

# **PHYSICAL EDUCATION CURRICULUM GUIDE**

**GRADES K – 12**

**April 2003**

**Prince William County Public Schools**

*Prince William County Public Schools*  
*DEPARTMENT OF INSTRUCTION*  
*CURRICULUM AND STAFF DEVELOPMENT*  
*PHYSICAL EDUCATION CURRICULUM*

*April 2003*

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# PRINCE WILLIAM COUNTY PHYSICAL EDUCATION CURRICULUM

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## INTRODUCTION

This Physical Education K-12 Program provides the guidelines and requirements for educators, parents, and community members to work together to support the health and wellness of young people. The K-12 curriculum describes a comprehensive physical education program that is designed to help prepare youth for a lifelong commitment to physical activity, health, and wellness.

The Physical Education Curriculum is consistent with current education mandates and was developed using the following resources:

- **The Prince William County Public Schools Physical Education Curriculum**, published in 1996, provided the basis of standards for health and physical education.
- **Moving Into the Future: National Standards for Physical Education**, published in 1995, provided the foundation for national grade level benchmarks, indicators, and assessments in physical education. This document helped specify and define “a physically educated person”.
- **National Health Education Standards: Achieving Health Literacy**, published in 1995, provided the foundation for national grade level benchmarks, indicators, and assessment in health education. This document offers a vision of what it means to be health literate.
- **Physical Activity and Health: A Passport to Good Health for All Americans**, published in 1996, the report of the United States Surgeon General summarizes research and provides information about physical activity and health.
- **The Surgeon General’s Call to Action to Prevent and Decrease Overweight and Obesity 2001**, published in 2001, recognizes that overweight and obesity are major health problems in this country and that healthful eating accompanied by regular physical activity can help people achieve and maintain a healthy or healthier body weight.
- **Virginia Standards of Learning (SOL): Physical Education**, published in 2001, identifies concepts, processes, and skills for physical education in kindergarten through grade 10. This document focuses on the importance of developing a variety of movement skills and an understanding of the benefits of achieving and maintaining a physically active lifestyle.
- **President’s Council on Physical Fitness and Sports**, published in 2002, recognizes the greater need for America’s leaders to stress physical activity and fitness. The point of the document is to make clear to every American of every age that physical activity is crucial to our health.
- **National Center for Chronic Disease Prevention and Health Promotion**, updated in 2001, provides guidelines for school and community programs to promote lifelong physical activity.

## EXPLANATION OF ACTIVITIES CHART

At the end of each strand, there is an activity chart that is broken down into seven categories. These seven categories are fitness, individual/dual sports, team sports, rhythms, outdoor education/recreational activities, aquatics, and lead up/alternative games. Within these categories are games and activities that can be used to accomplish the goal of each strand. Student participation in the listed activities will enable them to fulfill curriculum requirements in developing their own fitness plan.

## WHY CHILDREN NEED PHYSICAL EDUCATION

Physical Education provides a number of important benefits that improve children's overall physical and mental health.

### Physical Benefits

A daily physical education program helps children physically. Here are some of the things a quality program does for them.

- Reduces the risk of heart disease. Physical education can counteract the four major risk factors of coronary heart disease, obesity, inactivity, high blood pressure, and high cholesterol levels.
- Improves physical fitness. A good program improves children's muscular strength, flexibility, muscular endurance, body composition (fat-to-muscle ratio), and cardiovascular endurance.
- Make bones stronger. Regular physical activity improves posture and increases bone density to create stronger bones and may help reduce the risk of osteoporosis.
- Aids in weight regulation. A good program can help children regulate their weight by burning calories, toning their bodies, and improving their overall body composition.
- Promotes healthy active lifestyles. Physical education develops motor skills and sports skills to promote health and fitness throughout life.

### Mental Benefits

A daily physical education program helps children mentally. Here are some of the things a quality program does for them.

- Improves academic performance. Studies have shown that, when IQs are the same, children who have daily physical education classes tend to get higher grades than children who don't.
- Increases interest in learning. Regular physical activity makes children more alert and more receptive to learning new things.
- Improves judgment. Physical education gives children practice in moral reasoning and problem solving. They learn to accept responsibility for their classmate's safety, assume leadership in team decision, accept moral responsibility for actions towards their teammates, and develop a sense of fair play.
- Promotes self-discipline. A good program teaches children they are responsible for their own health and fitness. They learn to take control of their lives.
- Encourages goal setting. Physical education gives children the time and encouragement they need to set and strive for personal, achievable goals.



## Psychological and Social Benefits

A daily physical education program helps children psychologically and socially. Here are some of the things a quality program does for them.

- Improves self-confidence and self-esteem. Physical education instills a stronger sense of self-worth in children. They become more confident, assertive, emotionally stable, independent and self-controlled.
- Provides an outlet for stress. Physical activity becomes an outlet for releasing tension and anxiety, instead of acting out delinquent behavior.
- Strengthens their peer relationships. Physical education can be a major force in helping children socialize with others more successfully. Especially during late childhood and adolescence, being able to participate in dances, games and sports is an important part of fitting in. Children learn the basic skills they will need in physical education, which makes new skills easier to learn.
- Reduces the risk of depression. A good program makes children less prone to depression and generally more optimistic about their lives.
- Promotes healthier lifestyles. Physical education helps children make a habit of an active lifestyle. They learn a lifelong concern for their personal health that makes them more productive adults.

# Physical Education Standards

## National Standards

The National Association for Sport and Physical Education (NASPE), an association of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) developed national standards in 1995.

When defining what a physically educated person is, the National Association for Sport and Physical Education (NASPE) has identified five major focus areas:

- Learned skills necessary to perform a variety of physical activities
- Physical fitness
- Regular participation in physical activity
- Knowledge of the implications and benefits from involvement in physical activities
- Values physical activity and its contribution to a healthful lifestyle (National Association for Sport and Physical Education, [NASPE], 1995a).

The National Standards for Physical Education indicate that a physically educated student:

1. Demonstrates competency in many movement forms and proficiency in a few movement forms.
2. Applies involvement concepts and principles to the learning and development of motor skills.
3. Exhibits a physically active lifestyle.
4. Achieves and maintains a health-enhancing level of physical fitness.
5. Demonstrates responsible personal and social behavior in physical activity settings.
6. Demonstrates understanding and respect for differences among people in physical activity settings.
7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

National Association for Sport and Physical Education. (1995). *Moving Into the Future: National Physical Education Standards: A Guide to Content and Assessment*. Boston: WCB/McGraw-Hill.

## Virginia State Standards

The standards in this document are intended to provide the knowledge, processes, and skills needed for students to become physically educated, physically fit, and responsible in their physical activity choices and behaviors for a lifetime.

1. *Demonstrate proficiency in all fundamental movement skills and patterns and competence in several specialized movement forms. (Skilled Movement)*

This goal focuses student learning on the development and demonstration of competence in a variety of movement forms. Movement competence is defined as the development of sufficient skill and ability to assure successful performance in a variety of physical activities. In the elementary years, students develop maturity and adaptability in the use of fundamental skills and patterns that are then further refined and combined during the middle school years. As motor patterns become more refined and proficient throughout the middle years, they can be transitioned into specialized skills and patterns and used in more complex learning settings. High school students will demonstrate a level of competence in several physical activities that they are likely to continue beyond graduation.

2. *Apply movement principles and concepts to learning and developing motor skills and specialized movement forms. (Movement Principles and Concepts)*

This goal focuses student learning on understanding and using movement concepts and principles to improve motor skills. While the skilled-movement goal involves learning how to perform physical activities skillfully, this goal directs students toward learning about movement. Concepts and principles from various fields of study support skillful movement performance. These fields of study include motor control, exercise physiology, biomechanics/kinesiology, sport psychology, and sport sociology. Elementary students establish a movement vocabulary and use simple concepts as they develop their movements. Middle grade students learn and apply more complex concepts of movement. High school students develop a working knowledge of a variety of concepts and principles, enabling them to independently apply concepts in order to acquire new skills or enhance existing skills.

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

This goal focuses student learning on the achievement of a health-enhancing level of physical fitness. Elementary students become aware of health-related fitness components (cardio respiratory endurance, muscular endurance, muscular strength, flexibility, and body composition) while engaging in a variety of physical activities. Middle school students continue to learn more about the components of fitness, how they are developed and improved, how they interrelate, and how they contribute to overall fitness. High school students plan, implement, evaluate, and modify a personal, goal-driven fitness plan that enables them to achieve and maintain a level of fitness that allows them to meet

their personal goals for various work-related, sport, and leisure activities.

4. *Demonstrate responsible personal and social behaviors in physical activity settings. (Responsible Behaviors)*

This goal directs students toward responsible behaviors that lead to personal and group success in physical activity settings. These behaviors include practicing safety, understanding and accepting different characteristics in others, adherence to rules and procedures, etiquette, cooperation, ethical actions, and positive social interaction. Elementary students recognize and use rules and procedures, focus on safety, realize similarities and dissimilarities, and cooperate with others. Middle school students participate cooperatively with others and understand reasons for rules and procedures. High school students initiate and exhibit responsible behaviors and positively impact the behavior of others in physical activity settings.

5. *Demonstrate a physically active lifestyle, including activity within and outside of the physical education setting. (Physically Active Lifestyle)*

The intent of this goal is for students to exhibit a physically active lifestyle, both in and outside of school. Students identify and pursue various out-of-school opportunities at home, in their neighborhoods, and in their communities.

Virginia Department of Education (2001). *Health Education, Physical Education, and Driver Education Standards of Learning for Virginia Public Schools*. Richmond, Virginia. Board of Education Commonwealth of Virginia.

## **Prince William County Public School Physical Education Standards**

In developing the Prince William County standard for Physical Education, it was essential to ensure that the National and Virginia Standards were a main focus of this effort. Prince William County Standard for Physical Education is a direct correlation with State Standards, providing students with the necessary skills for performing a variety of physical activity and knowledge necessary to achieve and maintain a physically active lifestyle.

### 1. Skilled Movement

- Demonstrate proficiency and competence in fundamental skills, patterns, and movement forms in two self-selected lifetime sport and activity.

### 2. Movement Principles and Concepts

- Understand, apply, and analyze movement concepts and principles to improve motor skills.

### 3. Personal Fitness

- Plan, achieve, and maintain a health-enhancing level of personal fitness.

### 4. Responsible Behavior

- Demonstrate responsible personal and social behavior in physical activity setting.

### 5. Physically Active Lifestyle

- Plan, describe, and implement a personal fitness and wellness program.

# Prince William County Public Schools Physical Education Curriculum

## Mission Statement

The Prince William County Public Schools Comprehensive Physical Education Curriculum visualizes:

- A K – 12 comprehensive physical education program that prepares all students to actively and adequately achieve and promote lifelong wellness on a daily basis;
- A continuous sequence of learning rooted in schools, community, and family;
- An instructional progression that provides all students varied opportunities to use the acquired knowledge and skills in meaningful, genuine and realistic ways; and
- A school community that recognizes and promotes the fundamental value of wellness.

Wellness involves the acquisition and maintenance of moderate to high levels of physical, cognitive, emotional and social fitness.

## Physical Education Curriculum Benchmarks

**Strand:** Skilled Movement

- Goals:** (1) The student will demonstrate proficiency in fundamental skills and patterns.  
 (2) The student will demonstrate competence in specialized movement forms.

Grade 3	Grade 5	Grade 7	Grade 9
1. The student will apply locomotor and non-locomotor skills in increasing complex movement activities. 2. The student will perform gymnastics sequences with at least four non-locomotor movements. 3. The student will demonstrate moving to a rhythm performing simple dances in various formations, and developing creative and sequential dances.	1. The student will perform a gymnastics sequence that includes a forward roll and a backward roll. 2. The student will perform different types of rhythm sequences.	1. The student will develop knowledge of safety precautions. 2. The student will demonstrate competence with skilled combination in modified versions of various game/sport, rhythmic and lifetime activities.	1. The student will perform all basic movement skills and demonstrate competence in at least two self-selected lifetime physical activities.

**Strand:** Movement Principles and Concepts

**Goal:** The student will understand and apply movement concepts and principles to improve motor skills.

Grade 3	Grade 5	Grade 7	Grade 9
1. The student will demonstrate improvements in basic movement principles and the relationships with moving in space using locomotor and non-locomotor skills.	1. The student will apply movements of the body in relations to spatial awareness. 2. The student will apply principles of accuracy and force when throwing objects. 3. The student will identify and demonstrate basic offensive and defensive tactics and strategies, speed, body fakes and change of direction.	1. The student will apply biomechanical principles to analyze sport/motor skills, while developing an understanding of basic offensive and defensive tactics and strategies.	1. The student will apply movement principles and concepts to specific sports, dance and recreational skill performance.

## Physical Education Curriculum Benchmarks

**Strand:** Personal Fitness

**Goal:** The student will achieve and maintain a health-enhancing level of personal fitness in the five health-related areas of fitness.

Grade 3	Grade 5	Grade 7	Grade 9
<p>1. The student will participate in moderate to vigorous activities for designated time lengths. These activities will include movement for cardiovascular/respiratory fitness, muscle strength, muscular endurance, and flexibility development.</p> <p>2. The student will be able to describe how and why the body responds in moderate-to-vigorous activities.</p>	<p>1. The students will describe and identify short and long-term benefits of regular physical activity.</p> <p>2. Students will identify sources for collecting data such as printed materials, heart rate monitors, and the Internet.</p> <p>3. The student will be able to analyze fitness data to understand how to interpret personal fitness level.</p> <p>4. The student will demonstrate the ability to pass three out of four Wellness Criteria Tests.</p>	<p>1. The student will be able to utilize the components of fitness, principles of exercise, available resources of technology, knowledge of safe practice, and the effect of proper nutrition to create a plan to improve personal fitness.</p> <p>2. The student will demonstrate the ability to pass three out of four Wellness Criteria Tests.</p>	<p>1. The student will demonstrate health-enhancing levels of personal fitness.</p> <p>2. The student will demonstrate the ability to pass three out of four Wellness Criteria Tests.</p>

**Strand:** Responsible Behaviors

**Goal:** The student will demonstrate responsible personal and social behavior in physical activity settings.

Grade 3	Grade 5	Grade 7	Grade 9
<p>1. The student will demonstrate an understanding of the purpose for rules, procedures, etiquette and respectful behaviors while participating in various physical activity settings.</p> <p>2. The students will demonstrate good listening skills and the ability to share and work cooperatively with peers.</p>	<p>1. The student will establish and maintain a safe environment by working independently and displaying appropriate, cooperative, and competitive behaviors.</p>	<p>1. The student will demonstrate responsible and safe personal and social behavior by applying decision-making skills, conflict resolution skills and appropriate etiquette with respect for others in physical activities settings.</p>	<p>1. The student will demonstrate responsible and safe behaviors in all physical activity settings.</p>



## Physical Education Curriculum Benchmarks

**Strand:** Physically Active Lifestyle

**Goal:** The student will demonstrate a physically active lifestyle within and outside the physical education setting.

<b>Grade 3</b>	<b>Grade 5</b>	<b>Grade 7</b>	<b>Grade 9</b>
<p>1. The student will participate in regular physical activity to improve skills and personal health.</p> <p>2. The student will identify and select physical activities in the school setting or in the community for personal enjoyment and social interaction.</p>	<p>1. The student will participate in regular physical activities in the school setting or in the community based on personal interest.</p>	<p>1. The student will participate in activities outside the physical education setting to improve health related fitness.</p> <p>2. The student will analyze the importance of physical activity and reduction of stress.</p>	<p>1. The student will participate in school and community physical activities.</p>

# Prince William County Public Schools Elementary Physical Education Curriculum Scope and Sequence

## Elementary Mission Statement

The Prince William County Public School Elementary Physical Education Curriculum visualizes:

- A K-5 comprehensive physical education program designed to introduce and explore skills and concepts that emphasize the development of the total child;
- Developmentally appropriate physical activities that promote self-worth, encourage cooperation and self control, and lead to choices that promote a healthy lifestyle;
- Movement activities involving rhythms, gymnastics, fitness, and games/activities; and
- Age-appropriate fitness and wellness concepts and activities.

Wellness involves the acquisition and maintenance of moderate to high levels of physical, cognitive, emotional and social fitness.

## Elementary Physical Education Syllabus

The purpose of Prince William County's Health and Physical Education program is for all students to acquire a knowledge base for wellness that encompasses social, physical, and mental health. Students will further apply this knowledge gained through participation, study and involvement in a wide variety of experiences resulting in a healthy lifestyle. Students will develop and acquire the knowledge for personal fitness through locomotor, non-locomotor, manipulative, rhythm, dance/sequence, tumbling, and aerobics. Students will also begin to practice responsible behaviors through sportsmanship and teamwork. The student will participate in a variety of activities that will allow them to explore and apply information that empower them to assume responsibility for their own lifetime health and fitness.

### PHYSICAL EDUCATION UNITS OF STUDY: Kindergarten – Second Grade

#### Locomotor Skills

- Walking
- Running
- Hopping
- Jumping
- Leaping
- Sliding
- Galloping
- Sliding
- Skipping

#### Non-locomotor Skills

- Bending
- Pushing
- Pulling
- Stretching
- Turning
- Twisting
- Swinging
- Swaying
- Rocking
- Balancing
- Rolling

#### Manipulative Skills

- Balls
- Bats
- Rings
- Beanbags
- Lummi sticks
- Frisbees
- Hoops
- Streamers
- Scarves
- Parachute
- Foam dice
- Stacking Cups
- Noodles
- Tires
- Indian clubs
- Ropes
- Scoops
- Paddles
- Fleece balls

## **Rhythm**

- Parachute
- Lummi sticks
- Dance
- Records
- Fleece balls
- CDs
- Tapes

## **Dance / Sequence**

CDs – foot steps, tumbling sequence to music, Tae Bo, folk dance, multicultural dance

## **Tumbling Skills**

- Rolls - forward, backward, egg roll, log roll
- Animal walk - seal walk, crab walk, bear walk, army crawl
- Balance beam - walks forward and backwards, dip step

## **Aerobics**

- Steps
- Dance
- Jump ropes
- Fitness (¼ mile run, shuttle run, pull-ups, curl-ups, v-sit)

## **Sportsmanship and Teamwork**

## PHYSICAL EDUCATION UNITS OF STUDY: Grades Third – Fifth

### Locomotor Skills

- Walking
- Running
- Hopping
- Jumping
- Leaping
- Sliding
- Galloping
- Sliding
- Skipping

### Non-locomotor Skills

- Bending
- Pushing
- Pulling
- Stretching
- Turning
- Twisting
- Swinging
- Swaying
- Rocking
- Balancing
- Rolling

### Manipulative Skills

- Balls
- Bats
- Rings
- Beanbags
- Lummi sticks
- Frisbees
- Hoops
- Streamers
- Scarves
- Parachute
- Foam dice
- Stacking Cups
- Noodles
- Tires
- Indian clubs
- Ropes
- Scoops
- Paddles
- Fleece balls

### Rhythm

- Parachute
- Lummi sticks
- Dance
- Records
- Fleece balls
- CDs
- Tapes

### Dance / Sequence

CDs – foot steps, tumbling sequence to music, Tae Bo, folk dance, multicultural dance

## **Tumbling Skills**

- Rolls - forward, backward, egg roll, log roll
- Animal walk - Seal walk, crab walk, bear walk, army crawl
- Balance beam - walks forward and backwards, dip step

## **Aerobics**

- Steps
- Dance
- Jump ropes
- Fitness (¼ mile run, shuttle run, pull-ups, curl-ups, v-sit)

**Fitness testing** – (mile run, curl-ups, pull-ups, shuttle run, v-sit)

## **Team play and individual play**

- Volleyball - serving, bump (forearm pass), setting
- Basketball- dribbling, passing, catching, shooting, defense
- Football- centering, passing, catching, kicking
- Soccer - dribbling, throw-ins, shooting, passing
- Softball- hitting, fielding, throwing, catching
- Gymnastics - balance beam, floor routines

## **Sportsmanship and Teamwork**

### **EVALUATION/GRADING**

The Physical Education Specialist is responsible for assigning the grade in physical education. The physical education grade is an effort grade and should be determined according to county policy participation.

### **PARENTAL EXCUSES**

Parents may request that their child be excused from physical education for temporary illness or injury for a maximum of two (2) consecutive calendar days. A physicians statement will be required if the student cannot resume normal activities after the two (2) day period.

When illness or injury is obvious, a teacher and/or principal will temporarily excuse a student from physical activity.

In all cases, students excused from physical activity will be given meaningful class-related assignments. To be excused from class, you must do one of the following:

- ✓ Supply the teacher with a signed parent note that specifically states the condition and what the student is ABLE to do. (i.e. if the student hurt his/her ankle and is unable to run, is he/she able to walk?) A parent note will suffice for a maximum of 2 days; beyond that a doctor's note is required.
- ✓ Supply the teacher with a doctor's excuse specifically stating the condition, what the student is ABLE to do, and when the student is able to return to class, or when he/she will be reevaluated by the physician.
- ✓ Call and leave a message with the teacher.
- ✓ Email the teacher.

