

VA SOL Standard: 11/12.1 – The student will study in-depth and demonstrate mastery of movement skills and patterns in at least one lifetime physical activity per nine-week period.

ESSENTIAL UNDERSTANDINGS

- Demonstrating mastery in all basic skills and movement patterns allows for lifelong participation in selected activities.
- Demonstrating and combining advanced movement patterns allows for effective participation in selected lifelong activities.

<p>VDOE 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>11/12.1.a – Demonstrate mastery in all basic skills and movement patterns for the selected activity and the ability to use the skills with consistency in the appropriate setting.</p> <p>11/12.1.c – Demonstrate advanced movement patterns in self-selected movement or activity.</p> <p>11/12.1.e Analyze movement activities to identify component skills and movement patterns.</p> <p>I can demonstrate advanced movement patterns to effectively participate in (lifetime activity).</p>	<p>Assessment for Learning</p> <ul style="list-style-type: none"> • Skill rubric- Perform basic skills and advanced movement patterns correctly • Written– evaluation of basic skills and advanced movement pattern and indicators for success • Teacher observation with feedback <p>Assessment of Learning</p> <ul style="list-style-type: none"> • Cognitive Assessment– evaluation of basic skills and advanced movement patterns, indicators of success • Skill rubric– mastery of basic skills, demonstrating and combining advanced movement patterns <p style="text-align: center;">Sample rubric</p> <p>4 (<i>Beyond what was taught</i>) Displays mastery of advanced movement patterns while creatively manipulating others involved in game</p> <p>3 (<i>What was explicitly taught</i>) Demonstrates mastery of basic skills and movement patterns; applies advanced movement patterns effectively in dynamic situations</p> <p>2 (<i>Identify basic elements</i>) Performs critical elements of basic skills and advanced movement patterns in isolation</p> <p>1 (<i>With help/prompts/cues</i>) With teacher cues, student can demonstrate some/most of the critical elements</p>	<p>Review previous years' content as appropriate</p> <p>Content dependent upon activities offered or selected by student.</p>	<p>Movement activities in dynamic settings for each skill</p> <p>Display cues with visuals</p> <p>Display assessment rubrics when new skills are introduced</p>

VA SOL Standard: 11/12.1 – The student will study in-depth and demonstrate mastery of movement skills and patterns in at least one lifetime physical activity per nine-week period.

ESSENTIAL UNDERSTANDING

- Mastery of skills and advanced movement patterns requires meaningful analysis of skill level and well thought-out practice

<p>VDOE Standard(s) Student Friendly Language 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>11/12.1.b Identify and apply appropriate skill practice and strategies of the selected activity at an advanced level.</p> <p>11/12.1.h Select and apply appropriate practice procedures to learn skills and movement patterns on activities of personal interest</p> <p>I can identify and apply effective ways to practice skills and movement patterns.</p> <p>11/12.1.f Conduct observations and skill analyses of others to improve skill performance.</p> <p>I can observe other students to help them improve their performance.</p>	<p>Assessment for Learning</p> <ul style="list-style-type: none"> • Written– Components of an appropriate practice plan for skills associated with (selected activity) • Peer observation of skills and movement concepts • Teacher observation with feedback <p>Assessment of Learning</p> <ul style="list-style-type: none"> • Written– Creation of practice plan for skills associated with (selected activity) • Peer observation of skills and movement concepts 	<p>Activity-specific terminology, dependent on activities offered or selected by students.</p>	<p>Participation in a variety of self-selected tactical, net/wall, striking/fielding, individual, fitness, outdoor, and/or lifetime activities</p>
<p>Resources: VDOE Physical Education Instructional Resources http://www.doe.virginia.gov/instruction/physed/index.shtml;</p>			

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ESSENTIAL UNDERSTANDINGS

- Demonstrating mastery in all basic skills and movement patterns allows for lifelong participation in selected activities.
- Demonstrating and combining advanced movement patterns allows for effective participation in selected lifelong activities.

<p>VDOE 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>11/12.1.d. Demonstrate the ability to use combined movement skills and strategies in self-selected movement activities.</p> <p>I can combine skills learned to participate in (selected activity) at a high level.</p>	<p>Assessment for Learning</p> <ul style="list-style-type: none"> • Skill rubric– Ability to demonstrate and combine movement patterns and strategies in dynamic settings • Written– evaluation of skills and strategies • Teacher observation with feedback <p>Assessment of Learning</p> <ul style="list-style-type: none"> • Cognitive Assessment– evaluation skill combination, skill strategies • Skill rubric– combining advanced movement patterns <p style="text-align: center;">Sample rubric</p> <p>4 (<i>Beyond what was taught</i>) Creatively manipulates others involved in game through combination of skills and strategies</p> <p>3 (<i>What was explicitly taught</i>) Combines advanced movement patterns and strategies effectively in dynamic situations</p> <p>2 (<i>Identify basic elements</i>) Demonstrates ability to combine basic movement patterns; exhibits some errors in combination of advanced movement patterns / strategies</p> <p>1 (<i>With help/prompts/cues</i>) With teacher cues, student can demonstrate some/most of the critical elements</p>	<p>Content dependent upon activities offered or selected by student</p>	<p>Movement activities in dynamic settings for each skill</p> <p>Display cues with visuals</p> <p>Display assessment rubrics when new skills are introduced</p>
<p>VDOE Physical Education Instructional Resources http://www.doe.virginia.gov/instruction/physed/index.shtml</p>			

VA SOL Standard: 11/12.1 – The student will study in-depth and demonstrate mastery of movement skills and patterns in at least one lifetime physical activity per nine-week period.

