at different speeds.</p> <p>I can dribble with my dominant/preferred hand at different speeds.</p> <p>I can dribble with my non-dominant/non-preferred hand while walking.</p>	<p>Assessment for Learning</p> <ul style="list-style-type: none"> • Skill rubric • Teacher observation <p>Sample rubric</p> <p>4 (<i>Beyond what was taught</i>) Displays consistent and correct performance of all elements during unpredictable game situations; includes smooth transitions between skills/movements</p> <p>3 (<i>What was explicitly taught</i>) Performs all critical elements appropriately and consistently</p> <p>2 (<i>Identify basic elements</i>) Performs critical elements in isolation</p> <p>1 (<i>With help/prompts/cues</i>) With teacher cues, student can demonstrate some/most of the critical elements in isolation</p>	<p>Review previous years' vocabulary as appropriate</p> <ul style="list-style-type: none"> • Rotation • Stationary <p>Review previous years' critical elements as appropriate</p> <p><u>Overhand throw to moving partner</u></p> <ul style="list-style-type: none"> • Throws with one hand • Face non-dominant/non-preferred throwing side to target (path of travel) • 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 (path of travel) • Aim slightly ahead of partner in his/her path of travel if he/she is moving slowly and farther ahead of partner in his/her path of travel if he/she is moving quickly <p><u>Striking (bat/paddle)</u></p> <ul style="list-style-type: none"> • Keep non-dominant/non-preferred side to 	<ul style="list-style-type: none"> • Modified games involving each of the skills and a variety of situations • Use a variety of implements and objects appropriate to student 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

<p>I can hit a ball with both a bat/racquet and a paddle.</p> <p>I can keep a (ball) in the air with my hands/arms.</p>		<p>the target</p> <ul style="list-style-type: none"> • 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) <p><u>Foot Dribble</u></p> <ul style="list-style-type: none"> • Keep the ball close to feet • Use both the inside and outside of foot • Use small taps to control the ball • Look forward <p><u>Hand Dribble</u></p> <ul style="list-style-type: none"> • Keep hand on top of the ball • Use finger pads • Push the ball to floor • Keep the ball at waist level on side of body • Keep eyes looking forward • Ball is under control while moving 	
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Resources: SHAPE America National Standards and Grade-Level Outcomes

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 up of different movements.

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
<p>4.1 b) Create and perform a partner dance sequence with an apparent beginning, middle, and end that integrates shapes, levels, pathways, and locomotor patterns.</p> <p>I can create and perform a dance to music with a partner/group/by myself with a beginning, middle, and end that have different movements, levels, pathways, shapes, and flow using counts of 8 that match the music.</p>	<p>Assessment of Learning</p> <ul style="list-style-type: none"> • Teacher observation • Skill check list • Skill rubric <p>Assessment for Learning</p> <ul style="list-style-type: none"> • Skill check list • Skill rubric <p>4 (<i>Beyond what was taught</i>) 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</p> <p>3 (<i>What was explicitly taught</i>) 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</p> <p>2 (<i>Identify basic elements</i>) Performs critical elements with stops between beginning, middle, and end of dance sequence.</p> <p>1 (<i>With help/prompts/cues</i>) With teacher cues, student can demonstrate some/most of the critical elements in isolation</p>	<p>Review previous years' critical elements</p> <ul style="list-style-type: none"> • Rhythm- regular, repeated pattern of sounds or movements • Beat- steady pulse of a song • Rhythm • In general, movements should be in counts of 4/8 • Transitions- moves are connected with smooth changes • Flow- move in a steady and continuous way • Choreography 	<ul style="list-style-type: none"> • Use each dance experience to demonstrate/instruct each concept such as counts, flow, pathways • Demonstrate or create with the class dance sequence with beginning, middle, and end • Students work in groups to create dance sequences—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/>

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ESSENTIAL UNDERSTANDINGS

- Gymnastics promotes body management skills through a variety of movement experiences.