**ASTHMA, ALLERGIES, AND OTHER MEDICAL PROBLEMS:** All students must notify their teacher of their condition prior to activity with a note from a parent or doctor. Students with asthma are encouraged to keep an inhaler or medication with their Physical Education Specialist or in the school or nurse's office (all medications must first be approved by the school).

#### **HEALTH SOLS:**

In PDF form:

<http://www.pen.k12.va.us/VDOE/Superintendent/Sols/healthk-10.pdf>

In Word form:

<http://www.pen.k12.va.us/VDOE/Superintendent/Sols/healthk-10.doc>

#### **PHYSICAL EDUCATION SOLS:**

In PDF form:

<http://www.pen.k12.va.us/VDOE/Superintendent/Sols/physedk-10.pdf>

In Word form:

<http://www.pen.k12.va.us/VDOE/Superintendent/Sols/physedk-10.doc>

**Prince William County Public Schools**  
**Physical Education Curriculum**  
**PHYSICAL EDUCATION: K-5 SCOPE AND SEQUENCE**

**Strand: Skilled Movement**  
**Goals: 1. The student will demonstrate proficiency in fundamental skills and patterns.**  
**2. The student will demonstrate competence in specialized movement forms.**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<p><b>K.1.1</b> The student will demonstrate a minimum of two critical elements of locomotor, non-locomotor, and manipulative skills.  <b>SOL K.1</b></p> <p><b>Essential Knowledge and Skills:</b></p> <p><b>Locomotor skills      SOL K.1a</b></p> <ul style="list-style-type: none"> <li>• Walking      • Hopping</li> <li>• Running      • Skipping</li> <li>• Jumping      • Galloping</li> <li>• Leaping      • Sliding</li> </ul> <p><b>Non-locomotor skills      SOL K.1b</b></p> <ul style="list-style-type: none"> <li>• Bending      • Twisting      • Rolling</li> <li>• Pushing      • Swinging</li> <li>• Pulling      • Swaying</li> <li>• Stretching      • Rocking</li> <li>• Turning      • Balancing</li> </ul> <p><b>Stationary Manipulative skills      SOL K.1c</b></p> <ul style="list-style-type: none"> <li>• Throwing      • Trapping</li> <li>• Tossing      • Kicking</li> <li>• Bouncing      • Striking</li> <li>• Catching      • Rolling</li> <li>• Dribbling</li> </ul>	<p><b>1.1.1</b> The student will demonstrate correct critical elements of locomotor, non-locomotor, and manipulative skills. <b>SOL 1.1</b></p> <p><b>Essential Knowledge and Skills:</b></p> <p><b>Locomotor skills      SOL 1.1a</b></p> <ul style="list-style-type: none"> <li>• Walking      • Hopping</li> <li>• Running      • Skipping</li> <li>• Jumping      • Galloping</li> <li>• Leaping      • Sliding</li> </ul> <p><b>Non-locomotor skills      SOL 1.1</b></p> <ul style="list-style-type: none"> <li>• Bending      • Twisting      • Rolling</li> <li>• Pushing      • Swinging</li> <li>• Pulling      • Swaying</li> <li>• Stretching      • Rocking</li> <li>• Turning      • Balancing</li> </ul> <p><b>Stationary Manipulative skills      SOL 1.1b</b></p> <ul style="list-style-type: none"> <li>• Throwing      • Trapping</li> <li>• Tossing      • Kicking</li> <li>• Bouncing      • Striking</li> <li>• Catching      • Rolling</li> <li>• Dribbling</li> </ul>	<p><b>2.1.1</b> The student will continue to demonstrate correct critical elements of locomotor, non-locomotor, and manipulative skills. <b>SOL 2.1</b></p> <p><b>Essential Knowledge and Skills:</b></p> <p><b>Locomotor skills      SOL 2.1</b></p> <ul style="list-style-type: none"> <li>• Walking      • Hopping</li> <li>• Running      • Skipping</li> <li>• Jumping      • Galloping</li> <li>• Leaping      • Sliding</li> </ul> <p><b>Non-locomotor skills      SOL 2.1</b></p> <ul style="list-style-type: none"> <li>• Bending      • Twisting      • Rolling</li> <li>• Pushing      • Swinging</li> <li>• Pulling      • Swaying</li> <li>• Stretching      • Rocking</li> <li>• Turning      • Balancing</li> </ul> <p><b>Stationary Manipulative skills      SOL 2.1</b></p> <ul style="list-style-type: none"> <li>• Throwing      • Trapping</li> <li>• Tossing      • Kicking</li> <li>• Bouncing      • Striking</li> <li>• Catching      • Rolling</li> <li>• Dribbling</li> </ul>



<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<p>Manipulative skills while moving <b>(Same as K.1.3)</b> <b>SOL K.1d</b></p> <ul style="list-style-type: none"> <li>• Throwing</li> <li>• Tossing</li> <li>• Bouncing</li> <li>• Catching</li> <li>• Dribbling</li> <li>• Trapping</li> <li>• Kicking</li> <li>• Striking</li> <li>• Rolling</li> </ul> <p>Gymnastics <b>SOL K.1e</b></p> <ul style="list-style-type: none"> <li>• Forward rolls</li> <li>• Walks</li> <li>• Balance beam</li> <li>• Backward rolls</li> <li>• Animal walks</li> <li>• Balancing</li> <li>• Transfer of weight</li> </ul> <p>Rhythmic patterns <b>SOL K.1f</b></p> <ul style="list-style-type: none"> <li>• Clapping</li> <li>• Stomping</li> <li>• Snapping fingers</li> <li>• Patting thighs</li> <li>• Ball routines</li> <li>• Scarves</li> <li>• Other</li> </ul>	<p>Manipulative skills while moving <b>SOL 1.1c</b></p> <ul style="list-style-type: none"> <li>• Throwing</li> <li>• Tossing</li> <li>• Bouncing</li> <li>• Catching</li> <li>• Dribbling</li> <li>• Trapping</li> <li>• Kicking</li> <li>• Striking</li> <li>• Rolling</li> </ul> <p>Gymnastics <b>SOL 1.1d</b></p> <ul style="list-style-type: none"> <li>• Forward rolls</li> <li>• Walks</li> <li>• Balance beam</li> <li>• Backward roll</li> <li>• Animal walks</li> <li>• Balancing</li> <li>• Transfer of weight</li> <li>• Flight</li> </ul> <p>Rhythmic patterns <b>SOL 1.1e</b></p> <ul style="list-style-type: none"> <li>• Clapping</li> <li>• Stomping</li> <li>• Snapping fingers</li> <li>• Patting thighs</li> <li>• Ball routines</li> <li>• Scarves</li> <li>• Aerobics</li> <li>• Other</li> </ul>	<p>Manipulative skills while moving <b>SOL 2.1</b></p> <ul style="list-style-type: none"> <li>• Throwing</li> <li>• Tossing</li> <li>• Bouncing</li> <li>• Catching</li> <li>• Dribbling</li> <li>• Trapping</li> <li>• Kicking</li> <li>• Striking</li> <li>• Rolling</li> </ul> <p>Manipulative skills individually and with a partner <b>SOL 2.1a</b></p> <ul style="list-style-type: none"> <li>• Throwing</li> <li>• Catching</li> <li>• Kicking</li> <li>• Striking</li> <li>• Volleying</li> <li>• Dribbling</li> </ul> <p>Gymnastics <b>SOL 2.1b</b></p> <ul style="list-style-type: none"> <li>• Forward roll</li> <li>• Walks</li> <li>• Balance beam</li> <li>• Backward roll</li> <li>• Balancing</li> <li>• Transfer of weight</li> </ul> <p>Rhythmic patterns <b>SOL 2.1c</b></p> <ul style="list-style-type: none"> <li>• Clapping</li> <li>• Stomping</li> <li>• Snapping fingers</li> <li>• Patting thighs</li> <li>• Ball routines</li> <li>• Scarves</li> <li>• Aerobics</li> <li>• Dance sequences</li> <li>• Folk dances</li> <li>• Other</li> </ul>

**Core Correlations:**

**Prince William County Public Schools**  
**Physical Education Curriculum**  
**PHYSICAL EDUCATION: K-5 SCOPE AND SEQUENCE**

**Strand: Skilled Movement**

- Goals: 1. The student will demonstrate proficiency in fundamental skills and patterns.**  
**2. The student will demonstrate competence in specialized movement forms.**

Grade 3	Grade 4	Grade 5
<p><b>3.1.1</b> The student will apply locomotor, non-locomotor, and manipulative skills in increasingly complex movement activities. <b>SOL 3.1</b></p> <p><b>Essential Knowledge and Skills:</b></p> <p>Locomotor skills <b>SOL 3.1</b></p> <ul style="list-style-type: none"> <li>• Walking</li> <li>• Running</li> <li>• Jumping</li> <li>• Leaping</li> <li>• Hopping</li> <li>• Skipping</li> <li>• Galloping</li> <li>• Sliding</li> </ul> <p>Non-locomotor skills <b>SOL 3.1</b></p> <ul style="list-style-type: none"> <li>• Bending</li> <li>• Pushing</li> <li>• Pulling</li> <li>• Stretching</li> <li>• Turning</li> <li>• Twisting</li> <li>• Swinging</li> <li>• Swaying</li> <li>• Rocking</li> <li>• Balancing</li> <li>• Rolling</li> </ul> <p>Stationary Manipulative skills <b>SOL 3.1</b></p> <ul style="list-style-type: none"> <li>• Throwing</li> <li>• Tossing</li> <li>• Bouncing</li> <li>• Catching</li> <li>• Dribbling</li> <li>• Trapping</li> <li>• Kicking</li> <li>• Striking</li> <li>• Rolling</li> </ul>	<p><b>4.1.1</b> The student will refine movement skills and demonstrate the ability to combine them in complex movement activities. <b>SOL 4.1</b></p> <p><b>Essential Knowledge and Skills:</b></p> <p>Locomotor skills <b>SOL 4.1a</b></p> <ul style="list-style-type: none"> <li>• Walking</li> <li>• Running</li> <li>• Jumping</li> <li>• Leaping</li> <li>• Hopping</li> <li>• Skipping</li> <li>• Galloping</li> <li>• Sliding</li> </ul> <p>Non-locomotor skills <b>SOL 4.1a</b></p> <ul style="list-style-type: none"> <li>• Bending</li> <li>• Pushing</li> <li>• Pulling</li> <li>• Stretching</li> <li>• Turning</li> <li>• Twisting</li> <li>• Swinging</li> <li>• Swaying</li> <li>• Rocking</li> <li>• Balancing</li> <li>• Rolling</li> </ul> <p>Stationary Manipulative skills <b>SOL 4.1a</b></p> <ul style="list-style-type: none"> <li>• Throwing</li> <li>• Tossing</li> <li>• Bouncing</li> <li>• Catching</li> <li>• Dribbling</li> <li>• Trapping</li> <li>• Kicking</li> <li>• Striking</li> <li>• Rolling</li> </ul>	<p><b>5.1.1</b> The student will demonstrate proficiency in movement skills and combinations in complex movement activities. <b>SOL 5.1</b></p> <p><b>Essential Knowledge and Skills:</b></p> <p>Locomotor skills <b>SOL 5.1</b></p> <ul style="list-style-type: none"> <li>• Walking</li> <li>• Running</li> <li>• Jumping</li> <li>• Leaping</li> <li>• Hopping</li> <li>• Skipping</li> <li>• Galloping</li> <li>• Sliding</li> </ul> <p>Non-locomotor skills <b>SOL 5.1</b></p> <ul style="list-style-type: none"> <li>• Bending</li> <li>• Pushing</li> <li>• Pulling</li> <li>• Stretching</li> <li>• Turning</li> <li>• Twisting</li> <li>• Swinging</li> <li>• Swaying</li> <li>• Rocking</li> <li>• Balancing</li> <li>• Rolling</li> </ul> <p>Stationary Manipulative skills <b>SOL 5.1</b></p> <ul style="list-style-type: none"> <li>• Throwing</li> <li>• Tossing</li> <li>• Bouncing</li> <li>• Catching</li> <li>• Dribbling</li> <li>• Trapping</li> <li>• Kicking</li> <li>• Striking</li> <li>• Rolling</li> </ul>

<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<p>Manipulative skills while moving <b>SOL 3.1a and 3.1b</b></p> <ul style="list-style-type: none"> <li>• Catching and returning a ball</li> <li>• Dodging objects</li> <li>• Kicking to moving partner</li> <li>• Passing a ball to a moving partner</li> </ul> <p>Gymnastics <b>SOL 3.1c</b></p> <ul style="list-style-type: none"> <li>• Forward roll</li> <li>• Walks</li> <li>• Backward roll</li> <li>• Balancing</li> <li>• Transfer of weight</li> <li>• Sequence with at least four movements</li> </ul> <p>Rhythmic patterns <b>SOL 3.1d</b></p> <ul style="list-style-type: none"> <li>• Simple dances</li> <li>• Folk dances</li> <li>• Dance sequences</li> <li>• Aerobics</li> </ul>	<p>Manipulative skill combinations <b>SOL 4.1a</b></p> <ul style="list-style-type: none"> <li>• Throwing to partner while he/she runs to catch</li> <li>• Passing soccer ball to a moving receiver</li> <li>• Dribbling and pass a basketball to a moving receiver</li> <li>• Catching thrown objects</li> <li>• Striking a ball against a wall with an implement</li> </ul> <p>Gymnastics <b>SOL 4.1c</b></p> <ul style="list-style-type: none"> <li>• Traveling</li> <li>• Balancing</li> <li>• Rolling</li> <li>• Weight transfer</li> <li>• Sequence with at least four movements</li> </ul> <p>Rhythmic patterns <b>SOL 4.1b</b></p> <ul style="list-style-type: none"> <li>• Simple dances</li> <li>• Create educational dances</li> <li>• Combine shapes</li> <li>• Perform dances with International and American formations</li> </ul>	<p>Manipulative skill combinations <b>SOL 5.1</b></p> <ul style="list-style-type: none"> <li>• Throwing to partner while he/she runs to catch</li> <li>• Passing soccer ball to moving receiver</li> <li>• Dribbling and pass a basketball to a moving receiver</li> <li>• Catching thrown objects</li> <li>• Striking a ball against a wall with an implement</li> </ul> <p>Gymnastics <b>SOL 5.1a</b></p> <ul style="list-style-type: none"> <li>• Traveling</li> <li>• Rolling</li> <li>• Balancing</li> <li>• Weight transfer</li> <li>• Smooth transitions</li> <li>• Changing direction</li> <li>• Speed</li> <li>• Flow</li> </ul> <p>Rhythmic patterns <b>SOL 5.1b</b></p> <ul style="list-style-type: none"> <li>• Simple dances</li> <li>• Create educational dances</li> <li>• Combine shapes</li> <li>• Perform dances with International and American formations</li> <li>• Dance sequences</li> </ul>

**Core Correlations:**

**Prince William County Public Schools**  
**Physical Education Curriculum**  
**PHYSICAL EDUCATION: K-5 SCOPE AND SEQUENCE**

**Strand: Movement Principles and Concepts**

**Goal: The student will understand and apply movement concepts and principles to improve motor skills.**

Kindergarten	Grade 1	Grade 2
<p><b>K.2.1</b> The student will demonstrate movement concepts of directions, levels, pathways, and effort while performing locomotor skills. <b>SOL K.2</b></p> <p><b>Essential Knowledge and Skills:</b></p> <p>Movement concepts of space <b>SOL K.2</b></p> <ul style="list-style-type: none"> <li>• General space</li> <li>• Personal space</li> </ul> <p>Movement concepts of directions <b>SOL K.2</b></p> <ul style="list-style-type: none"> <li>• Forward</li> <li>• Backward</li> <li>• Sideways</li> <li>• Clockwise/Counterclockwise</li> <li>• Right/left and up/down</li> </ul> <p>Movement concepts of pathways <b>SOL K.2</b></p> <ul style="list-style-type: none"> <li>• High, medium, low</li> <li>• Wider base of support and low center of gravity</li> </ul> <p>Movement concepts of effort <b>SOL K.2</b></p> <ul style="list-style-type: none"> <li>• Time - fast/slow</li> <li>• Force - strong/light</li> <li>• Flow -bound/free, close/open</li> <li>• Speed -acceleration and deceleration</li> </ul> <p>Movement with locomotor skills <b>SOL K.2</b></p> <ul style="list-style-type: none"> <li>• Walking</li> <li>• Running</li> <li>• Jumping</li> <li>• Leaping</li> <li>• Hopping</li> <li>• Skipping</li> <li>• Galloping</li> <li>• Sliding</li> </ul>	<p><b>1.2.1</b> The student will demonstrate locomotor, non-locomotor, and manipulative skills while applying concepts. <b>SOL 1.2</b></p> <p><b>Essential Knowledge and Skills:</b></p> <p>Movement concepts of space <b>SOL 1.2</b></p> <ul style="list-style-type: none"> <li>• General space</li> <li>• Personal space</li> </ul> <p>Movement concepts of directions <b>SOL 1.2</b></p> <ul style="list-style-type: none"> <li>• Forward</li> <li>• Backward</li> <li>• Sideways</li> <li>• Clockwise/Counterclockwise</li> <li>• Right/left and up/down</li> </ul> <p>Movement concepts of pathways <b>SOL 1.2</b></p> <ul style="list-style-type: none"> <li>• High, medium, low</li> <li>• Wider base of support and low center of gravity</li> </ul> <p>Movement concepts of effort <b>SOL 1.2</b></p> <ul style="list-style-type: none"> <li>• Time - fast/slow</li> <li>• Force - strong/light</li> <li>• Flow - bound/free, close/open</li> <li>• Speed - acceleration and deceleration</li> </ul> <p>Movement with locomotor skills <b>SOL 1.2</b></p> <ul style="list-style-type: none"> <li>• Walking</li> <li>• Running</li> <li>• Jumping</li> <li>• Leaping</li> <li>• Hopping</li> <li>• Skipping</li> <li>• Galloping</li> <li>• Sliding</li> </ul>	<p><b>2.2.1</b> The student will apply basic movement concepts to change performance of locomotor, non-locomotor, and manipulative skills. <b>SOL 2.2</b></p> <p><b>Essential Knowledge and Skills:</b></p> <p>Movement concepts of space <b>SOL 2.2</b></p> <ul style="list-style-type: none"> <li>• General space</li> <li>• Personal space</li> </ul> <p>Movement concepts of directions <b>SOL 2.2</b></p> <ul style="list-style-type: none"> <li>• Forward</li> <li>• Backward</li> <li>• Sideways</li> <li>• Clockwise/Counterclockwise</li> <li>• Right/left and up/down</li> </ul> <p>Movement concepts of pathways <b>SOL 2.2</b></p> <ul style="list-style-type: none"> <li>• High, medium, low</li> <li>• Wider base of support and low center of gravity</li> </ul> <p>Movement concepts of effort <b>SOL 2.2</b></p> <ul style="list-style-type: none"> <li>• Time - fast/slow</li> <li>• Force - strong/light</li> <li>• Flow - bound/free, close open</li> <li>• Speed - acceleration and deceleration</li> </ul> <p>Movement with locomotor skills <b>SOL 2.2</b></p> <ul style="list-style-type: none"> <li>• Walking</li> <li>• Running</li> <li>• Jumping</li> <li>• Leaping</li> <li>• Hopping</li> <li>• Skipping</li> <li>• Galloping</li> <li>• Sliding</li> </ul>

