

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

- The body can balance and move in a variety of ways even without traveling.
- Locomotor skills are used in everyday activities.

VDOE 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 and distinguish between galloping, leaping, skipping, and sliding. Suggested Learning Targets: I can show how to gallop, leap, skip and slide in my own space. I can identify pictures of (or describe with words) 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, inch worm) 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):	• 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 balls of 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)	• 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/lessons/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/lessons/ViewLesson.asp?ID=11042#.V0S4m7fmrCs • Chasing, fleeing and dodging activities. • Bending in the tuck, pike and squat position. • Stretch (log roll, bear walk). • Curling motions in standing, lying and sitting positions. • Body balance challenges.

	- 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.	• Spatial Awareness: ○ Location (e.g., personal and general space) ○ Directions (e.g., forward, backward, sideways, up, down) ○ Levels (e.g., high, middle, low)	
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			

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 manipulative skills.
- 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.

VDOE 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 approaching mature forms (at least two critical elements) for use in manipulative skills (e.g., rolling ball underhand to target; throwing underhand to targets; underhand toss and catch to self and with a partner; dribbling with hand in general space; dribbling with foot; kicking stationary ball to target; striking stationary object with hand or with short-handled implement; throwing underhand and volleying object upward with various body parts). Suggested Learning Targets: I can show rolling/throwing a ball underhand using the correct cues. I can show dribbling a ball with (hand or foot) using the correct cues while (specific movement such as: stationary or moving). I can demonstrate dribbling a ball with (hand or foot) using the correct cues while (e.g.; specific patterns, speeds,	Assessment for Learning (Formative) • Skill checklist • Skill rubric: Perform each locomotor skill and movement correctly. Assessment of Learning (Summative) • Skill rubric: Perform each locomotor skill and movement correctly. 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	• Rolling: ○ Face target ○ Arm back ○ Tic toc swing ○ Step with opposite foot ○ Front knee bent ○ Smoothly release ball near the front foot on the floor ○ Follow through • Throwing Underhand: ○ Use one hand ○ Use a pendulum swing ○ Step with opposite foot • Catching: ○ Pinkies together if ball is below your waist ○ Thumbs together if ball is above your waist ○ Hands give toward body • Dribbling with hand: ○ Keep hand on top of the ball using finger pads ○ Eyes up ○ Keep the ball at waist level • Kicking with foot: ○ Identify target ○ Eye on ball ○ Contact ball below the middle of the ball.	• Rolling and underhand throwing activities: ○ Toward a wall/partner/target ○ For distance and accuracy http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132742#.V35oiziYblU • Dribbling with hands activities: ○ Striking the ball down and catching it ○ Striking down continuously with both hands ○ Striking down continuously with one hand ○ Dribbling at different heights ○ Dribbling in different places around the body while stationary Games/activities for dribbling with hand such as: http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=357#.V0SwjLfmrcs • Kicking and dribbling with foot activities: ○ Tapping the ball along the ground and moving it ○ Starting and stopping the ball ○ Dribbling in pathways ○ Dribbling around stationary obstacles ○ Dribbling while changing directions. ○ Kicking a stationary ball from a stationary position ○ Kicking in the air (distance, accuracy and height) ○ Approaching a stationary ball and kicking ○ Kicking on the ground, in the air ○ Kicking to targets ○ Kicking stationary to a traveling partner • Striking/volleying with hands activities: ○ Striking balloons in the air ○ Striking with an underhand pattern

levels, traveling through obstacles). 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, etc.) using the correct cues.		○ Contact ball with inside of foot or shoe laces ○ Follow through landing on kicking foot • Dribbling with feet ○ Use the inside of the foot ○ Use small taps to control the ball ○ Head up ○ Keep control of the ball (control box) • Cues for striking/volleying with hands to self. ○ Keep eyes on object ○ Stay under the object ○ Keep it up/no catch	○ 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 • Striking with short handled implements: ○ Striking a balloon with a paddle ○ Striking a self-tossed object ○ Striking an object straight upward ○ Striking upward continuously ○ Striking downward continuously ○ Striking an object upward with both sides of the paddle ○ Striking an object in desired direction ○ Varying the force of the hit ○ Striking through a target http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8393#.V0S2QLfmracs http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=7579#.V0S2brfmracs http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=359#.V0S3N7fmracs • Low organized games involving throwing and/or catching, kicking, striking, volleying • Stations involving throwing and/or catching, kicking, striking, volleying
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			

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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.