ESSENTIAL UNDERSTANDING

- Mastery of skills and advanced movement patterns requires meaningful analysis of skill level and well thought-out practice

<p>VDOE 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>11/12.1.g Create practice and game plans for optimal performance of movement patterns in self-selected sport/activity from the perspective of a coach, personal trainer, athlete, or other sport-related role.</p> <p>I can create practice plans and game plans, tactics, and strategies from the perspective of a (coach) for (selected activity).</p>	<p>Assessment for Learning</p> <ul style="list-style-type: none"> • Written– Components of an appropriate practice plan for (selected activity); components of a strategic / tactical plan • Peer observation of practice plans, skills and movement concepts • Teacher observation with feedback <p>Assessment of Learning</p> <ul style="list-style-type: none"> • Written– Creation of practice plans and game plans; Development of tactical performance plans for effective participation in (selected activity) 	<p>Tactic- an action or strategy carefully planned to achieve a specific end</p> <p>Activity-specific terminology, dependent on activities offered or selected by students.</p>	<p>Participation in tactical, net/wall, or striking/fielding activities utilizing offensive and defensive strategies</p>

Resources: VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml>;

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ESSENTIAL UNDERSTANDING

- Analysis of skills and strategies used at high levels of performance or competition assists in the development of appropriate tactical strategies and allows for student success.

<p>VDOE Standard(s) Student Friendly Language What will the student know and be able to do?</p>	<p>Suggested/Sample Assessments</p>	<p>Terms (Vocabulary) and Content Information</p>	<p>Suggested/Sample Activities</p>
<p>11/12.1.i Apply appropriate strategies during performance, to include offensive and defensive strategies, game-specific situational strategies, and strategies for working more effectively with team members/partners.</p> <p>I can utilize appropriate tactics and strategies to be successful in (selected activity) and to work effectively with team members/partners.</p> <p>11/12.1.j Compare and contrast strategies used in class performance of activities with college-level, pre-professional, or professional levels of activity.</p> <p>I can analyze tactics used and compare with tactics used at a high level of performance or competition.</p>	<p>Assessment for Learning</p> <ul style="list-style-type: none"> • Written– indicators of strategies used in game play; reflection on strategies, tactics • Skill rubric– utilizing appropriate strategies (self and/or peer analysis and feedback) • Teacher observation and feedback <p>Assessment of Learning</p> <ul style="list-style-type: none"> • Written– comparison of strategies used at a high level of performance or competition (college-level, pre-professional, professional) to the strategies used in (selected activity). • Skill rubric– application of appropriate tactics and strategies <p style="text-align: center;">SAMPLE RUBRIC</p> <p><i>4 (Beyond what was taught)</i> Demonstrates mastery of advanced tactics and strategies in multiple settings/situations</p> <p><i>3 (What was explicitly taught)</i> Appropriately applies tactics and strategies in dynamic and unpredictable situations</p> <p><i>2 (Identify basic elements)</i> Applies some tactics and strategies in isolation.</p> <p><i>1 (With help/prompts/cues)</i> With cues, can identify and demonstrate some tactics.</p>	<p>Activity-specific terminology, dependent on activities offered or selected by students.</p>	<p>Participation in tactical, net/wall, or striking/fielding activities utilizing offensive and defensive strategies</p>

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VA SOL Standard: 11/12.1 – The student will study in-depth and demonstrate mastery of movement skills and patterns in at least one lifetime physical activity per nine-week period.

ESSENTIAL UNDERSTANDINGS

- Utilizing movement principles such as physiological and biomechanical principles will assist in the improvement of performance.

<p>VDOE Standard(s) Student Friendly Language What will the student know and be able to do?</p>	<p>Suggested/Sample Assessments</p>	<p>Terms (Vocabulary) and Content Information</p>	<p>Suggested/Sample Activities</p>
<p>11/12.1.k Apply physiological and biomechanical principles to improve performance in sport/activity.</p> <p>I can identify physiological principles and apply to help improve performance in (selected activity).</p> <p>I can identify biomechanical principles and apply to help performance in (selected activity).</p>	<p>Assessment for Learning</p> <ul style="list-style-type: none"> Written– description of biomechanical and physiological principles; self and peer assessment on physiological and biomechanical deficiencies <p>Assessment of Learning</p> <ul style="list-style-type: none"> Written– description of biomechanical and physiological principles; self and peer assessment on physiological and biomechanical deficiencies; practice / improvement plans to correct deficiencies in movement principles 	<p>See Standard 11/12.2 for terms and information</p>	<p>May want to meet this standard in conjunction with 11/12.2.a and 11/12.2.b.</p> <p>Participation in a variety of self-selected tactical, net/wall, striking/fielding, individual, fitness, outdoor, and/or lifetime activities</p>

Resources: VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml>

VA SOL Standard: 11/12.2 The student will apply knowledge of body systems and movement principles, and concepts that aid in the improvement of movements skills and performance to specialized movement forms.

ESSENTIAL UNDERSTANDINGS

- Utilizing physiological and biomechanical principles will assist in the improvement of performance.
- Multiple factors can assist in the improvement of skills and performance in specialized movement forms.

