

Primary PE Practical Living	Unit 1: Listening Skills and Sportsmanship		Suggested Length: 4 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
<p>1. What are the five classroom rules?</p> <p>2. What are the sportsmanship rules?</p>	<p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ PL-EP-1.1.01 Students will identify effective social interaction skills (e.g., identifying emotions, listening, cooperation, etiquette, politeness, communication, sharing, empathy, following directions, and making friends) that promote responsible and respectful behavior. DOK 1 ❑ PL-EP-1.1.02 Students will identify strategies for stress management, problem solving, conflict resolution, and communication (e.g., self-control, work and play collaboration, caring, reconciling, asking for help, active listening). DOK 1 ❑ PL-EP-2.1.02 Students will identify the fundamental movement concepts: <ul style="list-style-type: none"> ❑ Body awareness - What the body is doing ❑ Space awareness - Where the body moves ❑ Time - How quickly the body moves ❑ Effort - How the body moves ❑ Relationship - Relationships that occur while the body moves. DOK 1 ❑ PL-EP-2.2.04 Students will identify basic rules for participating in simple games and activities needed to make games fair. ❑ PL-EP-2.2.05 Students will identify rules of play and sportsmanship for 	<ul style="list-style-type: none"> ❑ Cooperation ❑ Polite ❑ Etiquette ❑ Respect ❑ Body Awareness ❑ Space Awareness ❑ Time ❑ Effort ❑ Relationship ❑ Responsibility ❑ Consequences ❑ Procedures ❑ Sportsmanship ❑ Spectators ❑ Participants 	<ul style="list-style-type: none"> ❑ Demonstrate knowledge of what it means to be polite, share, and be responsible by participating in a variety of group-oriented activities. For example, parachute activities, group activities, and partner activities. ❑ Discuss the rules, sportsmanship, and etiquette used in simple games. PL-EP-1.1.01 DOK 1 ❑ Demonstrate an understanding of the rules needed in order to complete a group assignment successfully. PL-EP-1.1.02 DOK 1 ❑ Participate in a variety of activities demonstrating knowledge of fundamental movement concepts. PL-EP-2.1.02 DOK 1 ❑ Complete a rules and sportsmanship quiz. (K-2 picture assessment) (3 written assessment) PL-EP-2.3.03 DOK 1

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	<p>spectators and participants during games and/or activities that make them safe and enjoyable.</p> <p><u>Program of Studies</u></p> <ul style="list-style-type: none"> ❑ PE-P-17 define personal and general space concepts. ❑ PE-P-37 describe how cooperation is used with partners and small groups. ❑ PE-P-39 practice cooperation strategies with partners and small groups. ❑ PE-P-40 describe the concept of sportsmanship (e.g., rules, fair play, personal response) in regard to games and activities. ❑ PE-P-41 demonstrate practice techniques and use feedback to improve skills. ❑ PE-P-42 demonstrate cooperation with partners, small groups, or large groups by following rules and practicing fair play. ❑ HE-P-1 become aware of the concept of responsibility to oneself (e.g., do your best, be the best you can be). ❑ HE-P-2 recognize the concept of an individual's responsibility to others. ❑ HE-P-4 become aware of the role rules play in the effective functioning of groups. ❑ HE-P-5 recognize that growth and development are unique to each individual. ❑ HE-P-27 define friendship. ❑ HE-P-28 explain ways to develop friendships. ❑ HE-P-29 identify what they like about themselves and others. 		

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	<ul style="list-style-type: none"> <input type="checkbox"/> HE-P-30 identify unique characteristics of others. <input type="checkbox"/> HE-P-31 discuss various types of emotions (e.g., happy, sad). <input type="checkbox"/> HE-P-32 determine how to express emotions appropriately. <input type="checkbox"/> HE-P-34 demonstrate respect for others. 		