VDOE 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 d) Demonstrate at least two critical elements for the manipulative skills of catching, throwing underhand, striking, dribbling and kicking, while moving. 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 or foot) while moving using the correct cues. I can demonstrate dribbling a ball with (hand or foot) 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,	Assessment for Learning (Formative) • 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	• Catching: ○ Eye on 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 opposite foot ○ Follow through • Cues for underhand striking with one hand to partner: ○ Hold ball in front of hitting hand ○ Arm back ○ Step with 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 Dribbling with feet: • Use both the inside of the foot	• 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 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#.V0Szq7fmrCs • 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 • 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

different types of balls) while moving using the correct cues for (specific type of striking e.g.; underhand, overhand, etc.).	- 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	• Use small taps to control the ball • Head up Striking with short-handled implements: • Side to target • Step with the opposite foot	• 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, kicking, striking and volleying. • Stations involving throwing and/or catching, kicking, 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			

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ESSENTIAL UNDERSTANDINGS

- The variety of 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 a variety of movements and balance will lead to effective body management.

VDOE 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 to include 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 check list • Skill rubric Assessment of Learning (Summative) • Skill check list • Demonstrate a tumbling sequence with 5 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 Consistently demonstrates all critical elements without reminders.	• Educational gymnastics foundational skills include: ○ Rolling: Weight transfer over adjacent body parts as in a forward 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. ○ 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 which are performed together creating 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.	• 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 either teacher- or student-created

	3 Usually demonstrates the critical elements with occasional reminders. 2 Sometimes demonstrates some of the critical elements with several reminders. 1 Seldom demonstrates the critical elements with repeated reminders.	• Dynamic balance: The ability of an object to balance while in motion or switching between positions. Examples include: stork stand, scale, tip up, tripod, 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	
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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

- 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 a variety of movements with music/rhythms will lead to effective body management.

VDOE 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 moving to a beat or rhythmic pattern in personal (self-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. 1.1 g) Perform a teacher-led dance. Suggested Learning Targets: I can do rhythmic patterns by mirroring and performing a teacher-led dance.	Assessment for Learning (Formative) • Teacher observation using skill checklist: Sample ○ Student follows along with teacher. ○ Student maintains personal space. ○ Student maintains correct beat or rhythmic pattern. Assessment of Learning (Summative) • Skill check list: 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.	• 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. • 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.

	• 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 Consistently demonstrates all critical elements without reminders. 3 Usually demonstrates the critical elements with occasional reminders. 2 Sometimes demonstrates some of the critical elements with several reminders. 1 Seldom demonstrates the critical elements with repeated reminders.		
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 http://www.shapeamerica.org/publications/resources/teachingtools/lesson_plans.cfm			

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

- 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.

VDOE 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) Demonstrate forward, sideways, backwards (slow) and side-to-side directions. 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. 1.1 i) Demonstrate low, medium and high levels. Suggested Learning Targets: I can move when I am small and when I am tall by performing these movements in a physical activity/game. 1.1 j) Demonstrate straight, curving and zig zagging pathways. Suggested Learning Targets: I can move in a straight line, a curved line and in a zig zag pattern in a physical activity/game. 1.1 k) Demonstrate fast, slow and moderate speed movements.	Assessment for Learning (Formative) • Teacher observation • Skill check list • Skill rubric • 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 Consistently demonstrates all critical elements without reminders. 3 Usually demonstrates the critical elements with occasional reminders. 2 Sometimes demonstrates some of the critical elements with several 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, backwards (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/lessons/ViewLesson.asp?ID=10190#.V1h8lrfmracs • 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.