<p>VDOE Standard(s) Student Friendly Language What will the student know and be able to do?</p>	<p>Suggested/Sample Assessments</p>	<p>Terms (Vocabulary) and Content Information</p>	<p>Suggested/Sample Activities</p>
<p>11/12.2.a Explain and apply biomechanical and physiological principles that aid in the improvement of skills and performance in specialized movement forms, to include laws of motion, leverage, balance, weight transfer, speed, timing, accuracy, force, cardiac output, maximal oxygen consumption (VO₂ max), energy systems (aerobic and anaerobic) heart rate (resting, target, and recovery), caloric cost of activity, muscle contraction, static versus dynamic flexibility, and muscular strength versus muscular endurance.</p> <p>I can explain biomechanical and physiological principles.</p> <p>11/12.2.b Analyze performance to identify physiological and biomechanical deficiencies to include self-evaluation, peer evaluation, and teacher evaluation.</p> <p>I can analyze performance to indicate deficiencies in movement principles and apply movement</p>	<p>Assessment for Learning</p> <ul style="list-style-type: none"> • Written– description of biomechanical and physiological principles; self and peer assessment on physiological and biomechanical deficiencies • Self- and peer evaluation of skill performance to identify physiological and biomechanical deficiencies • Teacher observation with feedback <p>Assessment of Learning</p> <ul style="list-style-type: none"> • Written– description of biomechanical and physiological principles; self and peer assessment on physiological and biomechanical deficiencies; practice / improvement plans to correct deficiencies in movement principles • Self- and peer evaluation of skill performance to identify physiological and biomechanical deficiencies 	<ul style="list-style-type: none"> • Aerobic– with oxygen; aerobic system produces the largest amounts of energy, at the lowest intensity; used for long-term, steady paced exercise and day-to-day activities • Anaerobic– without oxygen; the body relies on anaerobic processes for the first couple of minutes of activity; produces fast bursts of energy for short, powerful bursts; • Balance– created through center of gravity and center / base of support; • Caloric cost– amount of calories expended in a given activity • Cardiac output– volume of blood pumped by the heart per minute • Laws of motion- an object at rest tends to stay at rest or moves at continuous velocity unless external force is applied to it; force is equal to the mass of an object multiplied by the acceleration of the object (force causes change in velocity); for every action, there is an equal and opposite reaction. • Leverage- the exertion of force by means of a lever or an object used in the manner of a lever. • Muscle contraction– muscle fibers generating tension (traction); concentric contraction: contraction in which force causes muscle to shorten and change 	<ul style="list-style-type: none"> • Incorporate instruction of biomechanical and physiological principles warm up activities, instant activities, and skill practice during a variety of lifetime activities • Movement activities in isolated and dynamic movements for each skill

<p>principles to aid in the improvement and performance of (tennis).</p>		<p>angle of a joint; eccentric contraction: muscle elongates while under tension due to an opposing force greater than the muscle generates; isometric contraction: muscular force precisely matches the load, and no movement results</p> <ul style="list-style-type: none"> • Recovery heart rate– heart’s ability to return to a normal rate after a specific period of time after physical activity • Resting heart rate– number of contractions of the heart while the body is at complete rest • Static stretching– flexibility displayed without movement • VO₂ Max– the maximum amount of oxygen that the body can use 	
<p>Resources: VDOE Physical Education Instructional Resources http://www.doe.virginia.gov/instruction/physed/index.shtml; Caloric Cost - http://www.acefitness.org/updateable/update_display.aspx?pageID=593; Laws of Motion- https://www.nbclearn.com/portal/site/learn/science-of-nfl-football; VO2 Max - http://www.teachpe.com/anatomy/vo2max.php;</p>			

<p>VA SOL Standard: 11/12.2 The student will apply knowledge of body systems and movement principles, and concepts that aid in the improvement of movements skills and performance to specialized movement forms.</p> <p>ESSENTIAL UNDERSTANDING</p> <ul style="list-style-type: none"> To participate effectively in structured activities, students need to know and apply the rules and appropriate tactics. 			
<p>VDOE 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>11/12.2.c Explain the rules, safety protocols, relevant markings/lines for the field of play, offensive and defensive tactics, and common penalties and violations for selected activities.</p> <p>I can explain the rules and tactics of selected activities.</p>	<p>Assessment for Learning</p> <ul style="list-style-type: none"> Written– identification of safety protocols, field markings, tactics, penalties, and violations Observation on the application of rules and tactics <p>Assessment of Learning</p> <ul style="list-style-type: none"> Written– identification of safety protocols, field markings, tactics, penalties, and violations Observation on the application of rules and tactics 	<p>Activity-specific terminology, dependent on activities offered or selected by students.</p>	
<p>Resources: SHAPE America National Standards and Grade-Level Outcomes; VDOE Physical Education Instructional Resources http://www.doe.virginia.gov/instruction/physed/index.shtml</p>			

VA SOL Standard: 11/12.2 The student will apply knowledge of body systems and movement principles, and concepts that aid in the improvement of movements skills and performance to specialized movement forms.

ESSENTIAL UNDERSTANDINGS

- Effective warm-up and cool-down sequences allow students to safely and effectively participate in physical activity.

<p>VDOE Standard(s) Student Friendly Language What will the student know and be able to do?</p>	<p>Suggested/Sample Assessments</p>	<p>Terms (Vocabulary) and Content Information</p>	<p>Suggested/Sample Activities</p>
<p>11/12.2.d Design, justify, and evaluate warm-up and cool-down sequences for selected activities.</p> <p>I can design warm-up and cool-down sequences to allow for safe and effective participation in selected activities.</p> <p>I can justify the need for appropriate warm-up and cool-down sequences.</p> <p>I can evaluate warm-up and cool-down sequences for their effectiveness.</p>	<p>Assessment for Learning</p> <ul style="list-style-type: none"> • Written: identification of components in an appropriate warm-up and cool-down; justification for warm-up and cool-down; evaluation of warm-up and cool-down sequences • Teacher observation with feedback <p>Assessment of Learning</p> <ul style="list-style-type: none"> • Written: design warm-up and cool-down plan for selected activities; justification for warm-up and cool-down; evaluation of warm-up and cool-down sequences • Teacher observation with feedback 	<p>See previous year's content</p>	