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<p><b>Movement with non-locomotor skills SOL K.2</b></p> <ul style="list-style-type: none"> <li>• Bending</li> <li>• Pushing</li> <li>• Pulling</li> <li>• Stretching</li> <li>• Turning</li> <li>• Twisting</li> <li>• Swinging</li> <li>• Swaying</li> <li>• Rocking</li> <li>• Balancing</li> <li>• Rolling</li> </ul>	<p><b>Movement with non-locomotor skills SOL 1.2</b></p> <ul style="list-style-type: none"> <li>• Bending</li> <li>• Pushing</li> <li>• Pulling</li> <li>• Stretching</li> <li>• Turning</li> <li>• Twisting</li> <li>• Swinging</li> <li>• Swaying</li> <li>• Rocking</li> <li>• Balancing</li> <li>• Rolling</li> </ul>	<p><b>Movement with non-locomotor skills SOL 2.2</b></p> <ul style="list-style-type: none"> <li>• Bending</li> <li>• Pushing</li> <li>• Pulling</li> <li>• Stretching</li> <li>• Turning</li> <li>• Twisting</li> <li>• Swinging</li> <li>• Swaying</li> <li>• Rocking</li> <li>• Balancing</li> <li>• Rolling</li> </ul>
<p><b>Movement with manipulative skills SOL K.2</b></p> <ul style="list-style-type: none"> <li>• Throwing</li> <li>• Tossing</li> <li>• Bouncing</li> <li>• Catching</li> <li>• Dribbling</li> <li>• Trapping</li> <li>• Kicking</li> <li>• Striking</li> <li>• Rolling</li> </ul>	<p><b>Movement with manipulative skills SOL 1.2</b></p> <ul style="list-style-type: none"> <li>• Throwing</li> <li>• Tossing</li> <li>• Bouncing</li> <li>• Catching</li> <li>• Dribbling</li> <li>• Trapping</li> <li>• Kicking</li> <li>• Striking</li> <li>• Rolling</li> </ul>	<p><b>Movement with manipulative skills SOL 2.2</b></p> <ul style="list-style-type: none"> <li>• Throwing</li> <li>• Tossing</li> <li>• Bouncing</li> <li>• Catching</li> <li>• Dribbling</li> <li>• Trapping</li> <li>• Kicking</li> <li>• Striking</li> <li>• Rolling</li> </ul>
<p><b>Concept of relationships SOL K.2</b></p> <ul style="list-style-type: none"> <li>• Over/under</li> <li>• On/off</li> <li>• Near/far</li> <li>• In front/behind</li> <li>• Along/through</li> <li>• Surround</li> <li>• Around</li> <li>• Alongside</li> <li>• Inside/Outside</li> </ul>	<p><b>Concept of relationships SOL 1.2</b></p> <ul style="list-style-type: none"> <li>• Over/under</li> <li>• On/off</li> <li>• Near/far</li> <li>• In front/behind</li> <li>• Along/through</li> <li>• Surround</li> <li>• Around</li> <li>• Alongside</li> <li>• Inside/Outside</li> </ul>	<p><b>Concept of relationships SOL 2.2a</b></p> <ul style="list-style-type: none"> <li>• Over/under</li> <li>• On/off</li> <li>• Near/far</li> <li>• In front/behind</li> <li>• Along/through</li> <li>• Surround</li> <li>• Around</li> <li>• Alongside</li> <li>• Inside/Outside</li> <li>• Dynamic movement</li> <li>• Quick movement</li> <li>• Quick stops</li> <li>• Stability</li> <li>• Application of force</li> </ul> <p><b>2.2.2</b> The student will be able to recognize competent levels of performance in themselves and others. <b>SOL 2.2b</b></p>

**Core Correlations:**

**Prince William County Public Schools**  
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**PHYSICAL EDUCATION: K-5 SCOPE AND SEQUENCE**

<b>Strand: Movement Principles and Concepts</b> <b>Goal: The student will understand and apply movement concepts and principles to improve motor skills.</b>
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<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<p><b>3.2.1</b> The student will apply movement principles in increasingly complex movement activities. <b>SOL 3.2</b></p> <p><b>Essential Knowledge and Skills:</b></p> <p>Movement concepts of space <b>SOL 3.2</b></p> <ul style="list-style-type: none"> <li>• General space</li> <li>• Personal space</li> </ul> <p>Movement concepts of directions <b>SOL 3.2</b></p> <ul style="list-style-type: none"> <li>• Forward</li> <li>• Backward</li> <li>• Sideways</li> <li>• Clockwise/Counterclockwise</li> <li>• Right/left and up/down</li> </ul> <p>Movement concepts of pathways <b>SOL 3.2</b></p> <ul style="list-style-type: none"> <li>• High, medium, low</li> <li>• Wider base of support and low center of gravity</li> </ul> <p>Movement concepts of effort <b>SOL 3.2</b></p> <ul style="list-style-type: none"> <li>• Time - fast/slow</li> <li>• Force - strong/light</li> <li>• Flow - bound/free, close/open</li> <li>• Speed - acceleration and deceleration</li> </ul> <p>Non-locomotor skills <b>SOL 3.2a</b></p> <ul style="list-style-type: none"> <li>• Moving to receive a thrown ball</li> <li>• Moving to trap a kicked ball</li> <li>• Moving to receive a bounced pass</li> <li>• Fleeing/chasing and dodging</li> </ul>	<p><b>4.2.1</b> The student will understand and apply movement concepts and principles in locomotor skills. <b>SOL 4.2</b></p> <p><b>Essential Knowledge and Skills:</b></p> <p>Movement concepts of space <b>SOL 4.2</b></p> <ul style="list-style-type: none"> <li>• General space</li> <li>• Personal space</li> </ul> <p>Movement concepts of directions <b>SOL 4.2</b></p> <ul style="list-style-type: none"> <li>• Forward</li> <li>• Backward</li> <li>• Sideways</li> <li>• Clockwise/Counterclockwise</li> <li>• Right/left and up/down</li> </ul> <p>Movement concepts of pathways <b>SOL 4.2</b></p> <ul style="list-style-type: none"> <li>• High, medium, low</li> <li>• Wider base of support and low center of gravity</li> </ul> <p>Movement concepts of effort <b>SOL 4.2</b></p> <ul style="list-style-type: none"> <li>• Time - fast/slow</li> <li>• Force - strong/light</li> <li>• Flow - bound/free, close/open</li> <li>• Speed - acceleration and deceleration</li> </ul> <p>Locomotor skills <b>SOL 4.2</b></p> <ul style="list-style-type: none"> <li>• Walking</li> <li>• Running</li> <li>• Jumping</li> <li>• Leaping</li> <li>• Hopping</li> <li>• Skipping</li> <li>• Galloping</li> <li>• Sliding</li> </ul>	<p><b>5.2.1</b> The student will understand and apply movement principles in movement activities. <b>SOL 5.2</b></p> <p><b>Essential Knowledge and Skills:</b></p> <p>Movement concepts of space <b>SOL 5.2</b></p> <ul style="list-style-type: none"> <li>• General space</li> <li>• Personal space</li> </ul> <p>Movement concepts of directions <b>SOL 5.2</b></p> <ul style="list-style-type: none"> <li>• Forward</li> <li>• Backward</li> <li>• Sideways</li> <li>• Clockwise/Counterclockwise</li> <li>• Right/left and up/down</li> </ul> <p>Movement concepts of pathways <b>SOL 5.2</b></p> <ul style="list-style-type: none"> <li>• High, medium, low</li> <li>• Wider base of support and low center of gravity</li> </ul> <p>Movement concepts of effort <b>SOL 5.2</b></p> <ul style="list-style-type: none"> <li>• Time - fast/slow</li> <li>• Force - strong/light</li> <li>• Flow - bound/free, close/open</li> <li>• Speed - acceleration and deceleration</li> </ul> <p>Concepts <b>SOL 5.2a</b></p> <ul style="list-style-type: none"> <li>• Body</li> <li>• Space</li> <li>• Effort</li> <li>• Relationship to movement</li> <li>• Environment</li> </ul>

Grade 3	Grade 4	Grade 5
<p>Manipulative skills <b>SOL 3.2a</b></p> <ul style="list-style-type: none"> <li>• Kicking</li> <li>• Striking with implements</li> <li>• Volleying</li> <li>• Catching</li> <li>• Passing</li> </ul> <p>Partner activities while moving <b>SOL 3.2b</b></p> <ul style="list-style-type: none"> <li>• Offensive</li> <li>• Defensive</li> <li>• Lead-up games</li> </ul>	<p>Locomotor and combination skills <b>SOL 4.2a</b></p> <ul style="list-style-type: none"> <li>• Trajectory</li> <li>• Force</li> <li>• Speed</li> </ul> <p>Game Strategies <b>SOL 4.2b</b></p> <ul style="list-style-type: none"> <li>• Offensive</li> <li>• Defensive</li> <li>• Teamwork</li> </ul> <ul style="list-style-type: none"> <li>• Self improvement and ability to help others</li> <li>• Oral</li> <li>• Written</li> <li>• Demonstration</li> <li>• Technology</li> </ul> <p><b>SOL 4.2c</b></p>	<p>Principles when projecting objects <b>SOL 5.2b</b></p> <ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Force</li> <li>• Follow-through</li> </ul> <p>Small group offensive/defensive tactics <b>SOL 5.2c</b></p> <ul style="list-style-type: none"> <li>• Body fakes</li> <li>• Use of speed</li> <li>• Change of directions</li> </ul> <p><b>5.2.2</b> The student will identify principles of practice to enhance performance (e.g., form, consistency, repetition). <b>SOL 5.2d</b></p> <p><b>5.2.3</b> The student will apply principles of practice to enhance performance. <b>SOL 5.2d</b></p> <p><b>5.2.4</b> The student will use feedback, including available technology, to improve performance. <b>SOL 5.2e</b></p>

**Core Correlations:**

**Prince William County Public Schools**  
**Physical Education Curriculum**  
**PHYSICAL EDUCATION: K-5 SCOPE AND SEQUENCE**

**Strand: Personal Fitness**  
**Goal: The students will achieve and maintain a health-enhancing level of personal fitness in the five health-related areas of fitness.**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<p><b>K.3.1</b> The student will participate for short periods of time in moderate-to-vigorous physical activities that increase heart rate, breathing rate, and perspiration. <b>SOL K.3</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Experience changes to heart rate and breathing</li> <li>• Check heart rate (fast/slow) with hands over heart</li> <li>• Check breathing rate with hands near the mouth</li> <li>• Check body for increased body temperature <b>SOL K.3</b></li> <li>• Identify moderate physical activity <b>SOL K.3</b></li> <li>• Identify vigorous physical activity <b>SOL K.3</b></li> </ul>	<p><b>1.3.1</b> The student will participate frequently and for short periods of time in sustained, moderate-to-vigorous physical activities that increase heart and respiration rates. <b>SOL 1.3</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Experience changes to heart rate and breathing</li> <li>• Check heart rate (fast/slow) with hands over heart</li> <li>• Check breathing rate with hands near mouth <b>SOL 1.3</b></li> <li>• Identify moderate physical activity <b>SOL 1.3</b></li> <li>• Identify vigorous physical activity <b>SOL 1.3</b></li> </ul> <p><b>1.4.1</b> The student will identify changes in the body that occur during moderate-to-vigorous physical activity. <b>SOL 1.4</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Identify body changes during activity</li> <li>• Explain why heart rate increases during activity <b>SOL 1.4</b></li> <li>• Explain why breathing rate increases during activity <b>SOL 1.4</b></li> </ul>	<p><b>2.3.1</b> The student will identify and participate in physical activities that promote cardio-respiratory, muscular, and flexibility benefits. <b>SOL 2.3</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Experience changes to heart rate and breathing</li> <li>• Check heart rate (fast/slow) with hands over heart</li> <li>• Check breathing rate with hands near mouth <b>SOL 2.3</b></li> <li>• Identify moderate physical activity <b>SOL 2.3</b></li> <li>• Identify vigorous physical activity <b>SOL 2.3</b></li> </ul> <p>Identify cardio-respiratory activities <b>SOL 2.3</b></p> <ul style="list-style-type: none"> <li>• Jogging</li> <li>• Biking</li> <li>• Swimming</li> <li>• Walking</li> <li>• Dancing</li> </ul> <p>The ability to identify muscular strength and endurance <b>SOL 2.3</b></p> <ul style="list-style-type: none"> <li>• Pull-ups</li> <li>• Push-ups</li> <li>• Curl-ups</li> </ul> <p>Identify flexibility <b>SOL 2.3</b></p> <ul style="list-style-type: none"> <li>• Basic stretches</li> </ul>



**Core Correlations:**

**Prince William County Public Schools**  
**Physical Education Curriculum**  
**PHYSICAL EDUCATION: K-5 SCOPE AND SEQUENCE**

**Strand: Personal Fitness**  
**Goal: The students will achieve and maintain a health-enhancing level of personal fitness in the five health-related areas of fitness.**

Grade 3	Grade 4	Grade 5
<p><b>3.3.1</b> The student will engage in a variety of moderate and vigorous physical activities and describe how and why the body responds to the activities (e.g. physiological changes such as sweating, increased heart rate, increased respiration). <b>SOL 3.3</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Identify moderate physical activity.</li> <li>• Identify vigorous physical activity.</li> <li>• Explain why the body begins to sweat during moderate and vigorous physical activities.</li> <li>• Explain why the heart rate increases during moderate and vigorous physical activities.</li> <li>• Explain why respiration increases during moderate and vigorous activities.</li> </ul>	<p><b>4.3.1</b> The student will correlate regular participation in physical activity with various components of fitness and improvement in fitness and skill development. <b>SOL 4.3</b></p> <p><b>Essential Knowledge and Skills:</b>            Identify cardio-respiratory activities. <b>SOL 4.3a</b></p> <ul style="list-style-type: none"> <li>• Jogging</li> <li>• Biking</li> <li>• Swimming</li> <li>• Walking</li> <li>• Dancing</li> </ul> <p>Identify muscular strength and endurance.  <b>SOL 4.3a</b></p> <ul style="list-style-type: none"> <li>• Pull-ups</li> <li>• Push-ups</li> <li>• Curl-ups</li> </ul> <p>Identify safe practices of proper warm-up and cool-down to improve flexibility. <b>SOL 4.3a</b></p> <ul style="list-style-type: none"> <li>• Basic stretches</li> </ul> <p>Identify activities that build more lean muscle in relation to fat to improve body composition.  <b>SOL 4.3a</b></p> <ul style="list-style-type: none"> <li>• Lean muscle</li> <li>• Body fat percentage</li> </ul>	<p><b>5.3.1</b> The student will describe short-and long-term benefits of engaging in regular physical activity. <b>SOL 5.3</b></p> <p><b>Essential Knowledge and Skills:</b>            Identify cardio-respiratory activities. <b>SOL 5.3</b></p> <ul style="list-style-type: none"> <li>• Jogging</li> <li>• Biking</li> <li>• Swimming</li> <li>• Walking</li> <li>• Dancing</li> </ul> <p>Identify muscular strength and endurance.  <b>SOL 5.3</b></p> <ul style="list-style-type: none"> <li>• Pull-ups</li> <li>• Push-ups</li> <li>• Curl-ups</li> </ul> <p>Identify flexibility. <b>SOL 5.3</b></p> <ul style="list-style-type: none"> <li>• Basic stretches</li> </ul> <p>Identify body composition. <b>SOL 5.3</b></p> <ul style="list-style-type: none"> <li>• Lean muscle</li> <li>• Body fat percentage</li> </ul> <p><b>5.4.1</b> The student will use personal fitness assessment data to enhance understanding of personal fitness. <b>SOL 5.4</b></p>

Grade 3	Grade 4	Grade 5
	<p><b>SOL 4.3b</b></p> <ul style="list-style-type: none"> <li>• Health-related fitness assessment</li> <li>• Cardiovascular fitness</li> <li>• Muscle strength</li> <li>• Muscle endurance</li> <li>• Flexibility</li> <li>• Body fat</li> <li>• Virginia Wellness-Related Fitness tests</li> <li>• Pacer</li> <li>• Partial or cadence curl-ups</li> <li>• Cadence push-ups</li> <li>• V-sit and reach, back saver</li> </ul> <p><b>SOL 4.3c</b></p> <ul style="list-style-type: none"> <li>• The FITT principle of training</li> <li>• Frequency- how often for physical activity</li> <li>• Intensity- how much energy exerted for physical activity</li> <li>• Time- how long for physical activity</li> <li>• Type- what type of activity</li> </ul>	<p><b>Essential Knowledge and Skills:</b></p> <p>The ability to identify sources for data collection</p> <ul style="list-style-type: none"> <li>• Heart rate monitors</li> <li>• Internet</li> <li>• Digital Pedometers</li> <li>• Virginia Wellness Fitness Standards</li> <li>• The ability to analyze data and describe how to improve fitness levels.</li> <li>• Identify strengths and weaknesses in health-related fitness.</li> <li>• Identify methods for improving two components of personal fitness.</li> <li>• Use Virginia Wellness-Related Fitness Standards to assess personal fitness.</li> </ul>

**Core Correlations:**

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**Prince William County Public Schools  
Physical Education Curriculum  
PHYSICAL EDUCATION: K-5 SCOPE AND SEQUENCE**

**Strand: Responsible Behavior**  
**Goal: The student will demonstrate responsible personal and social behavior in physical activity settings.**

Kindergarten	Grade 1	Grade 2
<p><b>K.4 .1</b> The student will use appropriate behaviors and safe practices in physical activity settings. <b>SOL K.4</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Good listening skills when learning procedures and receiving instruction <b>SOL K.4a</b></li> <li>• Share, and be cooperative and safe with others</li> <li>• Share the use of equipment, space and time</li> <li>• Integrate activities to teach how to stop and change direction safely</li> <li>• Movement in a safe and controlled manner. <b>SOL K.4b</b></li> </ul>	<p><b>1.5.1</b> The student will apply, with little or no reinforcement, safe and cooperative behaviors in physical activity settings. <b>SOL 1.5</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Good listening skills when learning procedures and receiving instruction</li> <li>• Safety is not to cause harm, injury or danger</li> </ul> <p>Cooperative is defined:</p> <ul style="list-style-type: none"> <li>• Following rules</li> <li>• Encouraging others</li> <li>• Complimenting others</li> <li>• Controlling temper</li> <li>• Wanting everyone to play well and succeed</li> <li>• Wanting together toward a common goal</li> <li>• Helping less skilled classmates</li> <li>• Playing under control</li> <li>• Share, and be cooperative and safe with others</li> <li>• Share the use of equipment, space and time</li> </ul> <p><b>1.5.2</b> Work independently for short periods of time. <b>SOL 1.5a</b></p> <p><b>1.5.3</b> Try new activities and skills <b>SOL 1.5b</b></p> <ul style="list-style-type: none"> <li>• Learn new skills in appropriate skill building activities</li> <li>• Teach skills for participation in new activities</li> </ul>	<p><b>2.4.1</b> The student will exhibit cooperative, respectful and safe behaviors in physical activity settings. <b>SOL 2.4</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Good listening skills when learning procedures and receiving instruction.</li> <li>• Work with class peers in cooperative group activities.</li> <li>• Understand what it means to treat others with respect.</li> <li>• Follow rules and procedures that are established to maintain a safe environment. <b>SOL 2.4</b></li> </ul>

**Core Correlations:**

**Prince William County Public Schools  
Physical Education Curriculum  
PHYSICAL EDUCATION: K-5 SCOPE AND SEQUENCE**

**Strand: Responsible Behavior**  
**Goal: The student will demonstrate responsible personal and social behavior in physical activity settings.**

Grade 3	Grade 4	Grade 5
<p><b>3.4.1</b> The student will demonstrate an understanding and the purpose for rules, procedures, etiquette, and respectful behaviors while in various physical activity settings. <b>SOL 3.4</b></p> <p><b>Essential Knowledge and Skills:</b>            Independence with discipline/motivation to practice physical activity <b>SOL 3.4a</b></p> <p>Provide input into establishing rules and guidelines for behavior in physical activity settings <b>SOL 3.4b</b></p> <ul style="list-style-type: none"> <li>• Sports etiquette</li> <li>• Identify rules and procedures and follow directions.</li> <li>• Understand the activities that are planned by the teacher.</li> </ul> <p>Work cooperatively with peers in small and large group activities. <b>SOL 3.4c</b></p>	<p><b>4.4.1</b> The student will demonstrate positive interactions with others in cooperative and competitive physical activities. <b>SOL 4.4</b></p> <p><b>Essential Knowledge and Skills:</b>            The ability to work productively and be respectful with others to achieve a common goal. <b>SOL 4.4a</b></p> <p>The ability to work toward positive solutions in resolving disagreements. <b>SOL 4.4b</b></p> <ul style="list-style-type: none"> <li>• Sports etiquette</li> <li>• Identify rules violations and a possible means of resolving them</li> </ul> <p>Using appropriate etiquette and application of rules and procedures. <b>SOL 4.4c</b></p> <ul style="list-style-type: none"> <li>• Understand the game or activity</li> </ul> <p>Identify contributions different cultures have made to sport, dance and recreational pursuits. <b>SOL 4.4d</b></p> <ul style="list-style-type: none"> <li>• Respect cultural differences and work toward common goals</li> <li>• Identify activities and their cultural origins</li> </ul>	<p><b>5.5.1</b> The student will participate in establishing and maintaining a safe environment for learning physical activities. <b>SOL 5.5</b></p> <p><b>Essential Knowledge and Skills:</b>            Work independently and with others to improve learning during physical activity. <b>SOL 5.5a</b></p> <ul style="list-style-type: none"> <li>• Work to improve skill level.</li> <li>• Demonstrate the desire to improve performance and motivate others to do well.</li> </ul> <p>The ability to display appropriate cooperative and competitive behaviors. <b>SOL 5.5b</b></p> <ul style="list-style-type: none"> <li>• Work with others during competitive and non-competitive activities.</li> <li>• Understand and demonstrate appropriate behaviors and follow rules and procedures.</li> <li>• Understand their roles in maintaining a safe learning environment .</li> </ul>