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 during a physical activity/game.	1 Seldom demonstrates the critical elements with repeated reminders.		
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			

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.

VDOE 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 l) Demonstrate consecutive jumps (more than one) with a self-turn rope. Suggested Learning Targets: I can show different ways to jump over a short rope. I can consecutively jump over a short rope. 1.1 m) Demonstrate consecutive jumps with a long rope (student-turn). Suggested Learning Targets: I can show different ways to jump over a long rope.	Assessment for Learning (Formative) • Teacher observation • Skill check list 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 that are each 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.	• Jumping stationary rope ○ Face forward, eyes looking straight ahead (not down at rope). ○ Two feet take off, two feet land. • Jumping self-turn rope ○ Face forward, eyes looking straight ahead (not down at 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.

	Sample Rubric 4 Consistently demonstrates all critical elements without reminders. 3 Usually demonstrates the critical elements with occasional reminders. 2 Sometimes demonstrates some of the critical elements with several reminders. 1 Seldom demonstrates the critical elements with repeated reminders.		
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/			

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.

VDOE 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.	Assessment for Learning (Formative) • Teacher observation (oral questions) • Identify picture of the heart, lungs and brain Assessment of Learning (Summative) • Written: Identify picture 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)	• 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.	• Use visuals to depict bones and muscles. • Incorporate knowledge concepts into movement activities. ◦ http://www.heart.org/idc/groups/heart-public/@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

1.2 d) Explain that the heart is a muscle that gets stronger with movement. Suggested Learning Targets: I can tell that the heart is a muscle that needs me to move to keep it strong.	- 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.	○ 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.	
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; www.pecentral.org; https://kidshealth.org/en/kids/heart.html 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_313195.pdf			

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.

VDOE 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 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	• Personal/Self-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 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 a variety of 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#.V1h2Fbmrct ○ 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.pecentral.org			

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

VDOE 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 activities to do at home 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 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) Describe and demonstrate activity at two or more intensity levels. 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 – Media Seat ○ 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 a variety of 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 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 a variety of 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 5 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 ; http://www.heart.org/HEARTORG/Educator/Educator_UCM_001113_SubHomePage.jsp			

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 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.

VDOE 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 and demonstrate safe equipment use 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 activity. Suggested Learning Targets: I can follow safety rules in a physical activity/game. 1.4 c) Demonstrate safe use of space. Suggested Learning Targets: I can find personal and general space by moving and not touching anyone or	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. • 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. Assessment of Learning	• 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. • Safety: Keeping yourself and others free from harm and danger. *See SOL 1.2.e to see information on the demonstration of appropriate use of personal and general space. • Peer: A 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	• 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#.V02mKstdHIU ○ 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 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

anything in a physical activity/game. 1.4 d) Identify classroom (procedural) rules. Suggested Learning Targets: I can tell the teacher the procedure for (specific procedure i.e.; collecting equipment; emergency drills; arriving late to class; etc.).	(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.	else is talking. 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 exiting 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. 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.	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.pecentral.org; http://www.ncpc.org/topics/conflict-resolution/activities-and-lesson-plans/conflict-management-grades-k-1			

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.

VDOE 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 5 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 that the body needs water. Suggested Learning Targets: I can explain why my body needs water to work and play. 1.5 d) Explain that physical activity uses energy from foods. Suggested Learning Targets:	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)	• 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 gives 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, lunch meat, 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.	• Use names of food groups for small group activities. • Use visuals to depict a variety of 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/VielLesson.asp?ID=132691#.V4qZzyT6upo • http://www.pecentral.org/lessonideas/VielLesson.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

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.	• 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	• 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: 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. Note: Be inclusive of a variety of food examples that may be more familiar to various cultures.	• 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?; 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			