<p>Standard(s) <u>Student Friendly Language</u> What will the student know and be able to do?</p>	<p><u>Suggested/Sample Assessments</u></p>	<p>Terms (Vocabulary) and Content Information</p>	<p><u>Suggested/Sample Activities</u></p>
<p>4.1 c) Create and perform a continuous educational gymnastic sequence that combines four or more of the following movements: traveling, balancing, rolling, and other types of weight transfer.</p> <p>I can create and show a sequence with (four) skills in a row – balance, roll, (weight transfer), and (leap/kick/jump).</p>	<p>Assessment of Learning Teacher observation Skill check list Skill rubric</p> <p>Assessment for Learning Skill check list Skill rubric</p>	<p>Review previous years' vocabulary and critical elements as appropriate</p> <ul style="list-style-type: none"> Balance Rotation Traveling movements (Chassé, full turn, lunge) 	<p><u>Balance</u> Low balance beam</p> <p><u>Rotation/Rolling</u> 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</p> <p><u>Traveling movements</u> Chassé, leap</p> <p>Students copy sequence created by teacher/other students.</p> <p>Warm-ups and cool downs that develop flexibility</p>
<p>Resources: SHAPE America National Standards and Grade-Level Outcomes</p>			

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 a variety of cardiorespiratory activities requires knowledge of pacing, speed and endurance.
- Participating in cardiorespiratory endurance activities will lead to a healthier body.
- Providing feedback to self and peers to improve performance reinforces deeper understanding of concept.

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
<p>4.1 d) Demonstrate the use of pacing, speed, and endurance in a variety of activities.</p> <p>4.1 e) Demonstrate the ability to self-pace in a cardiovascular endurance activity.</p> <p>I know how fast to go so I can do activities for long amounts of time.</p> <p>4.1 f) Provide appropriate feedback to a peer to improve performance.</p> <p>I can watch my classmates and give them advice on how to get better.</p>	<p>Assessment of Learning</p> <ul style="list-style-type: none"> • Teacher observation • Skill/routine check list • Skill/routine rubric (self and peer) <p>Assessment for Learning</p> <ul style="list-style-type: none"> • Skill check list • Skill rubric <p>Oral: Provide partner with feedback on how to improve performance during cardiorespiratory endurance activity.</p> <p>Written: Complete heart rate during various physical activities.</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • Pacing • Speed • Endurance • Feedback • Heart rate 	<ul style="list-style-type: none"> • Students check heart rate during activities to know if 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
<p>Resources: SHAPE America National Standards and Grade-Level Outcomes American Heart Association-www.americanheart.org</p>			

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 a variety of movements will lead to effective body management.

<p>Standard(s) Student Friendly Language What will the student know and be able to do?</p>	<p>Suggested/Sample Assessments</p>	<p>Terms (Vocabulary) and Content Information</p>	<p>Suggested/Sample Activities</p>
<p>4.1 g) Create and perform a jump-rope routine (self-turn or long rope).</p> <p>I can do a routine turning the rope by myself or on a long rope.</p>	<p>Assessment of Learning</p> <ul style="list-style-type: none"> • Teacher observation • Skill/routine check list • Skill/routine rubric (self and peer) <p>Assessment for Learning</p> <ul style="list-style-type: none"> • Skill check list • Skill/routine rubric <p>4 (<i>Beyond what was taught</i>) Creates and displays consistent and correct performance of all elements with flow and smooth transitions between movements with a variety of jumps</p> <p>3 (<i>What was explicitly taught</i>) Creates and displays consistent and correct performance of all elements with flow and smooth transitions between movements</p> <p>2 (<i>Identify basic elements</i>) Displays consistent and correct performance of most elements with flow and smooth transitions between movements (routine provided by teacher/other student)</p> <p>1 (<i>With help/prompts/cues</i>) With teacher cues, student can demonstrate some/most of a routine (created by teacher/other student)</p>	<p>Critical Elements</p> <p>Review previous years' critical elements</p> <p>Individual skills are at the discretion of the teacher such as</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 http://www.heart.org/HEARTORG/Educator/FortheGym2/JumpRopeSkills/Jump-Rope-Skills_UCM_001270_Article.jsp

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.