Primary PE Practical Living	Unit 2: Benefits of Exercise		Suggested Length: 4 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
<ol style="list-style-type: none"> 1. What are the five benefits of exercise? 2. What happens to your body when you exercise? 3. What exercises are used for cardiovascular endurance? 4. What exercises are used for muscular strength? 5. What exercises are used for muscular endurance? 	<p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> PL-EP-1.1.03 Students will identify ways that growth and development are unique to each person. <input type="checkbox"/> PL-EP-1.1.06 Students will describe how an individual’s behavior and choices of diet, exercise, and rest affects the body. DOK 1 <input type="checkbox"/> PL-EP-1.1.07 Students will identify strategies (e.g., diet exercise, rest, immunizations) and good hygiene practices (e.g., hand washing, brushing teeth, using tissues) that promote good health and prevent diseases. DOK 1 <input type="checkbox"/> PL-EP-2.2.01 Students will identify physical and social benefits that result from regular and appropriate participation in physical activities: <ul style="list-style-type: none"> <input type="checkbox"/> Physical benefits (e.g., weight management, muscular strength, 	<ul style="list-style-type: none"> <input type="checkbox"/> Posture <input type="checkbox"/> Growth <input type="checkbox"/> Development <input type="checkbox"/> Respiration <input type="checkbox"/> Perspiration <input type="checkbox"/> Exercise <input type="checkbox"/> Diet <input type="checkbox"/> Rest <input type="checkbox"/> Promote <input type="checkbox"/> Hygiene <input type="checkbox"/> Disease <input type="checkbox"/> Prevention <input type="checkbox"/> Aerobic <input type="checkbox"/> Endurance <input type="checkbox"/> Circulatory System <input type="checkbox"/> Respiratory System <input type="checkbox"/> Benefits <input type="checkbox"/> Strengths 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate an understanding of cardiovascular endurance by participating in various physical activities and checking their pulse rates prior to beginning and at completion of these tasks. <input type="checkbox"/> Demonstrate an understanding of muscular strength by completing stations that focus on strengthening various muscles of the body. <input type="checkbox"/> Demonstrate an understanding of muscular endurance by completing stations where continuous use of muscles was required.

Primary PE Practical Living	Unit 2: Benefits of Exercise		Suggested Length: 4 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
<p>6. What exercises are used for flexibility?</p> <p>7. How do all these activities affect your body composition?</p>	<p>muscular endurance, flexibility, cardio-respiratory/cardiovascular endurance, control of body movements)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Social benefits (e.g., positive interaction with others, respect for self and others, enjoyment, self-expression) DOK 1 <input type="checkbox"/> PL-EP-2.2.02 Students will explain the importance of practice for improving performance in games and sports. <p><u><i>Program of Studies</i></u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>PE-P-1 feel and hear their own heartbeat.</i> <input type="checkbox"/> <i>PE-P-2 perform simple stretching and strengthening exercises.</i> <input type="checkbox"/> <i>PE-P-3 perform a wider variety of stretching and strengthening exercises</i> <input type="checkbox"/> PE-P-36 describe how practice helps individuals improve. 	<ul style="list-style-type: none"> <input type="checkbox"/> Flexibility <input type="checkbox"/> Practice <input type="checkbox"/> Improvement 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate increased flexibility by stretching each day prior to beginning any type of physical activity. <input type="checkbox"/> Demonstrate an understanding of what body composition is by answering teacher-guided questions. PL-EP-2.2.01 DOK 1 <input type="checkbox"/> <u>Assessment:</u> <input type="checkbox"/> Complete a “benefits of exercise quiz”. (K-2 picture assessment) (3 written assessment) PL-EP- 1.1.03 DOK 2; 2.2.01 DOK 1; and 2.2.02 DOK 2 <input type="checkbox"/> Identify growth and development traits through self and partner assessment. (K-1 verbal) (3 written) PL-EP-1.1.03 DOK 2 <input type="checkbox"/> Identify strategies and good hygiene practices for good health. (K-1 verbal) (3-4 verbal/written) PL-EP-1.2.01 DOK 1 and 1.2.02 DOK1

Primary PE Practical Living	Unit 3 Locomotor Skills		Suggested Length: 4 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
<p>1. What are the 8 locomotor skills?</p> <p>2. When are locomotor skills used?</p>	<p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> PL-EP-2.1.01 Students will apply fundamental motor skills: <ul style="list-style-type: none"> <input type="checkbox"/> Locomotor: <ul style="list-style-type: none"> <input type="checkbox"/> Walking <input type="checkbox"/> Running <input type="checkbox"/> Skipping <input type="checkbox"/> Hopping <input type="checkbox"/> Galloping <input type="checkbox"/> Sliding <input type="checkbox"/> Leaping 	<ul style="list-style-type: none"> <input type="checkbox"/> Locomotor <input type="checkbox"/> Movement <input type="checkbox"/> Ran <input type="checkbox"/> Walk <input type="checkbox"/> Hop <input type="checkbox"/> Skip <input type="checkbox"/> Leap <input type="checkbox"/> Jump <input type="checkbox"/> Gallop <input type="checkbox"/> Slide 	<ul style="list-style-type: none"> <input type="checkbox"/> Participate in a variety of activities demonstrating knowledge of locomotor skills and their uses. <input type="checkbox"/> Example One: walking using correct technique through playing beanbag grab. <input type="checkbox"/> Example two: running K 1s demonstrate the correct running technique while completing relay races and 2nd grade will complete a peer assessment checklist for the correct running technique. <input type="checkbox"/> Example three: hopping activities were completed in various settings.