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

<p>VA SOL Standard: 11/12.2 The student will apply knowledge of body systems and movement principles, and concepts that aid in the improvement of movements skills and performance to specialized movement forms.</p> <p>ESSENTIAL UNDERSTANDING</p> <ul style="list-style-type: none"> The principles of FITT and specificity, overload, and progression help students achieve the greatest possible benefit from physical activity. 			
<p>VDOE Standard(s) Student Friendly Language What will the student know and be able to do?</p>	<p>Suggested/Sample Assessments</p>	<p>Terms (Vocabulary) and Content Information</p>	<p>Suggested/Sample Activities</p>
<p>11/12.2.e Apply the FITT (frequency, intensity, time, and type) principle to improve performance.</p> <p>I can apply the principles of frequency, intensity, time, and type to improve my performance and achieve the greatest benefit possible.</p> <p>11/12.2.f Apply the specificity, overload, and progression (SOP) principle to the design and performance of a physical activity program to achieve physical benefits.</p> <p>I can apply the principles of specificity, overload, and progression when designing a physical activity program to achieve the greatest benefit possible.</p>	<p>Assessment for Learning</p> <ul style="list-style-type: none"> Development of physical activity plans including FITT and SOP <p>Assessment of Learning</p> <ul style="list-style-type: none"> Analysis of physical activity plans including FITT and SOP 	<p>See previous year's content for information on FITT and SOP</p>	<p>Incorporate in to development of a personal fitness plan</p>
<p>Resources: SHAPE America National Standards and Grade-Level Outcomes; VDOE Physical Education Instructional Resources http://www.doe.virginia.gov/instruction/physed/index.shtml;</p>			

<p>VA SOL Standard: 11/12.2 The student will apply knowledge of body systems and movement principles, and concepts that aid in the improvement of movements skills and performance to specialized movement forms.</p> <p>ESSENTIAL UNDERSTANDING</p> <ul style="list-style-type: none"> Understanding the way that the body works in component skills and movement patterns assists in the improvement of skill performance. 			
<p>VDOE Standard(s) <u>Student Friendly Language</u> What will the student know and be able to do?</p>	<p><u>Suggested/Sample</u> Assessments</p>	<p>Terms (Vocabulary) and Content Information</p>	<p><u>Suggested/Sample</u> Activities</p>
<p>11/12.2.g Analyze movement activities to identify component skills and movement patterns.</p> <p>I can identify the component skills and associated movement patterns of (golf) through self- and peer evaluation.</p> <p>11/12.2.h Analyze feedback about personal performance to improve skills including self-evaluation, peer evaluation, and teacher evaluation.</p> <p>I can analyze feedback from self, peer, and teacher evaluations and use that feedback to improve skill performance and movement patterns in (golf).</p>	<p>Assessment for Learning</p> <ul style="list-style-type: none"> Written– identification of component skills and movement patterns Self- and peer evaluations Teacher observation with feedback <p>Assessment of Learning</p> <ul style="list-style-type: none"> Written– identification of component skills and movement patterns Analysis of feedback from evaluations to improve performance 	<p>Activity-specific terminology, dependent on activities offered or selected by students.</p>	
<p>Resources: VDOE Physical Education Instructional Resources http://www.doe.virginia.gov/instruction/physed/index.shtml;</p>			

VA SOL Standard: 11/12.3 The student will design, implement, and evaluate a personal fitness program for self, a college student, or an employee in a selected field of work.

ESSENTIAL UNDERSTANDINGS

- It is important to have an understanding of the baseline levels of fitness in order to create an individualized fitness plan.
- Appropriate and criterion-referenced assessments are vital in accurately determining present levels of fitness.

<p>VDOE Standard(s) Student Friendly Language 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>11/12.3.a Assess individual level of health-related fitness using a variety of appropriate measures (e.g. criterion-referenced wellness tests, BMI, Fitnessgram ®) and technology (heart rate monitors, pedometers, accelerometers, and bioelectrical impedance).</p> <p>I can use appropriate assessments to understand my level of health-related fitness.</p>	<p>Assessment for Learning</p> <ul style="list-style-type: none"> • Baseline fitness / criterion-referenced assessments • In-class measures utilizing technology • Student analysis of personal levels of fitness <p>Assessment of Learning</p> <ul style="list-style-type: none"> • Student analysis of personal levels of fitness 	<p>Bioelectrical impedance: a measurement used to calculate body composition through measuring the opposition of electrical flow in body tissues</p> <p>Criterion-referenced: assessments designed to measure student performance against a fixed set of predetermined criteria</p> <p>Five components of fitness: Body Composition Cardiorespiratory Endurance Flexibility Muscular Endurance Muscular Strength</p>	<p>Note: While students should experience fitness tests by the end of third grade, emphasis should be placed on form and tests should be used to understand importance of health-related fitness components; there should not be a focus on test results/scores (it is an inappropriate practice to grade students on fitness test results)</p>
<p>Resources: SHAPE America National Standards and Grade-Level Outcomes; VDOE Physical Education Instructional Resources http://www.doe.virginia.gov/instruction/physed/index.shtml; Fitnessgram ® : http://www.fitnessgram.net;</p>			

<p>VA SOL Standard: 11/12.3 The student will design, implement, and evaluate a personal fitness program for self, a college student, or an employee in a selected field of work.</p> <p>ESSENTIAL UNDERSTANDING</p> <ul style="list-style-type: none"> Having a proper fitness goal, using proper activity levels, and tracking progress are vital to the success of a personal fitness program. 			
<p>VDOE 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>11/12.3.b Evaluate and adjust activity levels to meet personal fitness goals.</p> <p>11/12.3.c Design and critique a personal fitness program, using available technology (e.g. electronic portfolios, tracking applications) and resources, to improve or maintain personal fitness levels in relation to the five components of fitness.</p> <p>I can design a personal fitness program, including present level of fitness, fitness goals, activities specific to meeting those goals, and a way of tracking progress.</p> <p>I can critique a personal fitness program to ensure that it is aligned with an individual's fitness goals.</p>	<p>Assessment for Learning</p> <ul style="list-style-type: none"> Components of fitness program (baseline data, SMART goals) Fitness tracking information <p>Assessment of Learning</p> <ul style="list-style-type: none"> Personal fitness program Critique of another individual's personal fitness program 	<p><u>Activity/Intensity Levels (such as)</u></p> <ul style="list-style-type: none"> Intensity Level 1 - Not moving (seated) Intensity Level 2 - Slow (walking) Intensity Level 3 - Medium (skipping, galloping) Intensity Level 4 – Fast (jogging/running) Intensity Level 5 - Very fast (sprinting) 	<p>Plan elements may include – goals (short- and long-term), measures, timeline, work plans, intensity levels, time, documentation of daily activities, documentation of conditioning activities (evidence of use of RPE and pacing), reassessments, reflection, revisions to goals and action plans as needed.</p> <p>Participate in a variety of physical activities at different intensity levels.</p> <p>Participate in a variety of physical activities to help students understand levels of intensity.</p>
<p>Resources: SHAPE America National Standards and Grade-Level Outcomes; VDOE Physical Education Instructional Resources http://www.doe.virginia.gov/instruction/physed/index.shtml; CDC http://www.cdc.gov/physicalactivity/everyone/measuring/exertion.html</p>			