**Core Correlations:**

**Prince William County Public Schools  
Physical Education Curriculum  
PHYSICAL EDUCATION: K-5 SCOPE AND SEQUENCE**

**Strand: Physically Active Lifestyle**  
**Goal: The student will demonstrate a physically active lifestyle within and outside of the physical education setting.**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<p><b>K.5.1</b> The student will participate in regular physical activity. <b>SOL K.5</b></p> <p><b>Essential Knowledge and Skills:</b>            Identify physical activities. <b>SOL K.5</b></p> <ul style="list-style-type: none"> <li>• Participate in a variety of physical activities</li> </ul> <p><b>K.6.1</b> The student will explain why physical activity is good for health.</p> <p><b>Essential Knowledge and Skills:</b>            Identify physical activities and its health benefits. <b>SOL K.6</b></p>	<p><b>1.6.1</b> The student will participate regularly in physical activities that require physical exertion and skill. <b>SOL 1.6</b></p> <p><b>Essential Knowledge and Skills:</b>            Identify physical activities that require exertion and skill. <b>SOL 1.6</b></p> <ul style="list-style-type: none"> <li>• Participate in a variety of activities</li> <li>• Compare and contrast activities that require physical exertion and skill and those that do not require physical exertion and skill</li> </ul>	<p><b>2.5.1</b> The student will identify opportunities outside of school to participate in regular physical activities. <b>SOL 2.5</b></p> <p><b>Essential Knowledge and Skills:</b>            Identify local programs, clubs, and organizations that provide opportunities for physical activity. <b>SOL 2.5</b></p> <p>Understand the benefits of participating in regular physical activity. <b>SOL 2.5</b></p>

**Core Correlation:**

**Prince William County Public Schools  
Physical Education Curriculum  
PHYSICAL EDUCATION: K-5 SCOPE AND SEQUENCE**

**Strand: Physically Active Lifestyle**  
**Goal: The student will demonstrate a physically active lifestyle within and outside of the physical education setting.**

Grade 3	Grade 4	Grade 5
<p><b>3.5.1</b> The student will identify and participate in regular physical activities to improve skills and personal health. <b>SOL 3.5</b></p> <p><b>Essential Knowledge and Skills:</b> The ability to establish a plan for participation in regular physical activities at home, school or in the community. <b>SOL 3.5a</b></p> <p>3.5.2 The ability to identify one physical activity that the student participates in regularly for fitness, enjoyment, and/or social interaction. <b>SOL 3.5b</b></p> <ul style="list-style-type: none"> <li>• He/she enjoys participating in on a regular basis.</li> <li>• Benefits of physical activity as it relates to skill improvement.</li> <li>• Benefits of physical activity as it relates to personal health.</li> <li>• Compare the differences between skill-related and health-related fitness.</li> </ul>	<p><b>4.5.1</b> The student will identify opportunities to participate in regular physical activity at home, at school, and in the community. <b>SOL 4.5</b></p> <p><b>Essential Knowledge and Skills:</b> Identify programs, clubs and organizations that provide opportunities for participation in physical activity. <b>SOL 4.5</b></p> <ul style="list-style-type: none"> <li>• Identify the benefits of participating in regular physical activity.</li> <li>• Establish a plan for participation in regular physical activities at home, school, and in the community.</li> </ul>	<p><b>5.6.1</b> The student will identify and participate regularly in physical activities based on personal abilities and interests (e.g., for improvement through practice, for enjoyment, for social interaction, for personal challenge). <b>SOL 5.6</b></p> <p><b>Essential Knowledge and Skills:</b> The ability to identify personal abilities and interests.</p> <ul style="list-style-type: none"> <li>• Use teacher /peer/self-assessment to identify skill level.</li> <li>• Identify strengths and areas for improvement.</li> <li>• Practice skills for activities that interest them.</li> <li>• Identify social benefits of participation in physical activity.</li> <li>• Understand the benefits of participation in regular physical activity.</li> </ul>

**Core Correlations:**



## Class Activities that meet the Prince William County Public School Physical Education Standards

<b>Skilled Movement – SOL K.1, 1.1, 2.1, 3.1, 3.1, 5.1</b>		
A. LOCOMOTOR SKILLS B. NON-LOCOMOTOR SKILLS C. STATIONARY MANIPULATIVE SKILLS D. MANIPULATIVE SKILLS WHILE MOVING E. GYMNASTICS F. RHYTHMIC PATTERNS G. JUMPING ROPE H. THROWING AND CATCHING SKILLS I. TRACK AND FIELD ACTIVITIES J. BASKETBALL SKILLS K. FOOTBALL SKILLS	L. VOLLEYBALL SKILLS M. SOCCER SKILLS N. TENNIS SKILLS O. BOWLING P. FRISBEE SKILLS Q. FRISBEE GOLF R. SOCCER GOLF S. ROLLERBLADING T. 4 SQUARE U. SOFTBALL V. FLOOR HOCKEY	W. HULA HOOP X. JUGGLING Y. BICYCLING Z. SCOOPS AA. TUG OF WAR BB. STATIONS CC. CIRCUITS DD. BEANBAGS EE. PLAYGROUND BALLS FF. SQUARE AND FOLD DANCING GG. PADDLES/RACQUESTS
<b>Movement Principles and Concepts – SOL K.2, 1.1, 2.1, 3.2, 4.2, 5.2</b>		
A. TAG GAMES A. BODY AWARENESS ACTIVITIES B. LARGE GROUP GAMES C. GAME STRATEGIES D. LEAD-UP GAMES E. OFFENSE AND DEFENSE TACTICS F. ACCURACY G. FOLLOW-THROUGH	H. PERSONAL SPACE ACTIVITIES I. INDEPENDENT SKILLS WORK J. STATIONS K. ROTATING CLOCKWISE, COUNTER-CLOCKWISE, LEVELS AND DIRECTIONS L. RHYTHMIC ACTIVITIES M. FOLK DANCES N. LOCOMOTOR SKILLS	O. NON-LOCOMOTOR SKILLS P. MANIPULATIVE SKILLS Q. PARACHUTE R. WARM-UP ACTIVITIES S. OBSTACLE COURSE T. GYMNASTICS U. INSTRUCTIONAL VIDEOS V. VIDEOTAPE ASSESSMENT W. FITNESS ACTIVITIES
<b>Fitness SOL – K.3, 1.3, 1.4, 2.3, 3.3, 4.3, 5.3, 5.4</b>		
A. HEART RATE B. BREATHING RATE C. BODY TEMPERATURE D. AMERICAN HEART ASSOCIATION E. CARDIORESPIRATORY ENDURANCE F. MUSCULAR STRENGTH G. ROLLERBLADING H. MUSCULAR ENDURANCE	I. FLEXIBILITY J. BODY COMPOSITION K. FITT PRINCIPLE L. RHYTHMIC PATTERNS M. VIRGINIA WELLNESS TESTS N. JUMPROPES O. WARM-UP AND COOL DOWN P. FITNESS LOGS	Q. FITNESS WHIZ R. TARGET HEART RATE S. RATE OF PERCEIVED EXERTION T. TRACK AND FIELD U. STATIONS V. CIRCUITS W. BICYCLING
<b>Responsible Behaviors – SOL K.4, 1.5, 2.4, 3.4, 4.4, 4.5</b>		
A. SAFETY B. COOPERATIVE ACTIVITIES C. LOCOMOTOR SKILLS D. MANIPULATIVES SKILLS E. RHYTHMIC PATTERNS	F. POSITIVE PEER REINFORCEMENT G. SAFETY EQUIPMENT FOR ACTIVITIES H. LEAD-UP GAMES I. ETIQUETTE J. RULES	K. CODE OF BEHAVIOR L. PROCEDURES M. SPORTS N. CHARACTER EDUCATION
<b>Physically Active Lifestyle – SOL K.5, K.6, 1.6, 2.5, 3.5, 4.5, 5.6</b>		
A. LOCOMOTOR SKILLS B. NON-LOCOMOTOR SKILLS C. MANIPULATIVE SKILLS D. RHYTHMIC PATTERNS E. FITNESS WALKS/RUNS F. TAG GAMES G. BASKETBALL H. SOCCER I. VOLLEYBALL	J. FOOTBALL K. SOFTBALL L. VIRGINIA WELLNESS TESTS M. BOWLING N. FRISBEE GOLF O. BICYCLING P. ROLLERBLADING Q. TENNIS	R. WORD WALL OF ACTIVITIES S. ACTIVITY LOG T. FAMILY FITNESS NIGHT U. INTERNET RESEARCH V. STATIONS W. CIRCUITS X. TRACK AND FIELD ACTIVITIES Y. SOCIAL INTERACTION

# **Prince William County Public Schools Middle School Physical Education Curriculum Scope and Sequence**

## **Middle School Mission Statement**

The Prince William County Public School Middle School Curriculum visualizes:

- A comprehensive program that promotes mastery of skills introduced in elementary schools in a wide variety of physical activities and experiences;
- Instruction in more complex skill and movement patterns that enhance participation in individual and team sports skills, dance, and gymnastics; and
- Participation in a variety of activities that allows students to explore and apply information essential for a lifetime of individual fitness and wellness.

Wellness involves the acquisition and maintenance of moderate to high levels of physical, cognitive, emotional and social fitness.

## **Middle School Health and Physical Education Syllabus**

The purpose of Prince William County's Health and Physical Education program is for all students to acquire a knowledge base for wellness that encompasses social, physical, and mental health. Students will further apply this knowledge gained through participation, study, and involvement in a wide variety of experiences resulting in a healthy lifestyle. Students will be instructed to use more complex skill and movement patterns that enhance participation in individual and team sports skills, dance, and gymnastics. The student will participate in a variety of activities that will allow them to explore and apply information that empower them to assume responsibility for their own lifetime health and fitness.

### **PHYSICAL EDUCATION UNITS OF STUDY: 6<sup>TH</sup> GRADE**

- Fitness
- Rhythm/Dance Activities
- Cooperative Activities
- Team Sports (skill development, lead-up activities)
- Individual/Dual Activities
- Other Activities (games)

### **PHYSICAL EDUCATION UNITS OF STUDY: 7<sup>TH</sup> GRADE**

- Fitness
- Rhythm/Dance Activities
- Cooperative Activities
- Team Sports (lead-up activities, modified games)
- Individual/Dual Activities
- Other Activities (games)

### **PHYSICAL EDUCATION UNITS OF STUDY: 8<sup>TH</sup> GRADE**

- Fitness
- Rhythm/Dance Activities
- Cooperative Activities
- Team Sports (modified/competitive games)
- Individual/Dual Activities
- Other Activities (games)

### **HEALTH UNITS OF STUDY: 8<sup>TH</sup> GRADE**

- Fitness/Nutrition and Wellness
- Communicable Diseases
- Non-communicable Diseases
- First Aid and Safety
- Tobacco/Alcohol/Drugs
- Character Education (Guidance Curriculum)

Incorporated into these units will be responsible behaviors, safety, and sportsmanship skills. Evaluation may include portfolios, checklists, tests, quizzes, class assignments, class preparation, and participation along with each school's dress out policy.

**GRADING POLICY:** The student's nine-week grade will consist of daily participation, achievement, and knowledge. Evaluation of achievement and knowledge may consist of a variety of assessment tools. Daily activity grades are based on the dress out policy, participation, and attendance. Each day a student may earn 100%. Points are based on the following criteria:

- **Student is prepared for class: on time to class, ready for roll call, and proper attire (20 points)**
- **Student shows respect for teachers and peers: listens quietly to directions, uses appropriate language, and cooperates with other students (20 points)**
- **Student actively participates in all warm-up activities (30 points)**
- **Student participates safely and stays on task during daily activity (30 points)**

If the student does not warm up, participate, and/or does not meet their school's dress out policy, he/she may lose all of his/her points for the day.

**EXCUSES:** A parent or doctor must provide documentation if the student is unable to participate. Students will be required to make up any missed assignments, fitness testing, etc.

To be excused from class, you must do one of the following:

- ✓ Supply the teacher with a signed parent note that specifically states the condition and what the student is ABLE to do. (i.e. if the student hurt his/her ankle and is unable to run, is he/she able to walk?) A parent note will suffice for a maximum of 2 days; beyond that a doctor's note is required.
- ✓ Supply the teacher with a doctor's excuse specifically stating the condition, what the student is ABLE to do, and when the student is able to return to class, or when he/she will be reevaluated by the physician.
- ✓ Call and leave a message with the teacher.
- ✓ Email the teacher.

**ASTHMA, ALLERGIES, AND OTHER MEDICAL PROBLEMS:** All students must notify their teacher of their condition prior to activity with a note from a parent or doctor. Students with asthma are encouraged to keep an inhaler or medication with their Physical Education teacher, in the school or nurse's office (all medications must first be approved by the school).

## **HEALTH SOLS:**

In PDF form:

<http://www.pen.k12.va.us/VDOE/Superintendent/Sols/healthk-10.pdf>

In Word form:

<http://www.pen.k12.va.us/VDOE/Superintendent/Sols/healthk-10.doc>

## **PHYSICAL EDUCATION SOLS:**

In PDF form:

<http://www.pen.k12.va.us/VDOE/Superintendent/Sols/physedk-10.pdf>

In Word form:

<http://www.pen.k12.va.us/VDOE/Superintendent/Sols/physedk-10.doc>

**Prince William County Public Schools**  
**Physical Education Curriculum**  
**PHYSICAL EDUCATION: 6-8 SCOPE AND SEQUENCE**

**Strand: Skilled Movement**

- Goals:** 1. The student will demonstrate proficiency in fundamental skills and patterns.  
 2. The student will demonstrate competence in specialized movement forms.

Grade 6	Grade 7	Grade 8
<p><b>6.1.1</b> The student will combine locomotor skills into specialized sequences, and apply sequences to partner and small group game-play. <b>SOL 6.1a</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the critical elements of all basic locomotor and non-manipulative skills. <b>SOL 6.1</b></li> <li>• Demonstrate combinations of locomotor skills in a variety of modified game-like situation including cooperative games and competitive games. <b>SOL 6.1</b></li> <li>• Use basic offensive and defensive positioning while playing modified versions of team and individual sport (moving to open spaces, closing the spaces through which a ball or person can pass. <b>SOL6.1</b></li> </ul> <p><b>6.1.2</b> The student will combine manipulative skills (object in hand with locomotor skills) into sequences to partner and small group game-play. <b>SOL 6.1a</b></p>	<p><b>7.1.1</b> The student will use skill combinations competently in modified versions of various game/sport, rhythmic, and recreational activities. <b>SOL 7.1</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Combine movement skills that have been practiced and learned for unpredictable situations in modified team and individual sport activities (throwing and catching while moving, dribbling and shooting while moving). <b>SOL 7.1</b></li> <li>• Use basic offensive and defensive strategies while playing modified versions of team and individual sports. <b>SOL 7.1</b></li> </ul> <p><b>7.1.2</b> The student will display appropriate use of speed, force, and form in a variety of movement activities and recreational activities (e.g., run, sprint, kick, jump, throw). <b>SOL 7.1 b</b></p> <p><b>Essential Knowledge and Skill:</b></p> <ul style="list-style-type: none"> <li>• Apply basic mechanical principles to improve the performance of movement skills in games, rhythmic activities and recreational activities. <b>SOL 7.1</b></li> </ul> <p><b>7.1.3</b> The student will demonstrate basic abilities and safety precautions in lifetime activities. <b>SOL 7.1 c</b></p>	<p><b>8.1.1</b> The student will demonstrate competence in one or more modified versions of various game/sport, rhythmic, and recreational activities. <b>SOL 8.1</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate, without cue, critical movement elements in a variety of modified small group games, rhythmic and dance activities, and recreational pursuits. <b>SOL 8.1</b></li> </ul> <p><b>8.1.2</b> The student will use skill combinations competently in an official game of individual dual and team activities. <b>SOL 8.2a</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Combine skills competently to participate in more complex movement settings (games, gymnastics, or dance routines). <b>SOL 8.2</b></li> </ul> <p><b>8.1.3</b> The student will demonstrate skill in lifetime activities (e.g. in-line skating, orienteering, hiking, cycling, backpacking, rock climbing). <b>SOL 8.2b</b></p>

Grade 6	Grade 7	Grade 8
<p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate competence in manipulative skills in dynamic situations. <b>SOL 6.1</b></li> <li>• Use basic offensive and defensive positioning while playing modified versions of team and individual sport open spaces, closing the spaces through which a ball or person can pass. <b>SOL6.1</b></li> </ul> <p><b>6.1.3</b> The student will demonstrate putting multiple movement sequences to develop a rhythm or complex skill. <b>SOL 6.1b</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Combine locomotor, non-manipulative, and manipulative movements into teacher or student created rhythmic sequences. <b>SOL 6.1</b></li> </ul> <p><b>6.1.4</b> The student will demonstrate skill in a variety of individual and team activities representative of different countries. <b>SOL 6.1c</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Apply locomotor, non-manipulative, and manipulative skills to participate in games and rhythmic activities that are representative of a variety of cultures and populations. <b>SOL 6.1</b></li> </ul>	<p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Perform basic skills associated with recreational activities. <b>SOL 7.1</b></li> <li>• Demonstrate safety procedures associated with recreation. <b>SOL 7.1</b></li> <li>• Self-assess skill/ability level to safely participate in physical activities including recreation. <b>SOL 7.1</b></li> </ul> <p><b>7.1.3</b> The student will demonstrate moving to a rhythm in selected folk, country, square, contemporary, break and line dances. <b>SOL 7.1 d</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Perform dance and rhythmic sequences using basic social and international dance steps and patterns. <b>SOL 7.1</b></li> </ul>	<p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate regular participation in games, sports, dance/rhythmic activities, and or outdoor recreational pursuits, both at and outside school, based on individual interests, abilities, and assessed fitness needs to develop lifetime interest and pursuits. <b>SOL 8.2</b></li> </ul> <p><b>8.1.4</b> The student will demonstrate moving to rhythm (e.g., devise and perform dance sequences, using set patterns, and changes in speed, direction, and flow). <b>SOL 8.2c</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Adjust speed (fast/slow), force (strong/light), flow (bound/free) of the body, or an implement according to the changing requirements of a game/sport; rhythmic, dance, or gymnastics routine; or recreational pursuit. <b>SOL 8.2</b></li> <li>• Apply the elements of spatial awareness to correct and competent performance of movement skills in unpredictable physical activity situations. <b>SOL 8.2</b></li> </ul>

**Core Correlations:**

**Prince William County Public Schools**  
**Physical Education Curriculum**  
**PHYSICAL EDUCATION: 6-8 SCOPE AND SEQUENCE**

**Strand: Movement principles and concepts**

**Goal: The student will understand and apply movement concepts and principles to improve motor skills.**

Grade 6	Grade 7	Grade 8
<p><b>6.2.1</b> The student will refine and adapt individual and group activity skills by applying:</p> <ol style="list-style-type: none"> <li>Relationship (body position/carryover skills);</li> <li>Spatial awareness (where you are);</li> <li>Speed (fast/slow); and</li> <li>Pathways (how to get there/route).</li> </ol> <p><b>SOL 6.2 A</b></p> <p><b>Essential Knowledge and Skills:</b>            Understand the following movement concepts:</p> <ul style="list-style-type: none"> <li>Relationships</li> <li>Effort</li> <li>Spatial awareness</li> <li>Pathways</li> </ul> <p>Understand skill-related fitness concepts: <b>SOL 6.2</b></p> <ul style="list-style-type: none"> <li>Agility</li> <li>Balance</li> <li>Coordination</li> <li>Power</li> <li>Reaction</li> <li>Speed</li> </ul> <p><b>6.2.2</b> The student will use feedback, including available technology, to improve skill performance.  <b>SOL 6.2b</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>Use available technology resources such as heart and pulse monitors, computer technology, skin calipers, digi-walkers, stopwatches, and ECT to improve skill performance. <b>SOL 6.2</b></li> </ul>	<p><b>7.2.1</b> The student will understand and apply movement principles and concepts. <b>SOL 7.2</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>Apply all concepts previously learned. <b>SOL 7.2</b></li> </ul> <p><b>7.2.2</b> The student will demonstrate proper use of movement concepts in dynamic game situations. <b>SOL 7.2A</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>Apply all concepts previously learned. <b>SOL 7.2</b></li> </ul> <p><b>7.2.3</b> The student will apply biomechanical principles. (center of gravity, base of support, trajectory) to understand and perform skillful movement. Ex. form, follow through, affects end results. <b>SOL 7.2b</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>Explain biomechanical principles: center of gravity, base of support, spatial awareness. <b>SOL 7.2</b></li> <li>Understand generation of force. <b>SOL 7.2</b></li> </ul> <p>Identify and apply basic scientific principles to improve personal skill performance: <b>SOL 7.2</b></p> <ul style="list-style-type: none"> <li>Center of gravity</li> <li>Base of support</li> <li>Spatial awareness</li> <li>Generation of force</li> </ul>	<p><b>8.2.1</b> The student will adapt skill movements by modifying use of body, space, and relationships to meet complex skill demands. (e.g. good athletic stance). <b>SOL 8.3a</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>Demonstrate competence in sport, dance and recreational skill performance.</li> <li>Progress to more complex movement Forms.</li> <li>Demonstrate specific skill sequence with smooth integration.</li> <li>Apply principles of motor learning (transfer of learning, feedback and knowledge of results, whole/ part/whole).</li> <li>Analyze skill sequence for improvement.</li> <li>Progress to more complex game situations. <b>SOL 8.3</b></li> <li>Be able to apply all concepts previously learned. <b>SOL 8.3</b></li> </ul> <p><b>8.2.2</b> The student will apply advance spin, rebound, and effects of levers to understand and perform skillful movement. <b>SOL 8.3B</b></p>