Primary PE Practical Living	Unit 3 Locomotor Skills		Suggested Length: 4 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<ul style="list-style-type: none"> <input type="checkbox"/> Jumping <input type="checkbox"/> Nonlocomotor: <ul style="list-style-type: none"> <input type="checkbox"/> Turning <input type="checkbox"/> Twisting <input type="checkbox"/> Bending <input type="checkbox"/> Stretching <input type="checkbox"/> Swinging <input type="checkbox"/> Swaying <input type="checkbox"/> Balancing <input type="checkbox"/> Fundamental manipulative skills: <ul style="list-style-type: none"> <input type="checkbox"/> Hitting <input type="checkbox"/> Kicking <input type="checkbox"/> Throwing <input type="checkbox"/> Catching <input type="checkbox"/> Striking <input type="checkbox"/> Dribbling <p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> PE-P-7 perform a variety of locomotor skills (e.g., walk, run, hop). <input type="checkbox"/> PE-P-10 perform locomotor skills to music. <input type="checkbox"/> PE-P-11 demonstrate combination movements (e.g., hop and skip, gallop and leap) in playing games or creative play. <input type="checkbox"/> PE-P-12 perform smooth, varied speed, stop and go, and directional change in locomotor movements. <input type="checkbox"/> PE-P-19 apply concept of time to movement (e.g., from one point to another, fast, slow) and task completion (e.g., placement of objects in a square, circle, bag, box). <input type="checkbox"/> PE-P-20 experience body control <input type="checkbox"/> PE-P-25 determine pathways of movements (e.g., curved, zigzag, straight). <input type="checkbox"/> PE-P-34 perform right and left movement 		<ul style="list-style-type: none"> <input type="checkbox"/> Example four: jumping in the horizontal and vertical jumping at various stations. <input type="checkbox"/> Example five: demonstration and participation of the proper technique of sliding by beanbag line tag activity. <input type="checkbox"/> Example six: demonstration and participation of correct technique of galloping by doing musical hoops activity. <input type="checkbox"/> Example seven: demonstration and participation of correct technique by completing the leap the creek activity. <input type="checkbox"/> Example eight: demonstration and participation of correct skipping technique followed by the Taylor Tiger Hand Jive. <input type="checkbox"/> Be able to give examples of when locomotor skill are used in real-life sporting, dance, and leisure situations. PL-EP-2.1.01 DOK 1

Primary PE Practical Living	Unit 4: Non Locomotor Skill		Suggested Length: 4 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
<p>1. What is a non-locomotor skill?</p> <p>2. When are non-locomotor skills used?</p>	<p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ PL-EP-2.1.01 Students will apply fundamental motor skills: <ul style="list-style-type: none"> ❑ Locomotor: <ul style="list-style-type: none"> ❑ Walking ❑ Running ❑ Skipping ❑ Hopping ❑ Galloping ❑ Sliding ❑ Leaping ❑ Jumping ❑ Nonlocomotor: <ul style="list-style-type: none"> ❑ Turning ❑ Twisting ❑ Bending ❑ Stretching ❑ Swinging ❑ Swaying ❑ Balancing ❑ Fundamental manipulative skills: <ul style="list-style-type: none"> ❑ Hitting ❑ Kicking ❑ Throwing ❑ Catching ❑ Striking ❑ Dribbling <p><u>Program of Studies</u></p> <ul style="list-style-type: none"> ❑ <i>PE-P-19 apply concept of time to movement (e.g., from one point to another, fast, slow) and task completion (e.g., placement of objects in a square, circle, bag, box).</i> ❑ <i>PE-P-20 experience body control</i> ❑ <i>PE-P-34 perform right and left movements</i> ❑ <i>PE-P-18 balance in different positions (e.g., feet, hands, knees, head).</i> 	<ul style="list-style-type: none"> ❑ Non- Locomotor ❑ Turn ❑ Twist ❑ Bend ❑ Stretch ❑ Swing ❑ Sway ❑ Balance 	<ul style="list-style-type: none"> ❑ Participate in a variety of activities demonstrating knowledge of non-locomotor skills and their uses. ❑ Example One: Combine bend, stretch, twist, turn, into an individual and partner movement pattern. (K-3) ❑ Example Two: Combine push, pull, swing/sway, and rock into partner patterns (K-1) or/and a group dance pattern. (2-3) ❑ Example Three: Practice balancing on different body parts and then using the balance skills learned, they will work their way through an obstacle course. (K-3) ❑ Be able to give examples of when and how non-locomotor skills are used in everyday life, sports, dance, and leisure activities. PL-EP-2.1.01 DOK 2