<p>VA SOL Standard11/12.3 The student will design, implement, and evaluate a personal fitness program for self, a college student, or an employee in a selected field of work.</p> <p>ESSENTIAL UNDERSTANDING</p> <ul style="list-style-type: none"> Physical activity benefits the whole body and promotes wellness. 			
<p>VDOE 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>11/12.3.d Explain the physical and mental (emotional, social) benefits of physical fitness for lifelong health and wellness.</p> <p>I can justify participation in physical activity through explaining the physical, emotional, and social benefits that promote wellness.</p>	<p>Assessment of Learning</p> <ul style="list-style-type: none"> Written: List physical, emotional, social benefits of physical fitness and physical activity (exit tickets, short answer reflection activities) <p>Assessment for Learning</p> <ul style="list-style-type: none"> Written: List physical, emotional, social benefits of physical fitness and physical activity 	<p>See previous year's information on benefits of physical activity</p>	<p>May be incorporated in to fitness planning</p>
<p>Resources: ; VDOE Physical Education Instructional Resources http://www.doe.virginia.gov/instruction/physed/index.shtml;</p>			

<p>VA SOL Standard11/12.3 The student will design, implement, and evaluate a personal fitness program for self, a college student, or an employee in a selected field of work.</p> <p>ESSENTIAL UNDERSTANDING</p> <ul style="list-style-type: none"> • Fitness plans should be differentiated to meet the specific needs of individuals. 			
<p>VDOE 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>11/12.3.e Create fitness plans for a variety of individuals based on needs and goals.</p> <p>I can create a variety of differentiated fitness plans based on the needs and goals of individuals.</p>	<p>Assessment for Learning</p> <ul style="list-style-type: none"> • Components of fitness plans • Differentiation methods <p>Assessment of Learning</p> <ul style="list-style-type: none"> • Development of multiple fitness plans that are differentiated to meet the needs of individuals 	<p>See previous year's information for vocabulary</p>	<p>Participation in a variety of strength training, physical conditioning, and fitness activities to be able to differentiate activities to meet the goals of individuals</p>
<p>Resources: VDOE Physical Education Instructional Resources http://www.doe.virginia.gov/instruction/phyped/index.shtml;</p>			

<p>VA SOL Standard11/12.3 The student will design, implement, and evaluate a personal fitness program for self, a college student, or an employee in a selected field of work.</p> <p>ESSENTIAL UNDERSTANDINGS</p> <ul style="list-style-type: none"> In order to access opportunities for physical activity outside of the school setting, it is important to know what opportunities exist within the community To lead physically active lifestyles, one must understand ways to overcome barriers to activity 			
<p>VDOE 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>11/12.3.f Identify and evaluate community resources for selected physical and/or lifetime activities to include recreation centers, local fitness centers, adult leagues, and other fitness clubs/groups.</p> <p>I can find ways to participate in (selected activity) in my community.</p> <p>11/12.3.g Identify barriers to physical activity, to include those related to time, motivation, or energy, skill confidence, fear of injury, resources, and social influences/peer pressure, and identify strategies to overcome these barriers.</p> <p>I can identify why people don't engage in physical activity in my community and provide solutions to those barriers.</p>	<p>Assessment of Learning</p> <ul style="list-style-type: none"> Written: Identification of community resources for physical activity; barriers to physical activity; solutions to barriers of physical activity <p>Assessment for Learning</p> <ul style="list-style-type: none"> Written: Evaluation of community resources available for physical activity; Plan to overcome barriers to physical activity 	<p>Barrier- a circumstance or obstacle that keeps people or things apart or prevents communication or progress</p>	<p>Evaluation of community resources available for participation in physical activity</p> <p>Creation of a plan to get more people to overcome physical activity barriers and become physically active</p>
<p>Resources: VDOE Physical Education Instructional Resources http://www.doe.virginia.gov/instruction/physed/index.shtml; CDC http://www.cdc.gov/physicalactivity/basics/adding-pa/barriers.html</p>			

VA SOL Standard: 11/12.4 The student will evaluate and implement a safe environment for skill practice and play and demonstrate social competency skills for lifetime activity participation.

ESSENTIAL UNDERSTANDING

- Safe practices, rules, and etiquette contribute to a safe environment for physical activity.

<p>VDOE Standard(s) Student Friendly Language What will the student know and be able to do?</p>	<p>Suggested/Sample Assessments</p>	<p>Terms (Vocabulary) and Content Information</p>	<p>Suggested/Sample Activities</p>
<p>11/12.4.a Evaluate, create, and implement a plan for safe practice, to include responsible safety practices, rules and procedures, avoidance of dangerous situations, and strategies for decreasing risk of injury.</p> <p>I can create a plan to stay safe while participating in physical activity.</p> <p>11/12.4.b Demonstrate appropriate etiquette as a participant and spectator in physical activity/sport.</p> <p>11/12.4.d Demonstrate safe behavior when participating in or watching physical activity/sport.</p> <p>I can follow rules to demonstrate etiquette and safety when I participate in or watch an activity.</p> <p>11/12.4.c Demonstrate proper care of athletic/activity equipment.</p> <p>I can take care of athletic equipment to participate safely in physical activity.</p>	<p>Assessment for Learning</p> <ul style="list-style-type: none"> • Written: Identification of safe practices (rules, procedures, avoidance of dangerous situations, strategies for decreasing risk of injury) for selected activity • Observation (self/peer) on demonstration of rules, etiquette, and proper care of equipment • Teacher observation with feedback <p>Assessment of Learning</p> <ul style="list-style-type: none"> • Written: Creation and implementation of a safety plan • Observation on demonstration of rules, etiquette, and proper care of equipment 	<p>Terms/vocabulary dependent on activities offered to or chosen by students.</p>	<p>Participation in a variety of self-selected tactical, net/wall, striking/fielding, individual, fitness, outdoor, and/or lifetime activities</p>
<p>Resources: VDOE Physical Education Instructional Resources http://www.doe.virginia.gov/instruction/phyped/index.shtml;</p>			