<p align="center">Standard(s) Student Friendly Language What will the student know and be able to do?</p>	<p align="center"><u>Suggested/Sample</u> Assessments</p>	<p align="center">Terms (Vocabulary) and Content Information</p>	<p align="center"><u>Suggested/Sample</u> Activities</p>
<p>4.2 a) Identify and describe the major components of the cardiorespiratory system, to include heart, lungs, and blood vessels.</p> <p>I can identify pictures of the heart, lungs, and blood vessels and explain what the cardiorespiratory system does for the body.</p> <p>4.2 b) Identify major muscle groups, to include deltoid and gluteal.</p> <p>I can choose/select/identify pictures of deltoids and gluteal.</p> <p>4.2 c) Identify major components of the skeletal system, to include sternum, vertebrae, patella, and phalange.</p> <p>I can identify pictures of sternum, vertebrae, patella, and phalange.</p> <p>4.2 d) Locate radial and/or carotid pulse.</p> <p>I can find my pulse on my neck and/or wrist.</p> <p>4.2 e) Identify the bones and muscles needed to perform one fitness activity and one skilled movement.</p> <p>I can name the bones and muscles used to (kick a ball).</p>	<p>Assessment of Learning</p> <p>Identify picture of deltoid and gluteal; heart, lungs, and blood vessels; sternum, vertebrae, patella, phalange; radial pulse location, carotid pulse location</p> <p>Assessment for Learning</p> <p>Written: Identify one activity and the muscle(s), bones, that control the movement</p> <p>Identify (name, circle, draw a picture of) deltoid and gluteal; heart, lungs, and blood vessels; sternum, vertebrae, patella, phalange; radial pulse location, carotid pulse location</p> <p>Observation: Matching activity where students run to collect names/vocabulary corresponding to picture.</p>	<p>Review vocabulary from previous year</p> <ul style="list-style-type: none"> • Hamstrings • Triceps • Blood vessels • Femur • Tibia • Fibula • Radius • Ulna <p>New Vocabulary</p> <ul style="list-style-type: none"> • Deltoid • Gluteal • Sternum • Vertebrae • Patella • Phalange • Radial Pulse • Carotid Pulse 	<ul style="list-style-type: none"> • Use visuals to depict bones and muscles • Incorporate knowledge concepts into movement activities such as having students identify the muscles being used in warm-up activities and bones and muscles used in a variety of discrete skills • Periodically throughout activities, have students check their pulse (radial and/or carotid)

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.

<p>Standard(s) <u>Student Friendly Language</u> What will the student know and be able to do?</p>	<p><u>Suggested/Sample Assessments</u></p>	<p>Terms (Vocabulary) and Content Information</p>	<p><u>Suggested/Sample Activities</u></p>
<p>4.2 f) Identify the concept of closing space during movement sequences.</p> <p>I can move into space eliminating open spaces for my opponents.</p>	<p>Assessment of Learning Teacher observation Skill check list Skill rubric</p> <p>Assessment for Learning Skill check list Skill rubric</p> <p>4 (<i>Beyond what was taught</i>) Displays consistent and correct performance of closing space concepts with and without manipulatives with smooth transitions between movements and movement patterns</p> <p>3 (<i>What was explicitly taught</i>) Demonstrates ability to move to close spaces in groups with and without manipulatives</p> <p>2 (<i>Identify basic elements</i>) Demonstrates ability to move to close spaces in groups without manipulatives</p> <p>1 (<i>With help/prompts/cues</i>) With teacher cues, student can move to close spaces</p>	<p>Review vocabulary from previous year</p> <ul style="list-style-type: none"> • Open space • Passing lanes <p>New vocabulary</p> <ul style="list-style-type: none"> • Closing space 	<p>Provide a variety of activities with opportunities for movement in groups with and without manipulatives</p>

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.

<p>Standard(s) Student Friendly Language What will the student know and be able to do</p>	<p>Suggested/Sample Assessments</p>	<p>Terms (Vocabulary) and Content Information</p>	<p>Suggested/Sample Activities</p>
<p>4.3 a) Describe the components of health-related fitness and list associated measurements (cardiorespiratory endurance/aerobic capacity, muscular strength and endurance, flexibility, body composition).</p> <p>I can describe each health-related component of fitness (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) and how to measure them.</p> <p>4.3 b) Analyze baseline data from a standardized health-related criterion-referenced test.</p> <p>I can use guidelines to understand my health-related fitness levels.</p> <p>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.</p> <p>I can create a SMART goal to improve or maintain one area of health-related fitness.</p> <p>4.3 d) Identify activities that can be done at</p>	<p>Assessment of Learning Student describes each component of fitness and names measurements for each (tell a partner, exit tickets)</p> <p>Assessment for Learning Oral: Student names and describes each component of fitness and names measurement for each</p> <p>Written: Matches the fitness component to its description; matches the fitness component to its measurements</p> <p>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.</p> <p>Students create Wellness Portfolios (see Suggested/Sample Activities for details).</p> <p>Activity: Students select stations/activities during PE targeting specific health-related component of fitness associated with their SMART</p>	<p>Review vocabulary and critical elements from previous years.</p> <ul style="list-style-type: none"> • Muscular strength <ul style="list-style-type: none"> • Pushups • Pushup variations, stretch band activities • Muscular endurance <ul style="list-style-type: none"> • Curl-ups • Core fitness activities • Flexibility <ul style="list-style-type: none"> • Back saver sit and reach • Stretches, flexibility activities • Cardiorespiratory endurance <ul style="list-style-type: none"> • PACER • Aerobic capacity activities at moderate to vigorous levels • Body composition <ul style="list-style-type: none"> • Body mass index (BMI) • Burpees, activities that involve strength, endurance, and aerobic capacity <p>New vocabulary/content</p> <ul style="list-style-type: none"> • SMART (specific, measurable, 	<ul style="list-style-type: none"> • 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 are progressing towards reaching SMART goal. • Students create ‘Wellness Portfolios’ with the following information: baseline data, SMART goal(s), activities targeting specific health-