Primary PE Practical Living	Unit 5: Basketball/ Soccer		Suggested Length: 4 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
Basketball 1. What are the fundamental skills used in basketball?	<p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ PL-04-2.1.01 Students will apply fundamental motor skills: <ul style="list-style-type: none"> ❑ Locomotor: <ul style="list-style-type: none"> ❑ Walking ❑ Running ❑ Skipping ❑ Hopping ❑ Galloping ❑ Sliding ❑ Leaping ❑ Jumping ❑ Nonlocomotor: <ul style="list-style-type: none"> ❑ Turning ❑ Twisting ❑ Bending ❑ Stretching ❑ Swinging ❑ Swaying ❑ Balancing ❑ Fundamental manipulative skills: <ul style="list-style-type: none"> ❑ Hitting ❑ Kicking ❑ Throwing ❑ Catching ❑ Striking ❑ Dribbling 	<ul style="list-style-type: none"> ❑ Manipulative Skills ❑ Hit ❑ Kick ❑ Throw ❑ Catch ❑ Strike ❑ Dribble 	<ul style="list-style-type: none"> ❑ Participate in a variety of activities demonstrating knowledge and understanding of basketball skills ❑ Example 1: Practice dribbling with dominant and non-dominant hand in a variety of situations, including lead-up games (keep-away), and weaving through cone, and simulated games. ❑ Students will demonstrate the correct dribbling technique by using the finger pads. ❑ Example 2: Practice chest pass using various degrees of force in a variety of situations, including wall target and partner passing. ❑ Students will understand that the force needed to complete a pass varies with the distance from the target. ❑ Example 3: Practice bounce pass in a variety of situations, wall ball, hoop target, and partner pass. ❑ Example 4: Practice correct shooting technique in a variety of situations using the 7' goal (spot shot, copy cat, and pick a shot). ❑ Example 5: Practice offense, defense, and teamwork skills by playing modified 3-on-3 games. PL-EP-2.2.01 DOK 2

Primary PE Practical Living	Unit 6: Jump Rope/Rhythm		Suggested Length: 4 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<u>Core Content</u>		

Primary PE Practical Living	Unit 6: Jump Rope/Rhythm		Suggested Length: 4 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
<p>1. How can you manipulate something with your hands, feet?</p>	<p><input type="checkbox"/> PL-04-2.1.01 Students will apply fundamental motor skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Locomotor: <ul style="list-style-type: none"> <input type="checkbox"/> Walking <input type="checkbox"/> Running <input type="checkbox"/> Skipping <input type="checkbox"/> Hopping <input type="checkbox"/> Galloping <input type="checkbox"/> Sliding <input type="checkbox"/> Leaping <input type="checkbox"/> Jumping <input type="checkbox"/> Nonlocomotor: <ul style="list-style-type: none"> <input type="checkbox"/> Turning <input type="checkbox"/> Twisting <input type="checkbox"/> Bending <input type="checkbox"/> Stretching <input type="checkbox"/> Swinging <input type="checkbox"/> Swaying <input type="checkbox"/> Balancing <input type="checkbox"/> Fundamental manipulative skills: <ul style="list-style-type: none"> <input type="checkbox"/> Hitting <input type="checkbox"/> Kicking <input type="checkbox"/> Throwing <input type="checkbox"/> Catching <input type="checkbox"/> Striking <input type="checkbox"/> Dribbling <p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> PE-P-13 discover a variety of ways to manipulate objects (e.g., with hands, feet, elbow, head). <input type="checkbox"/> PE-P-14 develop throwing, catching, kicking, and striking skills. <input type="checkbox"/> PE-P-15 throw a ball overhand with proper hand and foot position. 		