<p>VA SOL Standard: 11/12.4 The student will evaluate and implement a safe environment for skill practice and play and demonstrate social competency skills for lifetime activity participation.</p> <p>ESSENTIAL UNDERSTANDINGS</p> <ul style="list-style-type: none"> • Activities can be modified to make them safer or more accessible for all individuals • Advocates can promote change in policy or rules 			
<p>VDOE 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>11/12.4.g Advocate for rule change or modification in a sport or activity to facilitate safety or inclusion of individuals from the point of view of an athlete, coach, parent, or referee.</p> <p>I can become an advocate for safety and/or inclusion through promoting rule changes in (sport) from the perspective of a (parent).</p>	<p>Assessment for Learning</p> <ul style="list-style-type: none"> • Written: Identification of modifications or rule changes that can promote safety or inclusion <p>Assessment of Learning</p> <ul style="list-style-type: none"> • Advocacy plan for rule change or inclusion 	<p>Inclusion: the action or state of including or of being included within a group or structure</p>	<p>Can be incorporated in to any physical activity opportunity</p>
<p>Resources: VDOE Physical Education Instructional Resources http://www.doe.virginia.gov/instruction/phased/index.shtml; https://www.njea.org/news-and-publications/njea-review/march-2012/inclusion-in-physical-education</p>			

<p>VA SOL Standard: 11/12.4 The student will evaluate and implement a safe environment for skill practice and play and demonstrate social competency skills for lifetime activity participation.</p> <p>ESSENTIAL UNDERSTANDING</p> <ul style="list-style-type: none"> Health promotion and physical activity for the community requires individuals to be respectful of and include people of diverse backgrounds and abilities. 			
<p>VDOE Standard(s) Student Friendly Language What will the student know and be able to do?</p>	<p>Suggested/Sample Assessments</p>	<p>Terms (Vocabulary) and Content Information</p>	<p>Suggested/Sample Activities</p>
<p>11/12.4.h Demonstrate respect for differences among people in physical activity settings.</p> <p>I can show respect for all, regardless of individual differences.</p> <p>11/12.4.i Develop and demonstrate strategies for inclusion of persons of diverse backgrounds and abilities.</p> <p>I can include all people in physical activity settings, regardless of individual differences.</p>	<p>Assessment of Learning</p> <ul style="list-style-type: none"> Written: identification of ways to demonstrate respect and inclusion of people with differences <p>Assessment for Learning</p> <ul style="list-style-type: none"> Written: development of a plan to respect others and include people of diverse backgrounds and abilities <p>Demonstration of respect and inclusion of persons of diverse backgrounds and abilities</p>	<p>See previous year's content information for terms and vocabulary</p>	<p>May be incorporated in to any activity</p>
<p>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 ;</p>			

<p>VA SOL Standard: 11/12.4 The student will evaluate and implement a safe environment for skill practice and play and demonstrate social competency skills for lifetime activity participation.</p> <p>ESSENTIAL UNDERSTANDING</p> <ul style="list-style-type: none"> Participation in physical activity promotes social interaction. 			
<p>VDOE Standard(s) Student Friendly Language What will the student know and be able to do?</p>	<p>Suggested/Sample Assessments</p>	<p>Terms (Vocabulary) and Content Information</p>	<p>Suggested/Sample Activities</p>
<p>11/12.4.j Identify ways that physical activities can provide social interaction, such as the benefits of team involvement and an individual's role as a positive member of a group.</p> <p>I can show how participating in physical activity promotes social health and interaction with others.</p>	<p>Assessment for Learning</p> <ul style="list-style-type: none"> Identification of ways that participation in physical activities promotes social interaction <p>Assessment of Learning</p> <ul style="list-style-type: none"> Written: documentation of social interaction through participation in physical activity opportunities 	<p>social interaction</p>	<p>May be incorporated in to any physical activity.</p>
<p>Resources: VDOE Physical Education Instructional Resources http://www.doe.virginia.gov/instruction/physed/index.shtml;</p>			

<p>VA SOL Standard: 11/12.4 The student will evaluate and implement a safe environment for skill practice and play and demonstrate social competency skills for lifetime activity participation.</p> <p>ESSENTIAL UNDERSTANDING</p> <ul style="list-style-type: none"> Promotion of physical activity opportunities can increase participation. 			
<p>VDOE Standard(s) Student Friendly Language What will the student know and be able to do</p>	<p>Suggested/Sample Assessments</p>	<p>Terms (Vocabulary) and Content Information</p>	<p>Suggested/Sample Activities</p>
<p>11/12.4.k Create and implement a strategy to promote peer involvement in physical activity, such as social-networking campaign, a video announcement, or physical activity Web presence.</p> <p>I can promote physical activity opportunities within my community.</p>	<p>Assessment for Learning</p> <ul style="list-style-type: none"> Identification of strategies to promote participation in physical activities within the community <p>Assessment of Learning</p> <ul style="list-style-type: none"> Development of strategy to promote peer involvement in physical activity which depicts the physical, social, and mental benefits of participation in physical activity 	<p>See previous year's information on the physical, social, and mental benefits of participation in physical activity</p>	<p>Development of strategy to promote peer involvement in any form of physical activity</p> <p>Strategy can include development of social media campaigns, video or audio commercials, development of websites or blogs</p>
<p>Resources: VDOE Physical Education Instructional Resources http://www.doe.virginia.gov/instruction/physed/index.shtml;</p>			

VA SOL Standard: 11/12.5 The student will explain the importance of energy balance and demonstrate understanding of the nutritional needs of the body to maintain optimal health and prevent chronic disease for a lifetime.