<p>school and activities that can be done at home to meet fitness goals.</p> <p>I can name activities I can do at school or at home to help me reach my SMART goal(s).</p> <p>4.3 e) Analyze post-fitness testing results, and reflect on goal progress/attainment.</p> <p>I can use guidelines to see and understand my progress in health-related fitness levels.</p>	<p>goal(s).</p>	<p>attainable, realistic, timely) goal</p>	<p>related components students are looking to improve; journals documenting thoughts/improvement; post-fitness testing results; and graphs/charts depicting progress.</p> <p>Note: It is an inappropriate practice to grade students on fitness test results</p>
<p>Resources: SHAPE America National Standards and Grade-Level Outcomes http://www.heart.org/HEARTORG/Educator/Educator_UCM_001113_SubHomePage.jsp</p>			

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.

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
<p>4.4 a) Identify a group goal and the strategies needed for successful completion while working productively and respectfully with others.</p> <p>I can explain ways to show teamwork to reach a group goal.</p> <p>4.4 b) Identify and demonstrate conflict-resolution strategies for positive solutions in resolving disagreements.</p> <p>I can show ways to positively resolve disagreements.</p>	<p>Assessment for Learning Student identifies group goal and explains strategies to reach goal (tell a partner, exit tickets)</p> <p>Student shows ways to positively resolve disagreements</p> <p>Demonstration of conflict resolution strategies (self/peer assessments)</p> <p>Assessment of Learning Written: List strategies needed for successful completion of a group goal</p> <p>List conflict resolution strategies</p> <p>Activity: Demonstrate strategies needed for successful goal completion as well as conflict resolution strategies.</p>	<p>Review vocabulary and content from previous year.</p> <ul style="list-style-type: none"> • Rules • Procedures • Respectful behavior 	<ul style="list-style-type: none"> • Provide a variety of activities that include cooperation towards a common goal and modified games/activities for students to create rules
<p>Resources: SHAPE America National Standards and Grade-Level Outcomes</p>			

Standard: 4.4 The student will demonstrate positive interactions with others in cooperative and competitive physical activities.

ESSENTIAL UNDERSTANDING

- An understanding of etiquette and integrity is needed to maintain a quality learning environment.

<p>Standard(s) Student Friendly Language What will the student know and be able to do?</p>	<p>Suggested/Sample Assessments</p>	<p>Terms (Vocabulary) and Content Information</p>	<p>Suggested/Sample Activities</p>
<p>4.4 c) Define <i>etiquette</i> and demonstrate appropriate etiquette and application of rules and procedures.</p> <p>I can define etiquette and show acceptable behaviors in physical education.</p> <p>4.4 d) Define <i>integrity</i> and describe the importance of integrity in a physical activity setting.</p> <p>I can define integrity and describe why it is important in PE.</p>	<p>Assessment for Learning Oral or written: Student defines etiquette and integrity and explains its importance in PE</p> <p>Assessment of Learning Oral: Students define etiquette and integrity and explain its importance in PE</p> <p>Activity: Students peer assess one another using rubric depicting etiquette and integrity.</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Walk and Talk: students define etiquette and discuss 'etiquette' in a variety of settings (ex. cafeteria, hallways, PE, etc.) • Mission Impossible: students begin on edges of 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 for this game.
<p>Resources: SHAPE America National Standards and Grade-Level Outcomes</p>			

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 a variety of functions.