Grade 6	Grade 7	Grade 8
<p>Use evaluation tools and techniques needed to improve skill performance. <b>SOL 6.2</b></p> <ul style="list-style-type: none"> <li>• Stopwatches</li> <li>• Body composition assessments</li> <li>• Computer and software applications</li> <li>• Heart and pulse monitors</li> <li>• Step counters</li> <li>• Self/peer assessment</li> <li>• Digital camera</li> <li>• Video recorders</li> </ul> <p><b>6.2.3</b> The student will initiate skill practice to improve movement performance and apply principles of learning. (Whole/part/whole, many short practices vs. long practice, practice in game-like situation) <b>SOL 6.2C</b></p> <p><b>Essential Knowledge and Skills:</b> Use games and activities as practice to improve movement performance by <b>SOL 6.2</b></p> <ul style="list-style-type: none"> <li>• Applying complex movement forms in practice and game</li> <li>• Explaining the relationship between skill practice and improved skill performance</li> <li>• Applying different principles of learning to skill refinement and application</li> <li>• Evaluating and record skill development</li> <li>• Moving to a rhythm</li> </ul> <p><b>6.2.4</b> The student will understand and apply basic offensive and defensive tactics in simple, modified activities. <b>SOL 6.2d</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Apply basic offensive and defensive tactics. <b>SOL 6.2</b></li> <li>• Develop game strategies. <b>SOL6.2</b></li> </ul>	<p><b>7.2.4</b> The student will use basic offensive strategies while playing a modified version of a game/sport. <b>SOL 7.2C</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Participate in modified games as opportunities to practice skills. <b>SOL 7.2</b></li> <li>• Demonstrate offensive and defensive tactics. <b>SOL 7.2</b></li> </ul> <p><b>7.2.5</b> The student will understand why defensive tactics and strategies are used. <b>SOL 7.2D</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate defensive tactics. <b>SOL 7.2</b></li> </ul> <p><b>7.2.6</b> The student will analyze skill patterns of self and partner, and correcting technique/mechanical errors. <b>SOL 7.2d</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Detect and correct errors in performance for self and others. <b>SOL 7.2</b></li> <li>• Continue to improve performance. <b>SOL 7.2</b></li> </ul> <p><b>7.2.7</b> The student will identify similarities in movement across different physical activities. <b>SOL 7.2e</b></p> <p><b>Essential Knowledge and Skills:</b> Identify similar movements. <b>SOL 7.2</b></p>	<p><b>Essential Knowledge and Skills:</b> Identify and apply the following basic movement concepts and scientific principles. <b>SOL 8.3</b></p> <ul style="list-style-type: none"> <li>• Ball spin</li> <li>• Trajectory</li> <li>• Rebound</li> <li>• Effects of various levers</li> <li>• Effects of weight transference</li> <li>• Transfer of force to an object</li> </ul> <p>Analyze movement performance using ball spin and rebound principles in order to learn or improve a movement skill. <b>SOL 8.3</b></p> <ul style="list-style-type: none"> <li>• Spin results when force is applied away from an object's center of gravity.</li> <li>• The object will spin in the direction the force is applied.</li> <li>• Rebound angle and the elasticity of the object alter spin.</li> <li>• A ball will rebound at an angle equal to that at which it strikes a surface unless there bound is altered by the elasticity of the ball, the firmness of the surface, or spin.</li> </ul> <p><b>8.2.3</b> The student will understand and use basic offensive and defensive tactics and strategies (body position, relationship, rational) while playing specialized game/sport. <b>SOL 8.3c</b></p> <p><b>Essential Knowledge and Skills:</b> Determine when impacting an object, force can be increased by <b>SOL 8.3</b></p> <ul style="list-style-type: none"> <li>• Lengthening the striking element.</li> <li>• Buy strengthening the muscle at the time of impact.</li> </ul> <p><b>8.2.4</b> The student will analyze skill patterns of self and partner. <b>SOL 8.3d</b></p>



Grade 6	Grade 7	Grade 8
		<p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Analyze skill patterns</li> <li>• Analyze others respectfully</li> <li>• Incorporate available technology for analysis and improvement</li> <li>• Guide own practice and learning</li> </ul> <p><b>SOL 8.3</b></p> <p><b>8.2.5</b> The student will analyze the skill demands in one physical activity, and apply principles of motor learning to improve performance. (agility, speed, balance, coordination, reaction time, power) <b>SOL 8.3e</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Understand and apply critical elements to skill performance. <b>SOL 8.3</b></li> <li>• Identify and apply characteristics of highly-skilled performance to improve skill movement. <b>SOL 8.3</b></li> </ul>

**Core Correlations:**

**Prince William County Public Schools**  
**Physical Education Curriculum**  
**PHYSICAL EDUCATION: 6-8 SCOPE AND SEQUENCE**

**Strand: Personal Fitness**  
**Goal: The student will achieve and maintain a health-enhancing level of personal fitness in the five health-related areas of fitness.**

<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<p><b>6.3.1</b> The student will describe and apply basic principles of training FITT (frequency, intensity, time, type, overload, progression) and their relationship to implementing safe and progressive personal fitness programs. <b>SOL 6.3b</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Incorporate principles of training such as overload, progression, specificity, and the FITT principles in their program for improvement. <b>SOL 6.3</b></li> </ul> <p><b>6.3.2</b> The student will develop goals for improvement in at least two fitness component-using results from measurement and assessment data. <b>SOL 6.3A</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Develop a plan for improving at least two areas of health-related fitness including both short-term and long-term goals. <b>SOL6.3</b></li> </ul> <p><b>6.3.3</b> The student will use and understand measurement and assessment data (standardized assessments, internet, software, heart rate monitors, pedometers, and skin fold calipers). <b>SOL 6.3A</b></p>	<p><b>7.3.1</b> The student will develop a comprehensive personal fitness plan, including goals, strategies, and timeline, for improving three self-selected components of health-related fitness. <b>SOL 7.3b</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Identify essential components of a personal fitness plan such as goals, utilization of the FITT Principle, and other training strategies. <b>SOL 7.3</b></li> </ul> <p><b>7.3.2</b> The student will use a variety of resources, including available technology, to monitor fitness improvement. <b>SOL 7.3c</b></p> <p><b>Essential Knowledge and Skill:</b></p> <ul style="list-style-type: none"> <li>• Investigate available resources for monitoring fitness improvement such as heart or pulse monitor, computer technology, skin calipers, sit and reach box, stopwatch, etc. <b>SOL 7.3</b></li> </ul> <p><b>7.3.3</b> The student will understand and apply the effect of good nutrition to fitness and body composition.</p> <p><b>Essential Knowledge and Skill:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the term body composition (the proportions of fat, bones, muscles, and fluid that make up body weight) and its relationship to activity. <b>SOL 7.3</b></li> </ul>	<p><b>8.3.1</b> The student will self-assess his/her level of physical activity and personal fitness on all components of health-related fitness. <b>SOL 8.4a</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Complete a self-assessment of health-related fitness. <b>SOL 8.4</b></li> </ul> <p><b>8.3.2</b> The student will develop a plan, including goals, strategies, and timeline for maintenance or improvement. <b>SOL 8.4a</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Develop a plan for a personal fitness program including goals, strategies, and activities. The plan should apply basic principals of training and a variety of activity warm up and cool down techniques and activities should also be a part of the plan. <b>SOL 8.4</b></li> <li>• Construct a timeline for improvement to accompany a personal fitness plan. <b>SOL 8.4</b></li> </ul> <p><b>8.3.3</b> The student will investigate and self-assess the relationship among body composition, nutrition, family history, and levels of physical activity, and develop a plan for maintenance or improvement. <b>SOL 8.4b</b></p>

Grade 6	Grade 7	Grade 8
<p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>Examine available resources for measuring fitness such as heart or pulse monitors, computer technology, skin calipers, stopwatch, sit and reach box, pedometers, etc. <b>SOL 6.3</b></li> </ul> <p><b>6.3.4</b> The student will describe and apply basic fitness concepts to health related components (cardiovascular endurance, muscular endurance and strength, body composition, and flexibility). <b>SOL 6.3A</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>Define short-term and long-term goals and discuss their relationship to improving personal fitness. <b>SOL 6.3</b></li> </ul> <p><b>6.3.5</b> The student will identify safe practices for improving physical fitness. <b>SOL 6.3b</b></p> <p><b>6.3.6</b> The student will be aware of importance of nutrition and exercise as effect total fitness and body composition.</p>	<p><b>7.3.4</b> The student will identify safe practices for improving physical fitness. <b>SOL 7.3A</b></p> <p><b>Essential Knowledge and Skills:</b> Describe safety precautions for developing physical fitness such as: <b>SOL 7.3</b></p> <ul style="list-style-type: none"> <li>Exercise in cold and hot weather conditions</li> <li>Use of appropriate safety equipment in various types of activities</li> <li>Proper warm up and cool down technique</li> <li>Safety procedures while exercising outdoors within the communities (i.e. traffic laws, etc)</li> </ul>	<p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>Analyze factors that can affect personal fitness such as body composition, nutritional choices, and genetic background, family. <b>SOL 8.4</b></li> </ul> <p><b>8.3.4</b> The student will use a variety of resources, including available technology, to assess, monitor, and improve personal fitness. <b>SOL 8.4c</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>Identify and employ a variety of resources in the implementation of a personal fitness plan. These resources could include equipment, computer technology, fitness Internet sites, health monitoring equipment (such as pulse monitors, pedometers, sphygmomanometer, calipers, etc.) and other assessment devices. <b>SOL 8.4</b></li> </ul>

**Core Correlation:**

**Prince William County Public Schools**  
**Physical Education Curriculum**  
**PHYSICAL EDUCATION: 6-8 SCOPE AND SEQUENCE**

**Strand: Responsible Behavior**  
**Goal: The student will demonstrate responsible personal and social behavior in physical activity setting.**

Grade 6	Grade 7	Grade 8
<p><b>6.4.1</b> The student will acknowledge and understand the positive and negative influence of peer pressure on decisions and actions in physical activity settings. <b>SOL 6.4a</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Work together in small groups or as a class to achieve a goal or play successfully as a team. <b>SOL 6.4</b></li> <li>• Participate in all activities and accept decisions even when they may not agree. <b>SOL 6.4</b></li> </ul> <p><b>6.4.2</b> The student will solve problems, accept challenges, resolve conflicts, and accept decisions with reason and skill. <b>SOL 6.4B</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Participate in all activities and accept decisions even when they may not agree. <b>SOL 6.4</b></li> <li>• Understand the importance of skills and activity guidelines, and the relationship to the improvement of performance. <b>SOL 6.4</b></li> <li>• Follow classroom rules and safety procedures according to the activity being taught. <b>SOL 6.4</b></li> </ul> <p><b>6.4.3</b> The student will learn water safety procedures. <b>SOL 6.4c</b></p>	<p><b>7.4.1</b> The student will apply safety procedures, rules, and appropriate etiquette in physical activity settings. <b>SOL 7.4a</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Incorporate knowledge of problem solving, conflict resolution, responsibility, and safety during physical activity. <b>SOL 7.4</b></li> </ul> <p><b>7.4.2</b> The student will solve problems, accept appropriate challenges, and resolve conflicts in responsible manner. <b>SOL 7.4B</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Incorporate their knowledge of problem solving, conflict resolution, responsibility, and safety during physical activity. <b>SOL 7.4</b></li> </ul> <p><b>7.4.3</b> The student will demonstrate supportive behaviors that promote the inclusion and safety of others when participating in physical activity. <b>SOL 7.4c</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Complete challenges in a safe manner. <b>SOL 7.4</b></li> <li>• Demonstrate safety procedures while engaging in physical activity. <b>SOL 7.4</b></li> </ul>	<p><b>8.4.1</b> The student will work independently and with others in cooperative and competitive physical activity setting. <b>SOL 8.5</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Follow the guidelines and rules of various activities and accept constructive feedback from teachers and peers. <b>SOL 8.5</b></li> </ul> <p><b>8.4.2</b> The student will exhibit fair play, and act responsibly in activity. <b>SOL 8.5A</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Accept different points of view and to understand that there is more than one way to solve or cope with challenges inherent to physical activity. <b>SOL 8.5</b></li> </ul> <p><b>8.4.3</b> The student will identify positive and negative effects of peer influence. <b>SOL 8.5B</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Provide information in an appropriate manner designed to improve individual or group performance. <b>SOL 8.5</b></li> </ul> <p><b>8.4.4</b> The student will show respect for peers' unique characteristics and abilities. <b>SOL 8.5c</b></p>

Grade 6	Grade 7	Grade 8
<p><b>6.4.4</b> The student will use practice time to improve performance for the above listed objectives. <b>SOL 6.4d</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Work together in small groups or as a class to achieve a goal or play successfully as a team. <b>SOL 6.4</b></li> </ul>		<p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Accept different points of view and understand that there is more than one way to solve or cope with challenges inherent to physical activity. <b>SOL 8.5</b></li> </ul>

**Core Correlations:**

**Prince William County Public Schools**  
**Physical Education Curriculum**  
**PHYSICAL EDUCATION: 6-8 SCOPE AND SEQUENCE**

**Strand: Physically Active Lifestyle**  
**Goal: The student will demonstrate a physically active lifestyle within and outside of the physical education setting.**

Grade 6	Grade 7	Grade 8
<p><b>6.5.1</b> The student will identify and seek opportunities in school, at home, and in the community for regular participation in physical activity. <b>SOL 6.5</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Identify community groups, classes, and facilities available for participation in physical activity. <b>SOL 6.5</b></li> <li>• Investigate opportunities available for physical activity within the school program both during and outside of school hours. <b>SOL 6.5</b></li> <li>• Be an active participant in regular physical education classes within the school day. <b>SOL 6.5</b></li> <li>• Identify activities students can do with their families. <b>SOL 6.5</b></li> </ul>	<p><b>7.5.1</b> The student will select and participate in physical activities to produce health-related benefits. <b>SOL 7.5</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Identify activities that improve health-related fitness. <b>SOL 7.5</b></li> </ul> <p><b>7.5.2</b> The student will select and set goals, and participate in and outside of school in activities that help improve flexibility, muscle strength and endurance, cardiovascular endurance, and body composition. <b>SOL 7.5</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Identify activities that improve health-related fitness. <b>SOL 7.5</b></li> <li>• Construct a plan of physical activity complete with goals for improving or maintaining health-related fitness. <b>SOL 7.5</b></li> </ul> <p><b>7.5.3</b> The student will analyze the relationship between physical activity and stress management, and investigate ways to use physical activity to lessen the impact of stress. <b>SOL 7.5a</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Define stress and stress management.</li> <li>• Examine the positive effect physical activity can have on managing stress. <b>SOL 7.5</b></li> </ul>	<p><b>8.5.1</b> The student will demonstrate a physically active lifestyle, including activity within and outside of a physical education setting. <b>SOL 8.6</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of physical activity benefits. <b>SOL 8.6</b></li> </ul> <p><b>8.5.2</b> The student will participate in health enhancing and personally rewarding physical activity during unscheduled time. <b>SOL 8.6A</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Participate in physical activity inside and outside of school on a regular basis. <b>SOL 8.6</b></li> <li>• Define unscheduled time. <b>SOL 8.6</b></li> </ul> <p><b>8.5.3</b> The student will analyze and evaluate personal behaviors that support or do not support a healthy lifestyle. <b>SOL 8.6B</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Analyze and evaluate personal behaviors that support/or do not support a healthy lifestyle. <b>SOL 8.6</b></li> </ul>

**Core Correlations:**

## Class Activities that meet the Prince William County Public School Physical Education Standards

<b>FITNESS - SOL 6.1, 7.1, 8.1, 6.2, 7.2, 8.2, 6.3, 7.3, 8.3, 6.4, 7.4, 8.4, 6.5, 7.5, 8.5</b>		
A. WEIGHT TRAINING B. JOGGING C. WALKING D. AEROBICS E. STATIONARY CYCLING	F. SELF-DEFENSE G. YOGA H. ROWING I. TRACK AND FIELD ACTIVITIES	J. 4 CORNERS K. JUMPING ROPE L. BODY BALL EXERCISES M. MEDICINE BALL DRILLS
<b>INDIVIDUAL/DUAL SPORTS - SOL 6.1, 7.1, 8.1, 6.2, 7.2, 8.2, 6.3, 7.3, 8.3, 6.4, 7.4, 8.4, 6.5, 7.5, 8.5</b>		
A. TENNIS B. PICKLE BALL C. GOLF D. FRISBEE GOLF E. ROLLERBLADING F. SKATEBOARDING	G. RACQUETBALL H. HANDBALL I. ICE SKATING J. BADMINTON K. WRESTLING L. GYMNASTICS	M. BOWLING N. TABLE TENNIS O. FENCING P. 4- SQUARE
<b>TEAM SPORTS - SOL 6.1, 7.1, 8.1, 6.2, 7.2, 8.2, 6.3, 7.3, 8.3, 6.4, 7.4, 8.4, 6.5, 7.5, 8.5</b>		
A. BASKETBALL B. VOLLEYBALL C. FRISBEE GOLF D. TEAM HANDBALL E. SOFTBALL F. SOCCER	G. ICE HOCKEY H. LACROSSE I. FLAG FOOTBALL J. FIELD HOCKEY K. SPEEDBALL L. RUGBY	M. ULTIMATE FRISBEE N. FLICKERBALL O. BROOM BALL P. FLOOR HOCKEY Q. KICKBALL R. KORFBALL S. TCHOUKBALL
<b>RHYTHMS - SOL 6.1, 7.1, 8.1, 6.2, 7.2, 8.2, 6.3, 7.3, 8.3, 6.4, 7.4, 8.4, 6.5, 7.5, 8.5</b>		
A. AEROBIC DANCE B. CREATIVE DANCE	C. FOLK/LINE DANCE D. SQUARE DANCE	E. SOCIAL AND CONTEMPORARY DANCE
<b>OUTDOOR EDUCATION AND RECREATION ACTIVITIES SOL 6.1, 7.1, 8.1, 6.2, 7.2, 8.2, 6.3, 7.3, 8.3, 6.4, 7.4, 8.4, 6.5, 7.5, 8.5</b>		
A. HIKING B. ORIENTEERING C. PROJECT ADVENTURE D. ROAD CYCLING E. WALL CLIMBING F. CROQUET G. HORSESHOES	H. SHUFFLEBOARD I. CIRCUS ARTS (i.e. juggling) J. ARCHERY K. KAYAKING L. CANOEING	M. FISHING N. HORSEBACK RIDING O. CRICKET P. SURVIVAL SKILLS Q. KITESURFING R. BOCCE BALL S. MINIATURE GOLF
<b>AQUATICS - SOL 6.1, 7.1, 8.1, 6.2, 7.2, 8.2, 6.3, 7.3, 8.3, 6.4, 7.4, 8.4, 6.5, 7.5, 8.5</b>		
A. BOAT SAFETY B. WATER SAFETY C. SWIMMING FITNESS	D. WATER POLO E. KAYAKING F. CANOEING	G. FIVE BASIC STROKES H. WATER GAMES
<b>LEAD UP/ ALTERNATIVE GAMES - SOL 6.1, 7.1, 8.1, 6.2, 7.2, 8.2, 6.3, 7.3, 8.3, 6.4, 7.4, 8.4, 6.5, 7.5, 8.5</b>		
A. PIN DODGE B. KICKBALL BASKETBALL	C. SCOOTER ACTIVITIES D. MAT BALL	E. SCOOP ACTIVITIES F. NATIVE OLYMPICS



# Prince William County Public Schools High School Physical Education Curriculum Scope and Sequence

## High School Mission Statement

The Prince William County Public Schools High School Curriculum visualizes:

- A comprehensive ninth and tenth grade program that provides students with the skills necessary to establish personal fitness goals;
- Learning experiences that enable students to achieve proficiency in one self-selected lifetime sport or activity and develop competency in at least two other sports or activities; and
- Activities designed to promote healthy living and lifetime fitness.

Wellness involves the acquisition and maintenance of moderate to high levels of physical, cognitive, emotional and social fitness.

## 9<sup>th</sup> Grade Health and Physical Education Syllabus

The purpose of Prince William County's Health and Physical Education program is for all students to acquire a knowledge base for wellness that encompasses social, physical, and mental health. Students will further apply this knowledge gained through participation, study and involvement in a wide variety of experiences resulting in a healthy lifestyle. Students will be motivated to analyze and adapt their wellness choices to their changing environment and their individual needs throughout their lifetime through fitness, sports and recreation, nutrition, knowledge of body systems, safety and first aid, and personal health and hygiene.

### UNITS OF STUDY: Health

- Stress Education
- Basic First Aid and Safety
- Communicable/Non-Communicable Diseases
- Personal Health
- Hygiene
- Body Systems
- Drug Education
- Wellness
- Nutrition Education

Incorporated in these units will be reading improvement, writing improvement, and research skills.