ESSENTIAL UNDERSTANDING

- Healthy behaviors allow for optimal participation in selected physical activities and for optimal personal health.

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
<p>11/12.5.a Analyze the relationship among physical activity, nutrition, body composition, and sleep that are optimal for personal health and/or for participation in a self-selected physical activity.</p> <p>I can analyze how practicing healthy behaviors (participating in regular physical activity, good nutritional habits, and getting enough sleep) allows for optimal participation in (selected activity).</p>	<p>Assessment for Learning</p> <ul style="list-style-type: none"> • Identification of physical activity, caloric, and sleep needs for participation in self-selected activity <p>Assessment of Learning</p> <ul style="list-style-type: none"> • Analysis of personal nutrition and sleep behaviors in order to reach optimal levels of participation in self-selected activity 	<p>Review vocabulary and requirements/guidelines from previous grade levels.</p> <p>Refer to CDC for adolescent and adult guidelines for caloric expenditure and intake.</p>	<p>Student logs on physical activity, nutritional, and sleep habits.</p> <p>Identification of physical activity, nutrition, and sleep needs for optimal participation in a self-selected physical activity.</p>
<p>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;</p>			

VA SOL Standard: 11/12.5 The student will explain the importance of energy balance and demonstrate understanding of the nutritional needs of the body to maintain optimal health and prevent chronic disease for a lifetime.

ESSENTIAL UNDERSTANDING

- Levels of physical activity can change through different stages of life.

<p>VDOE Standard(s) Student Friendly Language What will the student know and be able to do?</p>	<p>Suggested/Sample Assessments</p>	<p>Terms (Vocabulary) and Content Information</p>	<p>Suggested/Sample Activities</p>
<p>11/12.5.b Analyze current and changing activity and exercise levels for high school and college students or for employees in a chosen field.</p> <p>I can analyze physical activity levels through different stages in life (e.g. high school students vs. college students or employees in the workforce).</p>	<p>Assessment for Learning</p> <ul style="list-style-type: none"> • Identification of physical activity needs for high school students, college students, and adults <p>Assessment of Learning</p> <ul style="list-style-type: none"> • Components of fitness plans <p>Analyze the amounts of physical activity participation of high school students, college students, and adults and the health impact of each</p> <p>Explanation of future physical activity needs</p>	<p>See previous year's content for information on physical activity needs</p> <p>Occupational and leisure time physical activity for adults: http://bmjopen.bmj.com/content/2/1/e000556.full</p>	<p>Compare and contrast a variety of ages, weight, and activity levels using an application such as one available from the Mayo Clinic - calculator http://www.mayoclinic.org/calorie-calculator/ITT-20084939</p>

<p>VA SOL Standard: 11/12.5 The student will explain the importance of energy balance and demonstrate understanding of the nutritional needs of the body to maintain optimal health and prevent chronic disease for a lifetime.</p> <p>ESSENTIAL UNDERSTANDING</p> <ul style="list-style-type: none"> Nutritional needs change as individual's age. 			
<p>VDOE Standard(s) Student Friendly Language What will the student know and be able to do?</p>	<p>Suggested/Sample Assessments</p>	<p>Terms (Vocabulary) and Content Information</p>	<p>Suggested/Sample Activities</p>
<p>11/12.5.c Analyze current and future nutritional needs in relation to changes in growth/aging.</p> <p>I can determine my current nutritional needs.</p> <p>I can determine how my nutritional needs will change over time.</p> <p>11/12.5.g Explain energy balance in relation to changing lifestyle needs from adolescence to adulthood.</p> <p>I can explain how changing nutritional and physical activity needs impact energy balance in adulthood.</p>	<p>Assessment for Learning</p> <ul style="list-style-type: none"> Identification of nutritional needs for adolescents into adulthood <p>Assessment of Learning</p> <ul style="list-style-type: none"> Explain the caloric needs for before, during, and after (selected activities). Explain current and future energy balance for a variety of ages, weight, and activity levels. 	<p>See previous year's content information for vocabulary and caloric needs</p>	<p>Compare and contrast a variety of ages, weight, and activity levels using an application such as one available from the Mayo Clinic – calculator. http://www.mayoclinic.org/calorie-calculator/ITT-20084939</p>

VA SOL Standard: 11/12.5 The student will explain the importance of energy balance and demonstrate understanding of the nutritional needs of the body to maintain optimal health and prevent chronic disease for a lifetime.

ESSENTIAL UNDERSTANDING

- Nutrition is essential to physical, emotional, and social health.