Primary	Unit 7: Nutrition and Physical Wellness		Suggested Length: 4 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
<ol style="list-style-type: none"> 1. What is energy? 2. Why does your body need food? 3. What are the five healthful food groups? 4. What are the diet guidelines? 5. What does a food label show? 6. Why should you try new foods? 7. What are your senses? 8. How can you use your senses to learn about new foods? 9. What are the three meals people eat each day? 10. Why is it important to start each day 	<p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ PL-EP-1.1.03 Students will identify ways that growth and development are unique to each person. ❑ PL-EP-1.1.06 Students will describe how an individual’s behavior and choices of diet, exercise, and rest affect the body. DOK 1 ❑ PL-EP-1.1.07 Students will identify strategies (e.g., diet exercise, rest, immunizations) and good hygiene practices (e.g., hand washing, brushing teeth, using tissues) that promote good health and prevent diseases. DOK 1 ❑ PL-EP-1.1.08 Students will identify behavior choices (tobacco, alcohol) that result in negative consequences. DOK 1 ❑ PL-EP-1.2.01 Students will identify nutrients (protein, carbohydrates, fats), which are important in the growth and development of healthy bodies. ❑ PL-EP-1.2.02 Students will describe the overall purpose of the <i>Dietary Guidelines for Americans</i>. DOK 1 ❑ PL-EP-2.2.01 Students will identify physical and social benefits that result from regular and appropriate participation in physical activities: <ul style="list-style-type: none"> ❑ Physical benefits (e.g., weight management, muscular strength, 	<ul style="list-style-type: none"> ❑ Nutritious ❑ Digestive System ❑ Health ❑ Nutritious Foods ❑ Wants ❑ Needs ❑ Body System ❑ Hygiene 	<ul style="list-style-type: none"> ❑ List three ways the body uses food ❑ Define energy and give examples of ways the body uses energy ❑ Complete worksheet “Why is Max Hungry?” ❑ Participate in physical activities requiring the use of energy. ❑ Name five healthful food groups ❑ Name the diet guidelines ❑ Describe what a food label shows ❑ Participate in food guide pyramid exercise relay ❑ Complete assessment sheet “Food Groups” ❑ Discuss the advantages of trying a variety of foods ❑ Consider how the senses are involved in making food choices ❑ Complete worksheet “Food and Your Senses” ❑ Identify breakfast, lunch, and dinner as meals eaten each day. ❑ Recognize the importance of eating breakfast each day ❑ Participate in the “Breakfast Run” challenge activity ❑ Identify healthful snacks. ❑ Explain that healthful snacks are low in fat, salt, and sugar. ❑ Complete worksheet “Snack Choices”. ❑ Participate in the “Healthy Snack” relay for health. ❑ Describe why s/he washes hands before eating. ❑ Describe good table manners. ❑ Participate in “Germ Attack”. ❑ Complete worksheets “What’s Wrong at the Table” and “Table Manners Please” health questions. ❑ Participate in a variety of physical activities that relate food groups to benefits of exercise: <ul style="list-style-type: none"> ❑ Example 1: Students will describe and explain how protein from the meats food group provides the nutrients to grow, build, and repair, while participating in a variety of muscular strength activities.

Primary	Unit 7: Nutrition and Physical Wellness		Suggested Length: 4 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
<p>with breakfast?</p> <p>11. What makes a healthful snack?</p> <p>12. What is a germ?</p> <p>13. Why should you wash your hands before eating?</p> <p>14. What are good table manners?</p>	<p>muscular endurance, flexibility, cardio-respiratory/cardiovascular endurance, control of body movements)</p> <ul style="list-style-type: none"> ❑ Social benefits (e.g., positive interaction with others, respect for self and others, enjoyment, self-expression) DOK 1 ❑ PL-EP-2.2.02 Students will explain the importance of practice for improving performance in games and sports. <p><u>Program of Studies</u></p> <ul style="list-style-type: none"> ❑ PE-P-1 <i>feel and hear their own heartbeat.</i> ❑ PE-P-2 <i>perform simple stretching and strengthening exercises.</i> ❑ PE-P-3 <i>perform a wider variety of stretching and strengthening exercises.</i> ❑ PE-P-4 <i>recognize that exercise affects heart rate.</i> ❑ PE-P-5 <i>perform various stretching, strengthening, and cardio respiratory exercises and describe their benefits.</i> ❑ PE-P-36 <i>describe how practice helps individuals improve.</i> ❑ HE-P-21 <i>identify basic food groups.</i> ❑ HE-P-22 <i>identify foods in basic food groups.</i> ❑ HE-P-23 <i>classify foods according to identified food groups.</i> ❑ HE-P-24 <i>describe and select healthy snack foods.</i> ❑ HE-P-25 <i>describe food guide pyramid and understand its significance.</i> ❑ HE-P-26 <i>determine the impact of diet on growth and development.</i> 		<ul style="list-style-type: none"> ❑ Example 2: Students will describe and explain how carbohydrates from the breads food group provide energy for physical activity, while participating in a variety of cardiovascular endurance activities. ❑ Example 3: Students will describe and explain how nutrients from food help to keep the body going for extended amounts of time, while participating in a variety of muscular endurance activities. ❑ Example 4: Students will describe and explain how various food groups affect the body and how it works during physical exertion, while participating in a variety of physical fitness stations.