### UNITS OF STUDY: Physical Education

- Fitness
- Team Sports
- Recreation Activities
- Individual Activities
- Rhythmic Activities
- Outdoor Education

Evaluation will include portfolios, tests, quizzes, class assignments, class preparation, and participation along with each school's dress out policy.

**GRADING POLICY:** The student's nine-week grade will consist of daily participation, achievement and knowledge. Evaluation of achievement and knowledge may consist of a variety of assessment tools. Daily activity grades are based on the dress out policy, participation, and attendance. Each day a student may earn 100%. Points are based on the following criteria:

- **Student is prepared for class: on time to class, ready for roll call and proper attire (20 points)**
- **Student shows respect for teachers and peers: listens quietly to directions, uses appropriate language, and cooperates with other students (20 points)**
- **Student actively participates in all warm-up activities (30 points)**
- **Student participates safely and stays on task during daily activity (30 points)**

If the student does not warm up, participate, and/or does not meet their school's dress out policy, he/she may lose all of his/her points for the day.

**EXCUSES:** A parent or doctor must provide documentation if the student is unable to participate. Students will be required to make up any missed assignments, fitness testing, etc.

To be excused from class, you must do one of the following:

- ✓ Supply the teacher with a signed parent note that specifically states the condition and what the student is ABLE to do. (i.e. if the student hurt his/her ankle and is unable to run, is he/she able to walk?) A parent note will suffice for a maximum of 2 days; beyond that a doctor's note is required.
- ✓ Supply the teacher with a doctor's excuse specifically stating the condition, what the student is ABLE to do, and when the student is able to return to class, or when he/she will be reevaluated by the physician.
- ✓ Call and leave a message with the teacher.
- ✓ Email the teacher.

**ASTHMA, ALLERGIES, AND OTHER MEDICAL PROBLEMS:** All students must notify their teacher of their condition prior to activity with a note from a parent or doctor. Students with asthma are encouraged to keep an inhaler or medication with their Physical Education teacher, in the school or nurse's office (all medications must first be approved by the school).

**HEALTH SOLS:**

In PDF form:

<http://www.pen.k12.va.us/VDOE/Superintendent/Sols/healthk-10.pdf>

In Word form:

<http://www.pen.k12.va.us/VDOE/Superintendent/Sols/healthk-10.doc>

**PHYSICAL EDUCATION SOLS:**

In PDF form:

<http://www.pen.k12.va.us/VDOE/Superintendent/Sols/phypedk-10.pdf>

In Word form:

<http://www.pen.k12.va.us/VDOE/Superintendent/Sols/phypedk-10.doc>

## 10<sup>th</sup> Grade Health and Physical Education Syllabus

The purpose of Prince William County's Health and Physical Education program is for all students to acquire a knowledge base for wellness that encompasses social, physical, and mental health. Students will further apply this knowledge gained through participation, study, and involvement in a wide variety of experiences resulting in a healthy lifestyle. Students will be motivated to analyze and adapt their wellness choices to their changing environment and their individual needs throughout their lifetime through fitness, sports and recreation, nutrition, knowledge of body systems, safety and first aid and personal health and hygiene.

### UNITS OF STUDY: Health (16-18 weeks)

- Family Life (3-6 weeks)
- CPR and First Aid Certification (3-6 weeks)
- Driver Education (Minimum 9 weeks/ 36 hours)

Incorporated in these units will be reading improvement, writing improvement, and research skills.

### UNITS OF STUDY: Physical Education

- Fitness
- Team Sports
- Recreation Activities
- Individual Activities
- Rhythmic Activities
- Outdoor Education

Evaluation will include portfolios, tests, quizzes, class assignments, class preparation, and participation along with each school's dress out policy.

**GRADING POLICY:** Grades are based on the dress out policy, participation, and attendance. Each day a student may earn 100 points. Points are based on the following criteria:

- **Student is prepared for class: on time to class, ready for roll call and proper attire (20 points)**
- **Student shows respect for teachers and peers: listens quietly to directions, uses appropriate language, and cooperates with other students (20 points)**
- **Student actively participates in all warm-up activities (30 points)**
- **Student participates safely and stays on task during daily activity (30 points)**

If the student does not warm up, participate, and/or does not meet their school's dress out policy, he/she may lose all of his/her points for the day.

**EXCUSES:** A parent or doctor must provide documentation if the student is unable to participate. Students will be required to make up any missed assignments, fitness testing, and etc.

To be excused from class you must do one of the following:

- ✓ Supply the teacher with a signed parent note that specifically states the condition and what the student is ABLE to do. (i.e. if the student hurt his/her ankle and is unable to run, is he/she able to walk?) A parent note will suffice for a maximum of 2 days; beyond that a doctor's note is required.

- ✓ Supply the teacher with a doctor's excuse specifically stating the condition, what the student is ABLE to do, and when the student is able to return to class, or when he/she will be reevaluated by the physician.
- ✓ Call and leave a message with the teacher.
- ✓ Email the teacher.

**ASTHMA, ALLERGIES, AND OTHER MEDICAL PROBLEMS:** All students must notify their teacher of their condition prior to activity with a note from a parent or doctor. Students with asthma are encouraged to keep an inhaler or medication with their Physical Education teacher, in the school or nurse's office (all medications must first be approved by the school).

**HEALTH SOLS:**

In PDF form:

<http://www.pen.k12.va.us/VDOE/Superintendent/Sols/healthk-10.pdf>

In Word form:

<http://www.pen.k12.va.us/VDOE/Superintendent/Sols/healthk-10.doc>

**PHYSICAL EDUCATION SOLS:**

In PDF form:

<http://www.pen.k12.va.us/VDOE/Superintendent/Sols/physedk-10.pdf>

In Word form:

<http://www.pen.k12.va.us/VDOE/Superintendent/Sols/physedk-10.doc>

**Prince William County Public Schools**  
**Physical Education Curriculum**  
**PHYSICAL EDUCATION: 9-10 SCOPE AND SEQUENCE**

<b>Strand:</b>	<b>Skilled Movement</b>
<b>Goals:</b>	<ol style="list-style-type: none"> <li>1. The student will demonstrate proficiency in fundamental skills and patterns.</li> <li>2. The student will demonstrate competence in specialized movement forms.</li> </ol>

Grade 9	Grade 10
<p><b>9.1.1</b> The student will perform basic movement skills in at least two of the self-selected, lifetime skilled-related physical activities: individual, dual, team, game/sport, dance, and recreational pursuits. <b>SOL 9.1</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Perform motor skills of complex team and individual/dual sports.</li> <li>• Demonstrate competent basic skills in complex versions of at least two different types of movement forms (team sports, individual and dual sports, outdoor pursuits, rhythms).</li> <li>• The student will apply competencies in locomotor skills to appropriate game/sport, dance, and recreational activity applications. <b>SOL 9.1a</b></li> <li>• Demonstrate competencies in all non-locomotor skills to appropriate game/sport, dance, and recreational activity applications. <b>SOL 9.1a</b></li> <li>• Apply competencies in manipulative skills to appropriate game/sport, dance, and recreational activity applications. <b>SOL 9.1a</b></li> </ul> <p><b>9.1.2</b> The student will design a plan for at least two self-selected, lifetime, skill-related physical activities including analysis of performance, application of principles of movement and training, and focus on goal setting, and improvement of personal skills. <b>SOL 9.1b</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to design, implement, and evaluate a personal physical activity plan, with particular emphasis on goal setting and reassessment based on accomplishment of goals.</li> <li>• Demonstrate personal skills based on goal setting.</li> </ul>	<p><b>10.1.1</b> The student will demonstrate proficiency in all basic movement skills, patterns, and competency in at least three self-selected, lifetime, skill-related physical activities. <b>SOL 10.1</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate skills for three selected activities and apply them appropriately.</li> <li>• Exhibit proficiency in basic skills of three selected lifetime activities and exhibit the ability to use the skills with consistency in the appropriate setting.</li> </ul> <p><b>10.1.2</b> The student will apply competencies in all locomotor skills to appropriate game/sport, dance, and recreational activities. <b>SOL 10.1</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Consistently apply skills in increasingly more complex combinations (double play in softball)</li> <li>• Use advanced sport-specific skills in selected physical activities.</li> </ul> <p><b>10.1.3</b> The student will apply competencies in all non-locomotor skills to appropriate game/sport, dance, and recreational activity applications. <b>SOL 10.1a</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Use advanced sport-specific skills in selected physical activities.</li> </ul> <p><b>10.1.4</b> The student will apply competencies in manipulative skills to appropriate game/sport, dance, and recreational activity applications. <b>SOL 10.1a</b></p>

Grade 9	Grade 10
<p><b>9.1.3</b> The student will implement a plan for at least two self-selected, lifetime, skill-related physical activities including analysis of performance, application of principles of movement and training, and focus on goal setting, and improvement of personal skills. <b>SOL 9.1b</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to design, implement, and evaluate a personal physical activity plan, with particular emphasis on goal setting and reassessment based on accomplishment of goals.</li> <li>• Demonstrate personal skills based on goal setting.</li> </ul> <p><b>9.1.4</b> The student will evaluate a plan for at least two self-selected, lifetime, skill-related physical activities including analysis of performance, application of principles of movement and training, and focus on goal setting, and improvement of personal skills. <b>SOL 9.1b</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to design, implement and evaluate a personal physical activity plan, with particular emphasis on goal setting and reassessment based on accomplishment of goals.</li> <li>• Demonstrate personal skills based on goal setting.</li> </ul> <p><b>9.1.5</b> The student will modify a plan for at least two self-selected, lifetime, skill-related physical activities including analysis of performance, application of principles of movement and training, and focus on goal setting, and improvement of personal skills. <b>SOL 9.1b</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate personal skills based on goal setting.</li> </ul>	<p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Use advanced sport-specific skills in selected physical activities.</li> <li>• Consistently apply skills in increasingly more complex combinations (double play in softball)</li> </ul> <p><b>10.1.5</b> The student will design a plan for three or more self-selected, lifetime, skill-related physical activities including analysis of performance, application of principles of movement and principles of training, focus on goal setting, self-improvement of skills, and planning for the future beyond school years. <b>SOL 10.1b</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Establish goals of active participation in physical activity for a lifetime.</li> </ul> <p><b>10.1.6</b> The student will implement a plan for three or more self-selected, lifetime, skill-related physical activities including analysis of performance, application of principles of movement and principles of training, focus on goal setting, self-improvement of skills, and planning for the future beyond school years. <b>SOL 10.1b</b></p> <p><b>10.1.7</b> The student will evaluate a plan for three or more self-selected, lifetime, skill-related physical activities including analysis of performance, application of principles of movement and principles of training, focus on goal setting, self-improvement of skills, and planning for the future beyond school years. <b>SOL 10.1b</b></p> <p><b>10.1.8</b> The student will modify a plan for three or more self-selected, lifetime, skill-related physical activities including analysis of performance, application of principles of movement and principles of training, focus on goal setting, self-improvement of skills, and planning for the future beyond school years. <b>SOL 10.1b</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Set goals for continued fitness beyond 10<sup>th</sup> grade.</li> </ul>

**Core Correlation:**

**Prince William County Public Schools**  
**Physical Education Curriculum**  
**PHYSICAL EDUCATION: 9-10 SCOPE AND SEQUENCE**

<b>Strand:</b> Movement Principles and Concepts
<b>Goal:</b> The student will understand and apply movement concepts and principles to improve motor skills.

<b>Grade 9</b>	<b>Grade 10</b>
<p><b>9.2.1</b> The student will be able to explain selected scientific principles (e.g. physiological) that aid in the improvement of movement skills. <b>SOL 9.2a</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Warm-up</li> <li>• Cool down</li> <li>• FITT</li> <li>• Specificity</li> <li>• Progression</li> <li>• Aerobic and anaerobic activity</li> <li>• Cross training</li> </ul> <p><b>9.2.2</b> The student will be able to apply selected scientific principles (e.g. physiological warm-up, cool down, overload, specificity, and progression) that aid in the improvement of movement skills. <b>SOL 9.2</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Warm-up</li> <li>• Cool down</li> <li>• FITT</li> <li>• Specificity</li> <li>• Progression</li> <li>• Aerobic and anaerobic activity</li> <li>• Cross training</li> </ul> <p><b>9.2.3</b> The student will be able to explain biomechanical principles (levers, types of muscle contractions, and force) that aid the improvement of movement skills. <b>SOL 9.2a</b></p>	<p><b>10.2.1</b> The student will be able to explain selected physiological principles that aid in the improvement of skills and performance in specialized movement forms. <b>SOL 10.2</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Explain selected physiological principles.</li> <li>• Use these principles to assess performance</li> <li>• Apply selected physiological principles that aid in the improvement of skills and performance in specialized movement forms. <b>SOL 10.2a</b></li> <li>• Explain selected biomechanical principles that aid in the improvement of skills and performance in specialized movement forms. <b>SOL 10.2a</b></li> <li>• Apply selected biomechanical principles that aid in the improvement of skills and performance in specialized movement forms. <b>SOL 10.2a</b></li> <li>• Integrate movement principles and concepts to analyze the performance of self and others in specialized movement forms. <b>SOL 10.2b</b></li> </ul>



Grade 9	Grade 10
<p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Levers</li> <li>• Types of muscle contractions-static (isometric), dynamic (isotonic/isokinetic), concentric (shorten), eccentric (lengthen)</li> <li>• Force</li> <li>• Linear velocity</li> <li>• Opposition</li> <li>• Weight transfer</li> <li>• Stretch reflex</li> <li>• Reciprocal muscle intervention</li> <li>• Fast twitch and slow twitch muscles</li> <li>• Primary and secondary movers</li> <li>• Flexors and extensors</li> <li>• Origins and insertions</li> <li>• Stretching-ballistic, static, PNF</li> </ul> <p><b>9.2.4</b> The student will be able to apply biomechanical principles (levers, types of muscle contractions, and force) that aid the improvement of movement skills. <b>SOL 9.2a</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Levers</li> <li>• Types of muscle contractions-static (isometric), dynamic (isotonic/isokinetic), concentric (shorten), eccentric (lengthen)</li> <li>• Force</li> <li>• Linear velocity</li> <li>• Opposition</li> <li>• Weight transfer</li> <li>• Stretch reflex</li> <li>• Reciprocal muscle intervention</li> <li>• Fast twitch and slow twitch muscles</li> <li>• Primary and secondary movers</li> <li>• Flexors and extensors</li> <li>• Origins and insertions</li> <li>• Stretching-ballistic, static, PNF</li> </ul> <p><b>9.2.5</b> Use movement principles and concepts to improve the movement performance of self and others. <b>SOL 9.2b</b></p>	

**Core Correlation:**

**Prince William County Public Schools**  
**Physical Education Curriculum**  
**PHYSICAL EDUCATION: 9-10 SCOPE AND SEQUENCE**

<b>Strand: Personal Fitness</b> <b>Goal: The student will achieve and maintain a health-enhancing level of personal fitness in the five health-related areas of fitness.</b>	
Grade 9	Grade 10
<p><b>9.3.1</b> The student will demonstrate achievement and maintenance of health-enhancing level of personal fitness by designing, implementing, self-assessing, and modifying a personal fitness program. <b>SOL 9.3</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Participate in a variety of physical activities appropriate for enhancing physical fitness.</li> <li>• Developing personal fitness plan.</li> <li>• Construct a timeline for improvement.</li> </ul> <p><b>9.3.2</b> The student will demonstrate program-planning skills by setting goals, devising strategies, and making timelines for a personal fitness program. <b>SOL 9.3a</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Utilize appropriate goal-setting strategies.</li> <li>• Apply time management skills in making a fitness plan.</li> <li>• Construct timeline for improvement.</li> <li>• Develop a plan for improving at least two areas of fitness, including short-term and long-term goals.</li> </ul> <p><b>9.3.3</b> The student will apply the FITT (Frequency, Intensity, Time, Type) principle and other principles of training such as overload, specificity, and progression in accordance with personal goals. <b>SOL 9.3b</b></p>	<p><b>10.3.1</b> The student will demonstrate the ability to independently apply basic principles of training and scientific concepts and principles to increase physical activity and improve personal fitness. <b>SOL 10.3</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Assess and independently analyze their own personal fitness level.</li> </ul> <p><b>10.3.2</b> The student will apply program-planning skills by resetting goals and updating strategies, and making new timelines for a personal fitness program. <b>SOL 10.3b</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Apply principles of training to monitor and adjust activity levels to meet personal fitness needs.</li> </ul> <p><b>10.3.3</b> The student will apply the FITT principle and other principles of training in a chosen game/sport, dance, recreational pursuit, or fitness activity to increase regular physical activity and/or improve performance. <b>SOL 10.3a</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Use the FITT principle and other principles of training (overload, specificity, and progression) with a chosen activity.</li> <li>• Independently apply the components of fitness (cardio respiratory fitness, muscular strength, muscular endurance, flexibility, and body composition) to a chosen activity.</li> <li>• Apply scientific principles and concepts as strategies for maintaining personal fitness. <b>SOL 10.3a</b></li> <li>• Use a variety of resources, including available technology, to analyze, assess, and improve physical activity and personal fitness. <b>SOL 10.3b</b></li> </ul>

Grade 9	Grade 10
<p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Use FITT principle and other principles of training (overload, specificity, and progression).</li> <li>• Include scientific principles and concepts (e.g., methods of stretching, types of muscular contractions) as strategies for improvement of personal fitness. <b>SOL 9.3c</b></li> <li>• Use a variety of resources, including available technology, to assess, design, and evaluate a personal fitness plan. <b>SOL 9.3d</b></li> <li>• Assess and analyze their own personal fitness level.</li> <li>• Analyze and apply the components of fitness (cardio respiratory endurance, muscular strength, and body composition) to their program.</li> </ul>	

<p><b>Core Correlation:</b></p>
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**Prince William County Public Schools  
Physical Education Curriculum  
PHYSICAL EDUCATION: 9-10 SCOPE AND SEQUENCE**

**Strand: Responsible Behaviors**

**Goal: The student will demonstrate responsible personal and social behavior in physical activity settings.**

Grade 9	Grade 10
<p><b>9.4.1</b> The student will demonstrate appropriate behaviors in all physical activity settings.</p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Act independently, and resist negative peer influences in physical activity settings. <b>SOL 9.4a</b></li> <li>• Exhibit respect for the unique characteristics and abilities of peers. <b>SOL 9.4b</b></li> <li>• Act responsibly to avoid conflict. <b>SOL 9.4c</b></li> </ul>	<p><b>10.4.1</b> The student will demonstrate appropriate behaviors in all physical activity settings.</p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Initiate and maintain appropriate personal behaviors in physical activity settings. <b>SOL 10.4a</b></li> <li>• Act independently of peer pressure.</li> <li>• Exhibit leadership and the ability to follow others when working with a group. <b>SOL 10.4b</b></li> <li>• Keep the importance of winning and losing in perspective</li> <li>• Anticipate and avoid potentially dangerous situations in physical activity settings. <b>SOL 10.4c</b></li> </ul>

**Core Correlations:**

**Prince William County Public Schools**  
**Physical Education Curriculum**  
**PHYSICAL EDUCATION: 9-10 SCOPE AND SEQUENCE**

<b>Strand: Physically Active Lifestyle</b> <b>Goal: The student will demonstrate a physically active lifestyle within and outside of the physical education setting.</b>
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<b>Grade 9</b>	<b>Grade 10</b>
<p><b>9.5.1</b> The student will participate in school and community health-enhancing physical activities that provide opportunities for challenge and social interaction.</p> <p><b>9.5.2</b> The student will maintain a record of daily participation in physical activities. <b>SOL 9.5a</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Participate and keep a record of physical activities completed daily in order to achieve personal goals.</li> </ul> <p><b>9.5.3</b> The student will develop and evaluate progress toward personal physical-activity goals within and outside of physical education class. <b>SOL 9.5b</b></p> <p><b>9.5.4</b> The student will analyze long-term physiological and psychological benefits that may result from regular participation in physical activity. <b>SOL 9.5c</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast physiological and psychological benefits derived from various physical activities.</li> <li>• Identify the ways in which physical activity can provide opportunities for positive social interaction and enjoyment.</li> </ul>	<p><b>10.5.1</b> The student will analyze and evaluate the significance of physical activity to the present and future development and maintenance of a healthy lifestyle.</p> <p><b>10.5.2</b> The student will participate regularly in health-enhancing physical activities that contribute to personal enjoyment and the attainment and maintenance of personal physical activity goals. <b>SOL 10.5a</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Establish personal physical activity goals as a teen and as an adult.</li> <li>• Participate regularly in health-enhancing physical activities to accomplish personal physical activity goals.</li> </ul> <p><b>10.5.3</b> The student will demonstrate an understanding of how personal characteristics, participation behavior patterns, and activity preferences are likely to change over time, and determine strategies to deal with those changes. <b>SOL 10.5b</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Identify and participate in new physical activities for personal interest in and out of the physical education class.</li> <li>• Evaluate changing physical activity needs over a lifetime.</li> </ul>

<b>Core Correlations:</b>
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## Class Activities that meet the Prince William County Public School Physical Education Standards