<p>VDOE Standard(s) Student Friendly Language What will the student know and be able to do?</p>	<p>Suggested/Sample Assessments</p>	<p>Terms (Vocabulary) and Content Information</p>	<p>Suggested/Sample Activities</p>
<p>11/12.5.d Explain the benefits of nutrient-dense, low-sodium foods versus high-calorie, nutrition-poor, and high-sodium foods.</p> <p>I can explain the benefits eating nutrient-dense, low-sodium foods and explain the negative effects of consuming high-calorie and high-sodium foods.</p>	<p>Assessment for Learning</p> <ul style="list-style-type: none"> • Identification of nutrient-dense, low-sodium, nutrition-poor, and high-sodium foods • Identification of benefits of eating nutrient-dense and low sodium foods <p>Assessment of Learning</p> <ul style="list-style-type: none"> • Explain how eating nutrient-dense, low-sodium foods benefits personal health 	<p>Nutrient Dense Foods: http://www.nhlbi.nih.gov/health/educational/wecan/eat-right/choosing-foods.htm</p>	<p>May be incorporated in to any physical activity</p>

<p>VA SOL Standard: 11/12.5 The student will explain the importance of energy balance and demonstrate understanding of the nutritional needs of the body to maintain optimal health and prevent chronic disease for a lifetime.</p> <p>ESSENTIAL UNDERSTANDING</p> <ul style="list-style-type: none"> • Sleep needs change over time. 			
<p>VDOE Standard(s) Student Friendly Language What will the student know and be able to do?</p>	<p>Suggested/Sample Assessments</p>	<p>Terms (Vocabulary) and Content Information</p>	<p>Suggested/Sample Activities</p>
<p>11/12.5.e Analyze current and future sleep needs for positively impacting academic and career success.</p> <p>I can determine how much sleep I need for physical and academic success and analyze current habits.</p> <p>I can determine how sleep needs will change over time to allow for academic and career success.</p>	<p>Assessment for Learning</p> <ul style="list-style-type: none"> • Identify current sleep needs • Identify future sleep needs <p>Assessment of Learning</p> <ul style="list-style-type: none"> • Explain and determine current and future sleep needs for academic and career success 	<p>National Heart, Lung, and Blood Institute Recommended Amount of Sleep Teens 9-10 hours a day Adults 7-8 hours a day (including the elderly)</p>	<p>May be incorporated in to any physical activity</p>
<p>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</p>			

VA SOL Standard: 11/12.5 The student will explain the importance of energy balance and demonstrate understanding of the nutritional needs of the body to maintain optimal health and prevent chronic disease for a lifetime.

ESSENTIAL UNDERSTANDING

- Measures such as RPE allow an individual to be successful in a self-selected activity.

<p>VDOE 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>11/12.5.f Apply rate of perceived exertion and pacing to a conditioning plan that meets the needs of a self-selected physical activity.</p> <p>I can plan for, monitor, and record my pacing during conditioning activities using RPE and time/distance/other measures to be successful in (selected activity).</p>	<p>Assessment for Learning</p> <ul style="list-style-type: none"> Written: Review of vocabulary and RPE scale(s); drafts of conditioning program/plan; documentation of conditioning activities and RPE/pacing <p>Assessment of Learning</p> <ul style="list-style-type: none"> Written: Conditioning program/plan <p style="text-align: center;">Sample Rubric</p> <p>4 (<i>Beyond what was taught</i>): All elements of score 3 and evaluates plan effectiveness to meet goals; identifying and addressing barriers</p> <p>3 (<i>What was explicitly taught</i>): Program plan includes all elements for conditioning (goals (short- and long-term), measures, timeline, work plans, intensity levels, documentation of conditioning activities (evidence of use of RPE and pacing), reassessments, reflection</p> <p>2 (<i>Identify basic elements</i>) Plan includes some basic elements: goals, measures, work plans, intensity levels, some documentation of activities, reassessments, reflection</p> <p>1 (<i>With help/prompts/cues</i>): With teacher cues, student can demonstrate ability to create a plan with a goal and activities to meet the goal</p>	<ul style="list-style-type: none"> Rate of perceived exertion (RPE) Pacing Conditioning activities <p><u>Borg Scale (CDC)</u> 6 No exertion at all 7 Extremely light (7.5) 8 9 Very light 10 11 Light 12 13 Somewhat hard 14 15 Hard (heavy) 16 17 Very hard 18 19 Extremely hard 20 Maximal exertion</p> <p><u>Intensity Levels (such as)</u></p> <ul style="list-style-type: none"> Intensity Level 1 - Not moving (seated) Intensity Level 2 - Slow (walking) Intensity Level 3 - Medium (skipping, galloping) Intensity Level 4 – Fast (jogging/running) Intensity Level 5 - Very fast (sprinting) 	<p>Application of RPE or other measures to meet physical activity needs of a self-selected physical activity</p>
<p>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 ; CDC http://www.cdc.gov/physicalactivity/everyone/measuring/exertion.html</p>			

VA SOL Standard: 11/12.5 The student will explain the importance of energy balance and demonstrate understanding of the nutritional needs of the body to maintain optimal health and prevent chronic disease for a lifetime.

ESSENTIAL UNDERSTANDINGS

- The body burns more calories in physical activity than it does at rest
- Balancing calories in versus calories out is key to weight management and maintaining personal health

<p>VDOE Standard(s) Student Friendly Language What will the student know and be able to do?</p>	<p>Suggested/Sample Assessments</p>	<p>Terms (Vocabulary) and Content Information</p>	<p>Suggested/Sample Activities</p>
<p>11/12.5.h Explain the relationship between caloric intake and caloric expenditure while at work and while at rest.</p> <p>I can determine the impact of calories in and calories out when the body is at rest and when the body is at work.</p>	<p>Assessment for Learning</p> <ul style="list-style-type: none"> • Determining the number of calories consumed as well as the number of calories burned off <p>Assessment of Learning</p> <ul style="list-style-type: none"> • Explanation of caloric balance in the body 	<p>Isocaloric balance – the calories in and calories out are equal, resulting in weight maintenance</p> <p>Negative caloric balance – the calories in is lower than the calories out, resulting in weight loss</p> <p>Positive caloric balance – the calories in is higher than calories out, resulting in weight gain</p> <p>See http://www.health.harvard.edu/diet-and-weight-loss/calories-burned-in-30-minutes-of-leisure-and-routine-activities for a variety of physical activities and the calories burned through 30 minutes of participation</p>	<p>Determine the number of calories consumed versus the number of calories burned off in physical activity or while at rest</p>

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; <http://www.health.harvard.edu/diet-and-weight-loss/calories-burned-in-30-minutes-of-leisure-and-routine-activities>