<p>Standard(s) <u>Student Friendly Language</u> What will the student know and be able to do?</p>	<p><u>Suggested/Sample Assessments</u></p>	<p>Terms (Vocabulary) and Content Information</p>	<p><u>Suggested/Sample Activities</u></p>
<p>4.5 a) Identify the number of calories per gram of fat (9), protein (4), and carbohydrates (4).</p> <p>I can match the calories per gram (4 or 9) to the correct macronutrient.</p> <p>4.5 c) Describe how the body uses each macronutrient (fat, protein, carbohydrates).</p> <p>I can describe how the body uses fat, protein, and carbohydrates.</p> <p>4.5 d) Calculate the calories per gram of macronutrients for a variety of foods.</p> <p>I can calculate the calories per gram of macronutrients for a variety of foods.</p>	<p>Assessment of Learning Oral or written (tell a partner/teacher, exit tickets):</p> <p>Student matches calories per gram for each macronutrient.</p> <p>Student can describe how the body uses each macronutrient</p> <p>Student calculates the calories per gram of macronutrients for a variety of foods.</p> <p>Assessment for Learning Written: Matching- students match calories per gram to each macronutrient</p> <p>Draw (or select from pictures) exercises/activities burning calories from each macronutrient</p> <p>Calculate calories per gram of macronutrients for variety of foods</p>	<p>Review vocabulary and content from previous year.</p> <ul style="list-style-type: none"> • Macronutrient (fats, carbohydrates, protein) <p>New vocabulary and content</p> <ul style="list-style-type: none"> • Calorie: a unit to measure heat/energy • Macronutrients provide the body with energy • Fats- 9 calories per gram; body burns fat calories during low intensity physical activity • Carbohydrates- 4 calories per gram; body's main source of energy; body burns carbohydrates during high intensity activities. • Protein- 4 calories per gram; body uses calories from protein to build and repair muscle cells. 	<ul style="list-style-type: none"> • 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 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/>; http://www.heart.org/HEARTORG/Educator/Educator_UCM_001113_SubHomePage.jsp

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.

<p>Standard(s) Student Friendly Language What will the student know and be able to do?</p>	<p>Suggested/Sample Assessments</p>	<p>Terms (Vocabulary) and Content Information</p>	<p>Suggested/Sample Activities</p>
<p>4.5 b) Explain the uses of salt and sugar and the harm of excessive salt and sugar intake.</p> <p>I can explain the uses of salt and sugar and why it is bad to eat too much of them.</p> <p>4.5 e) Explain the importance of hydration.</p> <p>I can explain why hydration is important.</p> <p>4.5 f) Compare different hydration choices.</p> <p>I can compare different drink choices.</p>	<p>Assessment of Learning Oral or written (tell a partner, exit tickets):</p> <p>Students name the uses of salt and sugar</p> <p>Students explain the harm of excessive salt and sugar.</p> <p>Assessment for Learning List/Select uses for sugar and salt as well as the harm of consuming too much.</p> <p>Use a Vin Diagram to compare different hydration choices.</p>	<p>Review vocabulary and content from previous year.</p> <ul style="list-style-type: none"> • Hydration <p>New vocabulary and content</p> <ul style="list-style-type: none"> • Sugar • Salt 	<ul style="list-style-type: none"> • Use visuals depicting amounts of sugar and salt in foods commonly eaten (consider population) • Use visuals to depict a variety of hydration examples

Resources: <http://www.choosemyplate.gov/> See education resources and curriculum ideas
http://www.heart.org/HEARTORG/Educator/Educator_UCM_001113_SubHomePage.jsp

Standard: 4.5 The student will explain the nutrition and activity components of energy balance.

ESSENTIAL UNDERSTANDING

- Moderate to vigorous physical activity (MVPA) represents half the scale needed for energy balance.

<p>Standard(s) <u>Student Friendly Language</u> What will the student know and be able to do?</p>	<p><u>Suggested/Sample Assessments</u></p>	<p>Terms (Vocabulary) and Content Information</p>	<p><u>Suggested/Sample Activities</u></p>
<p>4.5 g) Explain the role of moderate to vigorous physical activity (MVPA) for energy balance.</p> <p>I can explain how MVPA is important for energy balance.</p>	<p>Assessment of Learning Oral or written (tell a partner/teacher, exit tickets):</p> <p>Assessment for Learning Written: Students complete exit ticket explaining importance of MVPA for energy balance.</p> <p>Oral: Students explain to teacher importance of MVPA for energy balance.</p> <p>Activity: Students demonstrate MVPA to burn the calories acquired by individual/group during game.</p>	<p>Review vocabulary and content from previous year.</p> <ul style="list-style-type: none"> Energy Balance: balancing what one eats and drinks with what one does MVPA: moderate to vigorous physical activity 	<ul style="list-style-type: none"> 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 play space which will burn a certain amount of calories. Students may select activities to complete to burn enough calories to balance their energy.

Resources: <http://www.choosemyplate.gov/> See education resources and curriculum ideas
http://www.heart.org/HEARTORG/Educator/Educator_UCM_001113_SubHomePage.jsp