<b>FITNESS - SOL 9.1, 10.1, 9.2, 10.2, 9.3, 10.3, 9.4, 10.4, 9.5, 10.5</b>		
A. WEIGHT TRAINING B. JOGGING C. WALKING D. AEROBICS E. STATIONARY CYCLING	F. SELF-DEFENSE G. YOGA H. ROWING I. TRACK AND FIELD ACTIVITIES	J. 4 CORNERS K. JUMPING ROPE L. BODY BALL EXERCISES M. MEDICINE BALL DRILLS
<b>INDIVIDUAL/DUAL SPORTS - SOL 9.1, 10.1, 9.2, 10.2, 9.3, 10.3, 9.4, 10.4, 9.5, 10.5</b>		
A. TENNIS B. PICKLE BALL C. GOLF D. FRISBEE GOLF E. ROLLERBLADING F. SKATEBOARDING	G. RACQUETBALL H. HANDBALL I. ICE SKATING J. BADMINTON K. WRESTLING L. GYMNASTICS	M. BOWLING N. TABLE TENNIS O. FENCING P. 4- SQUARE
<b>TEAM SPORTS - SOL 9.1, 10.1, 9.2, 10.2, 9.3, 10.3, 9.4, 10.4, 9.5, 10.5</b>		
A. BASKETBALL B. VOLLEYBALL C. FRISBEE GOLF D. TEAM HANDBALL E. SOFTBALL F. SOCCER	G. ICE HOCKEY H. LACROSSE I. FLAG FOOTBALL J. FIELD HOCKEY K. SPEEDBALL L. RUGBY	M. ULTIMATE FRISBEE N. FLICKERBALL O. BROOM BALL P. FLOOR HOCKEY Q. KICKBALL R. KORFBALL S. TCHOUKBALL
<b>RHYTHMS - SOL 9.1, 10.1, 9.2, 10.2, 9.3, 10.3, 9.4, 10.4, 9.5, 10.5</b>		
A. AEROBIC DANCE B. CREATIVE DANCE	C. FOLK/LINE DANCE D. SQUARE DANCE	E. SOCIAL AND CONTEMPORARY DANCE
<b>OUTDOOR EDUCATION AND RECREATION ACTIVITIES - SOL 9.1, 10.1, 9.2, 10.2, 9.3, 10.3, 9.4, 10.4, 9.5, 10.5</b>		
A. HIKING B. ORIENTEERING C. PROJECT ADVENTURE D. ROAD CYCLING E. WALL CLIMBING F. CROQUET G. HORSESHOES	H. SHUFFLEBOARD I. CIRCUS ARTS (i.e. juggling) J. ARCHERY K. KAYAKING L. CANOEING	M. FISHING N. HORSEBACK RIDING O. CRICKET P. SURVIVAL SKILLS Q. KITESURFING R. BOCCE BALL S. MINIATURE GOLF
<b>AQUATICS - SOL 9.1, 10.1, 9.2, 10.2, 9.3, 10.3, 9.4, 10.4, 9.5, 10.5</b>		
A. BOAT SAFETY B. WATER SAFETY C. SWIMMING FITNESS	D. WATER POLO E. KAYAKING F. CANOEING	G. FIVE BASIC STROKES H. RED CROSS OR AMERICAN HEART ASSOCIATION FIRST AID/CPR I. WATER GAMES
<b>LEAD UP/ALTERNATIVE GAMES – SOL 9.4, 10.4</b>		
A. PINDODGE B. KICKBALL BASKETBALL	C. SCOOTER ACTIVITIES D. MAT BALL	E. SCOOP ACTIVITIES F. NATIVE OLYMPICS

**Prince William County Public Schools  
Advanced Physical Education Curriculum  
Scope and Sequence**

**MISSION STATEMENT**

The Prince William County Public Schools Advanced Physical Education Curriculum visualizes:

- A comprehensive program that provides students with the opportunity to improve personal fitness and understanding of how to live a healthy lifestyle through the pursuit of one of two tracts: Weight Training/Conditioning or Personal Fitness;
- Emphasis on the five health related components of fitness including cardiovascular fitness, muscular strength, endurance, flexibility, and body fat control;
- Assessment of individual fitness using personal goals and related factors to develop a healthy lifestyle and improve personal wellness.

Wellness involves the acquisition and maintenance of moderate to high levels of physical, cognitive, emotional and social fitness.

**Prince William County Public Schools**  
**Physical Education Curriculum**  
**PHYSICAL EDUCATION: ADVANCED PHYSICAL EDUCATION**

**Strand: Skilled Movement**  
**Goals:** 1. The student will demonstrate proficiency in fundamental skills and patterns.  
 2. The student will demonstrate competence in specialized movement forms.

<b>Advanced PE I – Weight Training and Conditioning</b>	<b>Advanced PE II – Personal Fitness</b>
<p><b>ADVI 1.1</b> The student will use correct exercise techniques to increase strength and endurance in all major muscle groups.</p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Identify major muscle groups.</li> <li>• Demonstrate an understanding of muscle structure and function.</li> <li>• Exhibit knowledge and proper execution of appropriate exercises.</li> </ul> <p><b>ADVI 1.2</b> The student will demonstrate the use of variety of skills to improve muscle flexibility.</p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of the importance of warm-up.</li> <li>• Have a thorough understanding of the benefits of stretching and the effect on range of motion.</li> </ul> <p><b>ADVI 1.3</b> The student will be able to show the physiological training principles required to develop cardiovascular endurance, flexibility, and muscular strength.</p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Selected physiological principals:</li> <li>• Warm-up</li> <li>• Cool Down</li> <li>• FITT</li> <li>• Specificity</li> <li>• Progression</li> <li>• Aerobic and anaerobic activity</li> <li>• Cross training</li> </ul>	<p><b>ADVII 1.1</b> The student will demonstrate proficiency in movement skills, patterns, and competency in at least four self-selected, lifetime, skill-related physical activities. <b>SOL 10.1</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the rules and strategies of four selected lifetime sports or activities, and can apply them appropriately.</li> <li>• Exhibit proficiency in basic skills of four selected lifetime activities.</li> <li>• Exhibit the ability to use the skills learned with consistency.</li> </ul> <p><b>ADVII 1.2</b> The student will apply competencies in all psychomotor skills to appropriate game/sport, dance, and recreational activities. <b>SOL 10.1</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Consistently apply skills in increasingly more complex combinations (double play in softball).</li> <li>• Use advance sport-specific skills in selected physical activities.</li> </ul> <p><b>ADVII 1.3</b> The student will design a plan for four or more self-selected, lifetime, skill-related physical activities including analysis of performance, application of principles of movement and principles of training, focus on goal setting, self-improvement of skills and planning for the future beyond school years. <b>SOL 10.1B</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Establish goals of active participation in physical activity for a lifetime.</li> <li>• Utilize appropriate goal setting strategies.</li> </ul>



Advanced PE I – Weight Training and Conditioning	Advanced PE II – Personal Fitness
	<p><b>ADVII 1.4</b> The student will implement a plan for four or more self-selected, lifetime, skill-related physical activities including analysis of performance, application of principles of movement and principles of training, focus on goal setting, self-improvement of skills and planning for the future beyond school years. <b>SOL 10.1b</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Maintain a fitness log to gather data.</li> <li>• Assess and analyze their own personal fitness level before implementing their plan.</li> </ul> <p><b>ADVII 1.5</b> The student will evaluate a plan for four or more self-selected, lifetime, skill-related physical activities including analysis of performance, application of principles of movement and principles of training, focus on goal setting, self-improvement of skills, and planning for the future beyond school years. <b>SOL 10.1b</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Analyze and apply components of fitness (cardio respiratory endurance, muscular strength, and body composition).</li> </ul> <p><b>ADVII 1.6</b> The student will modify a plan for four or more self-selected, lifetime, skill-related physical activities including analysis of performance, application of principles of movement and principles of training, focus on goal setting, self-improvement skills and planning for the future beyond school years. <b>SOL 10.1b</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Set goals for continued fitness goals beyond 11<sup>th</sup> and 12<sup>th</sup> grades.</li> </ul> <p><b>ADVII 1.7</b> The student will use correct exercise techniques to increase strength and endurance in all major muscle groups.</p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Identify major muscle groups.</li> <li>• Demonstrate an understanding of muscle structure and function.</li> <li>• Exhibit knowledge and proper execution of appropriate exercises.</li> </ul>

**Core Correlation:**

**Prince William County Public Schools**  
**Physical Education Curriculum**  
**PHYSICAL EDUCATION: ADVANCED PHYSICAL EDUCATION**

**Strand: Movement Principles and Concepts**

**Goal: The student will understand and apply movement concepts and principles to improve motor skills.**

<b>Advanced PE I – Weight Training and Conditioning</b>	<b>Advanced PE II – Personal Fitness</b>
<p><b>ADV I 2.1</b> The student will learn and identify the muscle groups utilized in a weight training and conditioning program.</p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Major anterior muscle groups</li> <li>• Major posterior muscle groups</li> <li>• Upper and lower body groups</li> </ul> <p><b>ADV I 2.2</b> The student will develop an understanding of the relationship of the types of muscles and their characteristics.</p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Types of muscle tissue – cardiac, smooth, skeletal.</li> <li>• Characteristics of muscle tissue – extensibility, elasticity, excitability, contractibility.</li> <li>• Types of muscular contractions – isometric, isotonic, isokinetic.</li> </ul> <p><b>ADV I 2.3</b> The student will be able to identify the relationship between muscular and skeletal systems.</p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Identify major bones of the skeletal system.</li> <li>• Understand range of motion of joints and the effects upon performance of exercises.</li> <li>• Identify primary and secondary movers of specific bones.</li> </ul> <p><b>ADV I 2.4</b> The student will be able to apply biomechanical principles (levers, types of muscle contractions, and force) that aid the improvement of strength training.</p>	<p><b>ADV II 2.1</b> The student will be able to explain and apply selected physiological principles that aid in the improvement of skills and performance in specialized movement forms. <b>SOL 10.2a</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Explain selected physiological principles and use these principles to assess performance in a variety of movement forms.</li> <li>• Apply principles during warm-up, stretches, progressions and with overload principles.</li> </ul> <p><b>ADV II 2.2</b> The student will be able to explain selected biomechanical principles that aid in the improvement of skills and performance in specialized movement forms. <b>SOL 10.2A</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Understand types of muscle contractions (isometric, isotonic, isokinetic).</li> <li>• Understand concepts with movement of levers and force in relation to sports equipment (eg., golf club, hockey stick, discus).</li> </ul> <p><b>ADV II 2.3</b> The student will be able to apply selected biomechanical principles that aid in the improvement of skills and performance in specialized movement forms. <b>SOL 10.2A</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate concepts of movement with levers and force using sport specific skills in selected physical activities.</li> </ul> <p><b>ADV II 2.4</b> The student will be able to integrate movement principles and concepts to analyze the performance of self and others in specialized movement forms. <b>SOL 10.2B</b></p>

<b>Advanced PE I – Weight Training and Conditioning</b>	<b>Advanced PE II – Personal Fitness</b>
<p><b>Essential Knowledge and Skills:</b></p> <p>Explain selected biomechanical principles:</p> <ul style="list-style-type: none"> <li>• Levers</li> <li>• Types of muscle contractions-static (isometric), dynamic (isotonic/isokinetic), concentric (shorten), eccentric (lengthen)</li> <li>• Force</li> <li>• Linear velocity</li> <li>• Opposition</li> <li>• Weight transfer</li> <li>• Stretch reflex</li> <li>• Reciprocal muscle intervention</li> <li>• Fast twitch and slow twitch muscles</li> <li>• Primary and secondary movers</li> <li>• Flexors and extensors</li> <li>• Origins and insertions</li> <li>• Stretching-ballistic, static, PNF</li> </ul>	<p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Apply knowledge to aid in the improvement of skills and performance of movement.</li> </ul>

<p><b>Core Correlation:</b></p>
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**Prince William County Public Schools**  
**Physical Education Curriculum**  
**PHYSICAL EDUCATION: ADVANCED PHYSICAL EDUCATION**

<b>Strand: Personal Fitness</b> <b>Goal: The student will achieve and maintain a health-enhancing level of personal fitness in the five health-related areas of fitness.</b>
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<b>Advanced PE I – Weight Training and Conditioning</b>	<b>Advanced PE II – Personal Fitness</b>
<p><b>ADVI 3.1</b> The student will describe the dangers of steroids, blood doping, carbohydrate loading, human growth hormones, and amphetamines.</p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Blood doping</li> <li>• Human growth hormones</li> <li>• Steroids</li> <li>• Oxygen</li> <li>• Carbohydrate loading</li> </ul> <p><b>ADVI 3.2</b> The student will be able to discuss and apply the advantages of a balanced and nutritionally complete diet.</p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge and importance of nutrients (fats, carbohydrates, vitamins, minerals, water)</li> <li>• Explain the importance of a balanced diet as it relates to the recommended daily allowances in the food pyramid</li> </ul> <p><b>ADVI 3.3</b> The student will be able to identify appropriate strategies and methods for gaining, losing, and maintaining weight.</p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Blood doping</li> <li>• Human growth hormones</li> </ul> <p><b>ADVI 3.4</b> The student will be able to use data gathered to design a physical fitness program to meet their personal needs.</p>	<p><b>ADVII 3.1</b> The student will demonstrate the ability to independently apply basic principles of training and scientific concepts and principles to increase physical activity and improve personal fitness. <b>SOL 10.3</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Assess and independently analyze their own personal fitness level.</li> </ul> <p><b>ADVII 3.2</b> The student will apply program-planning skills by resetting goals and updating strategies, and making new timelines for a personal fitness program. <b>SOL 10.3b</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Apply principles of training to monitor and adjust activity levels to meet personal fitness needs.</li> </ul> <p><b>ADVII 3.3</b> The student will apply the FITT principle and other principles of training in a chosen game/sport, dance, recreational pursuit, or fitness activity to increase regular physical activity and/or improve performance. <b>SOL 10.3a</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Use the FITT principle and other principles of training (overload, specificity, and progression) with a chosen activity.</li> <li>• Independently apply the components of fitness (cardio-respiratory fitness, muscular strength, muscular endurance, flexibility, and body composition) to a chosen activity.</li> </ul> <p><b>ADVII 3.4</b> The student will use a variety of resources, including available technology, to analyze, assess, and improve physical activity and personal fitness. <b>SOL 10.3b</b></p>

Advanced PE I – Weight Training and Conditioning	Advanced PE II – Personal Fitness
<p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Perform diagnostic tests to gather data about strength levels, endurance levels, and nutrition.</li> <li>• Utilize appropriate goal-setting strategies.</li> <li>• Apply time management skills in making a fitness plan.</li> <li>• Use FITT principle and other principles of training (overload, specificity, and progression).</li> <li>• Assess and analyze their own personal fitness level.</li> <li>• Analyze and apply the components of fitness (cardio-respiratory endurance, muscular strength and body composition, flexibility, muscular endurance) to their program.</li> </ul>	<p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Analyze their own personal fitness level.</li> <li>• Apply the components of fitness (cardio respiratory endurance, muscle strength, flexibility and body composition, muscular endurance) to their program.</li> <li>• Perform diagnostic tests to gather data about strength levels and endurance levels.</li> </ul>

<p><b>Core Correlation:</b></p>
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**Prince William County Public Schools**  
**Physical Education Curriculum**  
**PHYSICAL EDUCATION: ADVANCED PHYSICAL EDUCATION**

**Strand: Responsible Behaviors**  
**Goal: The student will demonstrate responsible personal and social behavior in physical activity settings.**

<b>Advanced PE I – Weight Training and Conditioning</b>	<b>Advanced PE II – Personal Fitness</b>
<p><b>ADVI 4.1</b> The student will be able to identify the advantages, disadvantages and dangers of ergogenic acids. (steroids, blood doping, carbohydrate loading, human growth hormones, and amphetamines.)</p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Blood doping</li> <li>• Human growth hormones</li> <li>• Steroids</li> <li>• Oxygen</li> <li>• Carbohydrate loading</li> </ul> <p><b>ADVI 4.2</b> The student will practice good safety techniques and equipment and facility care.</p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Safety procedures</li> <li>• Rules for use and care of weight training equipment</li> <li>• Basic lifting mechanics</li> <li>• Spotting techniques</li> </ul> <p><b>ADVI 4.3</b> The student will act independently, and resist negative peer influences in physical activity settings. <b>SOL 9.4a</b></p> <p><b>ADVI 4.4</b> The student will exhibit respect for the unique characteristics and abilities of peers. <b>SOL 9.4b</b></p> <p><b>ADVI 4.5</b> The student will act responsibly to avoid conflict. <b>SOL 9.4c</b></p>	<p><b>ADVII 4.1</b> The student will initiate and maintain appropriate personal behaviors in physical activity settings. <b>SOL 10.4a</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Exhibit respect for one another.</li> <li>• Understand importance of honesty, integrity, and self-control in physical activity settings.</li> </ul> <p><b>ADVII 4.2</b> The student will exhibit leadership and the ability to follow others when working with a group. <b>SOL 10.4b</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Participate in leadership roles. (e.g., squad leaders, exercise leaders).</li> <li>• Exhibit mature behavior to demonstrate proper expectations to the younger classes.</li> <li>• Participate in a variety of cooperating activities to develop skills for working with one another.</li> </ul> <p><b>ADVII 4.3</b> The student will anticipate and avoid potentially dangerous situations in physical activity settings. <b>SOL 10.4c</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate appropriate care and proper use of equipment.</li> <li>• Utilize listening skills when safety precautions are discussed before class participates in a physical activity.</li> </ul>

**Core Correlations:**

**Prince William County Public Schools**  
**Physical Education Curriculum**  
**PHYSICAL EDUCATION: ADVANCED PHYSICAL EDUCATION**

**Strand: Physically Active Lifestyle**  
**Goal: The student will demonstrate a physically active lifestyle within and outside of the physical education setting.**

<b>Advanced PE I – Weight Training and Conditioning</b>	<b>Advanced PE II – Personal Fitness</b>
<p><b>ADVI 5.1</b> The student will develop proficiency in advanced skills in recreational and lifetime activities.</p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Determine ways through weight training to enhance other activities.</li> <li>• Understand the long term benefits of weight training.</li> </ul> <p><b>ADVI 5.2</b> The student will examine and develop an individual weight-training program based upon specialized needs.</p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of different weight training programs</li> <li>• Identify specific goals and/or limitations</li> <li>• Determine the best way to achieve desired result</li> <li>• Design an individual training program using the proper components of design</li> <li>• Exercise selection</li> <li>• Number of exercises</li> <li>• Order of exercises</li> <li>• Resistance – selection of the amount of weight</li> <li>• Repetitions</li> <li>• Sets</li> <li>• Rest</li> <li>• Frequency</li> <li>• Fixed or variable exercise loading</li> <li>• Progression</li> </ul>	<p><b>ADVII 5.1</b> The students will participate regularly in health-enhancing physical activities that contribute to personal enjoyment, the attainment and maintenance of personal physical activity goals. <b>SOL 10.5a</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Establish personal physical activity goals as a teen and as an adult.</li> <li>• Participate regularly in health-enhancing physical activities to accomplish personal physical activity goals.</li> <li>• May participate in lifetime activities during in-class field trips (e.g., golf, bowling, skating, Hemlock, self-defense).</li> </ul> <p><b>ADVII 5.2</b> The student will demonstrate an understanding of how personal characteristics, participation behavior patterns, and activity preferences are likely to change over time, and determine strategies to deal with those changes. <b>SOL 10.5b</b></p> <p><b>Essential Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Identify and participate in new physical activities for personal interest in and out of the physical education class.</li> <li>• Evaluate changing physical activity needs over a lifetime.</li> </ul>

**Core Correlation:**



## Class Activities that meet the Prince William County Public School Physical Education Standards

<b>FITNESS - SOL ADVI .1.1, ADVII .1.1, ADVI .2.1, ADVII.2.1, ADVI.3.1, ADVII.3.1, ADVI .4.1, ADVII.4.1, ADVI.5.1, ADVII.5.1</b>		
A. WEIGHT TRAINING B. JOGGING C. WALKING D. AEROBICS E. STATIONARY CYCLING	E. SELF-DEFENSE F. YOGA G. ROWING H. TRACK AND FIELD ACTIVITIES	I. 4 CORNERS J. JUMPING ROPE K. BODY BALL EXERCISES L. MEDICINE BALL DRILLS
<b>INDIVIDUAL/DUAL SPORTS - SOL ADVI .1.1, ADVII .1.1, ADVI .2.1, ADVII.2.1, ADVI.3.1, ADVII.3.1, ADVI .4.1, ADVII.4.1, ADVI.5.1, ADVII.5.1</b>		
A. TENNIS B. PICKLE BALL C. GOLF D. FRISBEE GOLF E. ROLLERBLADING F. SKATEBOARDING	F. RACQUETBALL G. HANDBALL H. ICE SKATING I. BADMINTON J. WRESTLING K. GYMNASTICS	L. BOWLING M. TABLE TENNIS N. FENCING O. 4- SQUARE
<b>TEAM SPORTS - SOL ADVI .1.1, ADVII .1.1, ADVI .2.1, ADVII.2.1, ADVI.3.1, ADVII.3.1, ADVI .4.1, ADVII.4.1, ADVI.5.1, ADVII.5.1</b>		
A. BASKETBALL B. VOLLEYBALL C. FRISBEE GOLF D. TEAM HANDBALL E. SOFTBALL F. SOCCER	F. ICE HOCKEY G. LACROSSE H. FLAG FOOTBALL I. FIELD HOCKEY J. SPEEDBALL K. RUGBY	L. ULTIMATE FRISBEE M. FLICKERBALL N. BROOM BALL O. FLOOR HOCKEY P. KICKBALL Q. KORFBALL R. TCHOUKBALL
<b>RHYTHMS - ADVI .1.1, ADVII .1.1, ADVI .2.1, ADVII.2.1, ADVI.3.1, ADVII.3.1, ADVI .4.1, ADVII.4.1, ADVI.5.1, ADVII.5.1</b>		
A. AEROBIC DANCE B. CREATIVE DANCE	C. FOLK/LINE DANCE D. SQUARE DANCE	E. SOCIAL AND CONTEMPORARY DANCE
<b>OUTDOOR EDUCATION AND RECREATION ACTIVITIES – SOL ADVI .1.1, ADVII .1.1, ADVI .2.1, ADVII.2.1, ADVI.3.1, ADVII.3.1, ADVI .4.1, ADVII.4.1, ADVI.5.1, ADVII.5.1</b>		
A. HIKING B. ORIENTEERING C. PROJECT ADVENTURE D. ROAD CYCLING E. WALL CLIMBING F. CROQUET G. HORSESHOES	H. SHUFFLEBOARD I. CIRCUS ARTS (i.e. juggling) J. ARCHERY K. KAYAKING L. CANOEING	M. FISHING N. HORSEBACK RIDING O. CRICKET P. SURVIVAL SKILLS Q. KITESURFING R. BOCCE BALL S. MINIATURE GOLF
<b>AQUATICS - SOL ADVI .1.1, ADVII .1.1, ADVI .2.1, ADVII.2.1, ADVI.3.1, ADVII.3.1, ADVI .4.1, ADVII.4.1, ADVI.5.1, ADVII.5.1</b>		
A. BOAT SAFETY B. WATER SAFETY C. SWIMMING FITNESS	D. WATER POLO E. KAYAKING F. CANOEING	G. FIVE BASIC STROKES H. RED CROSS OR AMERICAN HEART ASSOCIATION FIRST AID/CPR I. WATER GAMES
<b>LEAD UP/ALTERNATIVE GAMES - SOL ADVI .4, ADVII.4</b>		
A. PIN DODGE B. KICKBALL BASKETBALL	C. SCOOTER ACTIVITIES D. MAT BALL	E. SCOOP ACTIVITIES F. NATIVE OLYMPICS

# HEALTH AND PHYSICAL EDUCATION ORGANIZATION AND ADMINISTRATION

## PLANNING FOR INSTRUCTION

Health and Physical Education is an essential part of the total school program requiring long and short range planning. The use of the Prince William County Public Schools Instructional Process is recommended as the model for planning and conducting classes in Health and Physical Education.

## PRINCE WILLIAM COUNTY PUBLIC SCHOOLS INSTRUCTIONAL PROCESS

### I. Setting the Stage

- A. **Raise the Level of Concern** - Why is the mastery of this skill of immediate relevance and importance?
- B. **Review/Background** - What skills from yesterday and other previous lessons will we be using today?
- B. **Goals and Objectives** - What will we be doing today and what will we attempt to achieve?

### II. Acquisition of Skills

- A. **Explanation** – Describe the nature of the skill and related concepts and background material.
- B. **Modeling** – Perform the skill or skill sequence for the class so that they can form a visual picture of the skill's performance.
- C. **Structured Practice** – Walk the class through the performance of the skill in a highly structured, lock-step fashion. The objective of structured practice is to give the students the experience of performance with maximum safety and maximum guidance. The student gets the sequence and cadence of performance and the kinesthetic feedback of performance at almost no risk of error.

### III. Consolidation

- A. **Guided Practice** – The student continues to perform the skill semi-autonomously with periodic monitoring and corrective feedback as needed.
- B. **Generalization and Discrimination** – The student is able to generalize the skills being learned to broader situations, and to discriminate errors and where the acquired skills may be useful. Various conclusions and visualization of applications come at this stage.
- C. **Independent Practice** – The student continues to practice entirely on their own, using the skills learned. Independent practice should only follow a demonstration of skill mastery during Guided Practice. Further models or outlines may be needed for clarification.
- D. **Closure** – Student or teacher concludes lesson. Check for understanding. Focus on critical attribute.

## OUTDOOR PHYSICAL EDUCATION CLASSES

Stated below are guidelines that should be considered before taking classes out of doors.

1. Temperature – In general, not below 35 degrees, nor above 90 degrees.
2. Clothing – Children should have appropriate clothing and appropriate shoes for both warm and cold weather.
3. Type of activity – If the children are to be outdoors in the lower temperatures, they should be active. Strenuous activity should be avoided when temperatures are above 90 degrees. Activities should be conducted in shade areas during excessive heat.
4. Heat index system is specially designed for athletic practices and often allows participation in excess of the guidelines stated above. Therefore, it should not be used as the standard to determine whether or not physical education classes be taken outside.
5. When the **Heat Index** reaches 90-95, recommend light exercise and activities, unlimited access to water. When the **Heat Index** reaches 95 and above, exercise and activities should be inside.

## PHYSICAL EDUCATION FOR DISABLED STUDENTS

Each disabled child must be afforded the opportunity to participate in the regular physical education program available to regular education children unless:

- The child is enrolled full time in a separate facility; or
- The child needs specially designed physical education, as prescribed in the child's individualized education program.

Students who indicate the need for a special program should be referred by the physical education instructor to the school's local screening committee.

## INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

**General** – Physical education services, specially designed, must be made available to every disabled child receiving a free, appropriate public education.

**Regular Physical Education** – Each disabled child must be afforded the opportunity to participate in the regular physical education program available to regular education children unless:

- The child is enrolled full time in a separate facility; or
- The child needs specially designed physical education, as prescribed in the child's individualized education program as stated in physical education.

**Special Physical Education** – If specially designed physical education is prescribed in a child’s individualized education program, the public agency responsible for the education of that child shall provide the services directly, or make arrangements for it to be provided through other public or private programs.

**Education in Separate Facilities** – The public agency responsible for the education of a disabled child who is enrolled in a separate facility shall insure that the child receives appropriate physical education services in compliance with the first two paragraphs of this section.

The publication, “Physical Education for Disabled Students”, has been prepared for use by classroom teachers, special education teachers, physical education teachers, and administrators who work with disabled students. It is a resource guide that supplements the curriculum guides, Physical Education—Kindergarten through Grade Seven and Physical Education for Virginia Secondary Schools.

## **TITLE IX**

Title IX prohibits the separation of boys and girls in physical education activities. Regulations include the following qualifications:

- Within classes, students may be separated by gender for contact sports.
- Within classes, students may be grouped by ability. Gender may not, however, be the criteria for such groups.
- Boys and girls may be separated during units dealing with human sexuality. In some cases, county regulations require separation.

## **COMMUNICATING PHYSICAL EDUCATION STANDARDS TO PARENTS**

Communicating the goals and objectives of the physical education program to the parents and community is vital. As in all education programs, parent-community support and reinforcement insures total development of the child.

Suggested ways of communicating reinforcement of the physical education program:

- Demonstrations
- News releases to newspapers and other new media about the program
- Reporting physical fitness scores to parents
- Parent-teacher conferences
- School newsletter

## **HEALTH SCREENINGS AND PHYSICAL FITNESS TESTING**

Health screenings will be conducted in the fall and physical fitness tests in the spring. Sixth, seventh, and eighth grade students will be screened for scoliosis with assistance from the school nurse. Seventh and tenth grade students will receive health screenings for vision and hearing. Physical fitness testing will be administered to all students.

## **SAFETY**

Safety is a priority in physical education classes. The Physical Education teacher is responsible for ensuring this safe, learning environment. The two key components to provide a safe learning environment are supervision and instruction. The following safety standards for physical education classes include:

- Students will be under teacher supervision at all times
- Students will be properly instructed on safety standards for each activity
- Students will not wear jewelry during activity periods
- Teachers will inspect equipment and facilities before it is to be used by students

### **Elementary**

- At the elementary level, the use of the trampoline and spring board activities are not permitted for Prince William County students

### **Secondary**

- Students will be properly dressed for physical activity in tennis shoes, socks, plain T-shirt and gym shorts
- In the use of equipment that requires spotters, either the teacher or reliable student leaders will be in constant attendance
- Safety devices and protective gear must be used in all activities that require them
- Students will be properly instructed regarding safety standards for each activity
- Students will be properly instructed regarding locker room safety and behavior
- The use of the trampoline is not permitted for Prince William County students

## **EXCUSES**

### **Parental Excuses**

Parents may request that their child be excused from physical education for temporary illness or injury for a maximum of two (2) consecutive calendar days. A physician's statement will be required if the student cannot resume normal activities after the two (2) day period.

When illness or injury is obvious, a teacher and/or principal will temporarily excuse a student from physical activity.

In all cases, students excused from physical activity will be given meaningful class-related assignments.

### **Permanent Excuses**

A student is excused permanently from physical education on the presentation of a doctor's statement only. The medical excuse shall be retained in the student's permanent folder. An alternative assignment will be given.

### **Religious Excuses**

Variations in the program and dress for the program may be made to meet the needs of those who have definite beliefs which conflict with the activity in progress at the time.

### **SCHOOL WIDE FITNESS PLAN**

Students should receive a cardiovascular, muscular strength, muscular endurance and flexibility work-out at the minimum of every other day.

It is suggested that each school develop their own fitness plan to successfully achieve the above goal.

## **ELEMENTARY**

### **SCHEDULING CLASS - K-5**

The physical education specialist and principal should develop a schedule for each class. Instruction will be provided in areas which are appropriate for grade level activity. Schedules should be developed to insure safe and efficient use of facilities and equipment.

### **DRESS FOR PHYSICAL EDUCATION - K-5**

In grades K-5, children are not required to dress for physical education. However, it is recommended that tennis shoes and appropriate clothing be worn so that they may participate safely in physical education.

### **TIME ALLOTMENT**

The specialist will provide 30 minutes of instruction per week for each elementary class in grade K-5. Number of classes for physical education specialist should not exceed 9 and 5 on Thursday.

### **EVALUATION/GRADING**

The Physical Education Specialist is responsible for assigning the grade in physical education. The physical education grade is an effort grade and should be determined according to county policy participation.

## **ROLE OF THE SPECIALIST AND THE CLASSROOM TEACHER**

The basic physical education program is provided for all elementary children and is the joint responsibility of the physical education specialist and the elementary classroom teacher. The specialist introduces activities and skills each week to enhance the development of each students' personal fitness. The classroom teacher is responsible for structured follow-up of the activities and skills in recess. The specialist also has responsibilities in the following areas:

- The identification of children with motor problems
- Providing assistance to classroom teachers when planning the follow-up phase
- The purchase and inventory of equipment
- Providing safety checks for all indoor and outdoor physical education equipment and play areas
- Making equipment available to classroom teachers
- Coordinating the school-side field day and other special activities related to physical education
- Physical fitness testing in grades 4 and 5; and
- Assisting the principal in scheduling physical education classes

## **SECONDARY**

### **DRESS OUT STANDARD**

- A. Class Organization – Each Physical Education activity will include, dressing out, attendance, warm up, instruction, practices, closure. Each activity shall begin with a minimum of 10 minutes of progressively vigorous exercise to develop physical fitness and to prepare students for participation in class activities.
- B. Each school may require a standard Physical Education uniform according to their individual school plan. The following conditions must be followed.
  - Gym suits from other schools may be worn
  - Gym suits may be purchased from any vendor by the student
  - Gym suits will be provided to students unable to afford them
  - Teachers shall permit students to wear appropriate clothing over required dress during periods of cold weather
- C. Showers shall be made available for all participating students and may be required following vigorous activity

## **TIME ALLOTMENT**

**Grade 6** – Students shall receive the equivalent of five periods of instruction during each two-week period. Health education is taught the equivalent of nine weeks by the sixth grade Science Teacher and Health & Physical Education Teachers.

**Grade 7** – Students shall receive the equivalent of five periods of instruction during each two-week period. Health education is taught by the Science and Health and Physical Education Teachers for a minimum of nine weeks.

**Grade 8** – Health and physical education shall be taught daily. Each school may use one of the adopted health textbooks.

**Grade 9** – Health and physical education shall be taught on an odd/even basis, which will consist of 16 – 18 weeks of Health and 16 – 18 weeks of Physical Education.

**Grade 10** – Health, Physical Education and Driver Education shall be taught on an odd/even basis, which will consist of 16 – 18 weeks of Health Education:

- Family Life (3 – 6 weeks)
- CPR & First Aid Certification (3 – 6 weeks)
- Driver Education (Minimum 9 weeks/36 hours), and 16 – 18 weeks of Physical Education.

## **PUPIL EVALUATION**

Pupil Evaluation (grading) shall be consistent with the Prince William county grading system. For each 9 weeks marking period the grade received may reflect Health Education, Physical Education and or Driver Education.

Pupil evaluation in physical education shall be based upon the following areas:

- Dressing out policy
- Participation
- Knowledge
- Achievement

Examples of instruments to use for assessment are:

- Oral test
- Written test



- Projects
- Homework
- Fitness Journal
- Quizzes
- Teacher observations
- Fitness tests
- Skills test
- Self- Evaluation
- Portfolios
- Teacher records

### **VALUABLES**

Provisions shall be made to protect valuables belonging to students. Prince William County Public School Physical Education Programs provide opportunities to secure and lock valuable and personal items. However, it is the students' responsibility to follow each individual schools procedure.

## COMMUNITY RESOURCES

### **AEROBICS**

JAZZERCISE PWC  
9890 LIBERIA AVE  
MANASSAS, VA  
(703) 361-4966

BALLY TOTAL FITNESS  
(800) 677-4447

CHINN AQUATICS AND FITNESS CENTER  
(703) 791-2338

DALE CITY RECREATION CENTER  
(703) 670-7112

GOLD'S GYM  
(703) 680-7000

SPORT AND HEALTH CLUB OF WOODBRIDGE  
(703) 491-4126

SPORT AND HEALTH CLUB OF DALE CITY  
(703) 897-0200

### **ARCHERY**

PRINCE WILLIAM COUNTY ARCHERY CLUB  
12506 IZAAK WALTON DRIVE  
MANASSAS, VA  
(703) 335-0820

### **BADMINTON**

D.C. CLUB  
(202) 776-7707

BELTSVILLE CLUB  
(301) 937-6613

### **BASEBALL**

HARRIS BASEBALL  
10225 NOKESVILLE RD  
MANASSAS, VA  
(703) 368-6019

GREATER MANASSAS BASEBALL LEAGUE  
9651 GODWIN DRIVE  
MANASSAS, VA  
(703) 369-7029

### **BASKETBALL**

BOYS AND GIRLS CLUB  
(703) 670-3311

CHINN AQUATICS AND FITNESS CENTER  
(703) 791-2338

DALE CITY RECREATION CENTER  
(703) 670-7112

SPORT AND HEALTH CLUB OF WOODBRIDGE  
(703) 491-4126

### **BOWLING**

BOWL AMERICA  
13409 OCCOQUAN RD  
WOODBRIDGE, VA  
(703) 494-9191

### **CANOEING/ROWING/KAYAKING**

OXFORD BOAT HOUSE AND ROWING FACILITY  
12380 COTTON MILL DRIVE  
WOODBRIDGE, VA  
(703) 491-5754

INNER QUEST  
(703) 478-1078

U.S. COAST GUARD AUXILIARIES  
(800) 245-2628

LUNGA PARK  
QUANTICO, VA

LAKE RIDGE GOLF AND MARINA  
12350 COTTON MILL DR  
WOODBIDGE, VA  
(703) 494-5564

**CLIMBING**

ADVENTURES SCHOOLS  
(301) 263-0900

OUTER QUEST  
(301) 258-1914

SPORTROCK CLIMBING CENTER  
(301) 762-5111

**CPR/FIRST AID**

AMERICAN RED CROSS PWC  
9317 WEST ST.  
MANASSAS, VA  
(703) 368-4511

AMERICAN HEART ASSOCIATION  
(800) 666-4483

**CYCLING**

FREDERICKSBURG CYCLISTS  
(540) 373-1451

MID-ATLANTIC OFF-ROAD  
(703) 502-0359

RESTON CLUB  
(703) 904-0900

**DANCE**

DANCE ETC  
(703) 878-1000

DEGRASSE DANCE STUDIO  
13867 SMOKETOWN ROAD  
WOODBIDGE, VA  
(703) 670-0003

MANASSAS SCHOOL OF DANCE  
(703) 368-6621

ARTHUR MURRAY SCHOOL OF DANCING  
(703) 751-4436

**FIELD HOCKEY**

WASHINGTON COED  
(202) 314-6272

**FOOTBALL**

WOMEN'S FLAG FOOTBALL  
(703) 307-3029

**GOLF**

POWERLINE GOLF  
15005 NEABSCO MILLS RD  
WOODBIDGE, VA  
(703) 680-6767

LAKE RIDGE PARK GOLF COURSE  
12350 COTTON MILL DR  
WOODBIDGE, VA  
(703) 494-5564

FOREST GREENS GOLF COURSE  
4500 POA ANNUA LN  
TRIANGLE, VA  
(703) 221-0123

MONTCLAIR GOLF TENNIS AND SWIM CLUB  
16500 EDGEWOOD DR  
DUMFRIES, VA  
(703) 670-7503

**GYMNASTICS**

ALEXANDRIA Y CLASSES  
(703) 549-0850

ALL STAR RHYTHMIC  
(703) 289-9418

DALE CITY RECREATION  
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BOYS AND GIRLS CLUB  
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CHINN AQUATICS AND FITNESS CENTER  
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DALE CITY RECREATION CENTER  
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GOLD'S GYM  
(703) 680-7000

FREEDOM CENTER  
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OLYMPUS GYM  
(703) 369-2955

SPORT AND HEALTH CLUB OF WOODBRIDGE  
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POTOMAC APPALACHIAN TRAIL CLUB  
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**HORSEBACK RIDING**

LACEY LANE CARRIAGE CO.  
NOKESVILLE, VA  
(703) 594-3213

**ICE SKATING/ICE HOCKEY**

SKATE QUEST  
5180 DALE BLVD.  
DALE CITY, VA  
(703) 730-8423

FAIRFAX ICE ARENA  
(703) 323-1131

PW HOCKEY CLUB  
(703) 680-0838

**MARTIAL ARTS/SELF DEFENSE**

TIGER MARTIAL ARTS ACADEMY  
5513 MAPLEDALE PLAZA  
DALE CITY, VA  
(703) 583-2000

JHOON RHEE TAE KWON DO  
(703) 730-2734

TAE KWON DO CENTER  
(703) 492-7757

**MINIATURE GOLF**

LOCUST SHADE PARK  
(703) 221-8579

LAKE RIDGE GOLF AND MARINA  
(703) 494-5564

**RACQUETBALL**

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FREEDOM CENTER  
(703) 993-8444

**ROLLERSKATING**

SKATE N FUN ZONE  
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WASHINGTON AREA ROLLERSKATERS  
(202) 466-5005

**RUNNING/WALKING**

PVTC ALL COMERS TRACK  
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RIDGE RUNNERS  
(703) 491-2154 EXT 113

WASHINGTON RUNNING CLUB  
(703) 536-7764

**SKATEBOARDING**

VANS SKATEPARK  
2700 POTOMAC MILLS CIR  
WOODBIDGE, VA  
(703) 491-1815

**SOCCER**

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MANASSAS AREA SOCCER ASSOCIATION  
(703) 368-3394

PRINCE WILLIAM SOCCER INC  
(703) 670-6061

SPORTS NETWORK  
(703) 335-1555

STATE REFEREE PROGRAM  
(703) 491-1717

**SWIMMING**

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(703) 791-2338

FREEDOM CENTER  
(703) 993-8444

DALE CITY RECREATION CENTER  
(703) 670-7112

SPORT AND HEALTH OF WOODBRIDGE  
(703) 491-4126

JEFF ROUSE/QDD AQUATIC CENTER  
(703) 369-0699 (703) 369-9300

LAKE RIDGE SWIM CLUB  
(703) 490-5658

**VOLLEYBALL**

DALE CITY RECREATION CENTER  
(703) 670-7112

FAIRFAX VOLLEYBALL  
(703) 591-4270

FAIRFAX JUNIORS  
(703) 476-1017

**WATER POLO**

NORTHERN VIRGINIA CLUB  
(703) 259-0459

**WRESTLING**

WASHINGTON CLUB  
(202) 260-8525

**YOGA**

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(703) 680-7000

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