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The Mission of the RCPS Health and Physical Education Program

The mission of the Roanoke County Public Schools’ Health and Physical Education Program is to provide students with the skill, knowledge and experience they need in order to be healthy, physically active individuals throughout their lives.

It is the philosophy of Roanoke County Schools that physical education should...

- Be an integral part of the total educational program for grades K-12.
- Address the physical, mental, social and emotional needs of our students.
- Recognize, respect and provide for individual differences in students.
- Provide opportunity for each student to achieve success in physical activity to the extent of their capabilities.
- Emphasize the sequential development of motor skills, knowledge, and attitudes to equip students to adopt a physically active lifestyle.
- Be relevant and student centered.
- Be integrated with health education and other subject areas to create a total learning experience.
- Equip students to meet established standards.

What Does the RCPS Physical Education Curriculum Look Like?

Elementary: Skill and Movement Concepts for Lifetime Fitness

Middle: Self and Social Skills in Relation to Lifetime Fitness

High: Choosing Activity for Lifetime Fitness

<table>
<thead>
<tr>
<th>Standards</th>
<th>K-5</th>
<th>6-8</th>
<th>9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. skill</td>
<td>60%</td>
<td>20%</td>
<td>15%</td>
</tr>
<tr>
<td>2. knowledge</td>
<td>5%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>3. active/fitness</td>
<td>20%</td>
<td>30%</td>
<td>60%</td>
</tr>
<tr>
<td>4. self/social</td>
<td>5%</td>
<td>20%</td>
<td>5%</td>
</tr>
<tr>
<td>5. opportunity</td>
<td>10%</td>
<td>20%</td>
<td>10%</td>
</tr>
</tbody>
</table>

Middle School Goals

To provide opportunities for students:

- to refine and combine fundamental skills and movement patterns and transition those into specialized skills and patterns.
- to learn and apply more complex concepts of movement.
- to learn more about the components of fitness, how they are developed and improved, how they interrelate, and how they contribute to overall fitness.
- to participate cooperatively with others and understand reasons for rules and procedures.
- to exhibit a physically active lifestyle, both in and outside of school.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Team Activity</th>
<th>Individual and Dual Activity</th>
<th>Rhythms and Dance</th>
<th>Adventure and Outdoor Education</th>
<th>Fitness</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>40% of Instructional Time</td>
<td>25% of Instructional Time</td>
<td>10% of Instructional Time</td>
<td>5% of Instructional Time</td>
<td>20% of Instructional Time</td>
</tr>
<tr>
<td></td>
<td>Choice of activities to be determined within guidelines by individual schools.*</td>
<td>Choice of activities to be determined within guidelines by individual schools.*</td>
<td>Rhythmic movement sequences, dance and group aerobics</td>
<td>Cooperative Games</td>
<td>Assessment Personal Planning Strength training Fitness games</td>
</tr>
<tr>
<td>7</td>
<td>35% of Instructional Time</td>
<td>30% of Instructional Time</td>
<td>10% of Instructional Time</td>
<td>5% of Instructional Time</td>
<td>20% of Instructional Time</td>
</tr>
<tr>
<td></td>
<td>Choice of activities to be determined within guidelines by individual schools.*</td>
<td>Choice of activities to be determined within guidelines by individual schools.*</td>
<td>Aerobic Routines Dance (folk &amp; contemporary)</td>
<td>Cooperative Games</td>
<td>Assessment Personal Planning Strength training Fitness games</td>
</tr>
<tr>
<td>8</td>
<td>25% of Instructional Time</td>
<td>35% of Instructional Time</td>
<td>10% of Instructional Time</td>
<td>10% of Instructional Time</td>
<td>20% of Instructional Time</td>
</tr>
<tr>
<td></td>
<td>Choice of activities to be determined within guidelines by individual schools.*</td>
<td>Choice of activities to be determined within guidelines by individual schools.*</td>
<td>Design and perform rhythmical routines</td>
<td>Cooperative Games Cycling*</td>
<td>Assessment Personal Planning Strength training Fitness games</td>
</tr>
<tr>
<td>9</td>
<td>25% of Instructional Time</td>
<td>35% of Instructional Time</td>
<td>5% Contemporary dance</td>
<td>5% Explore community options</td>
<td>30% Assessment Concepts/labs Personal Planning Strength training &amp; conditioning</td>
</tr>
<tr>
<td></td>
<td>Choice of activities to be determined within guidelines by individual schools.*</td>
<td>Choice of activities to be determined within guidelines by individual schools.*</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>10</td>
<td>25% of Instructional Time</td>
<td>35% of Instructional Time</td>
<td>5% Contemporary dance</td>
<td>5% Explore community options</td>
<td>20% Assessment Concepts/labs Personal Planning Strength training &amp; conditioning</td>
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</tbody>
</table>

The physical education component is designed to enhance the relationship between physical activity, personal wellness and the development of a personal fitness plan. An emphasis will be placed on the five health related fitness components and their application in a variety of activities. Activity units should be 3-5 blocks.

The focus is on the development of the skills, knowledge, and understanding necessary for the development of personal fitness and the competent participation in a variety of lifetime activities. Opportunities for self-selection of activities within each strand whenever possible. Units should be long enough (6-7 blocks) to provide adequate time to develop skills and knowledge necessary for competent participation.
<table>
<thead>
<tr>
<th>Team Activity</th>
<th>Individual and Dual Activity</th>
<th>Rhythms and Dance</th>
<th>Adventure and Outdoor Education</th>
<th>Fitness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced PE</td>
<td>Activities may include: basketball, football, hockey, lacrosse, soccer, softball, volleyball, ultimate Frisbee</td>
<td>Activities may include: archery, badminton, bowling, cycling, golf, tennis, table tennis.</td>
<td>Activities may include: a variety of dance forms, group fitness</td>
<td>Activities may include: boater safety, fishing orienteering, shooting sports</td>
</tr>
</tbody>
</table>

Strength Training and Conditioning

The focus of this course will be physical conditioning with an emphasis on strength training, physical conditioning and the skills and knowledge necessary to develop a personal fitness program. A variety of activities will be incorporated to enhance both the health and skill related components of fitness for students of all skill and ability levels.

*Please see Guidelines for Selection of Activities*
Guidelines for Selection of Middle School Activities

1. Selection of activities for inclusion in the curriculum will be done for the purpose of fulfilling the VA Physical Education Standards of Learning.

2. The following activities are to be included at some point in the middle school curriculum at each school. Unless specified, the grade level will be left to the discretion of each individual school.

   - Aerobic Movement
   - Archery (Grade 8)
   - Badminton
   - Basketball
   - Bowling
   - Cooperative Games - all
   - Cycling (Grade 8)
   - Dance
   - Golf
   - Personal Fitness (all levels)
   - Soccer
   - Softball
   - Strength Training
   - Table Tennis
   - Track and Field
   - Ultimate Frisbee
   - Volleyball
   - Walking

3. Other activities listed below are suggested and may be offered in an effort to support the VA Physical Education Standards of Learning.

   - Floor Hockey
   - Football
   - Handball (wall)
   - Lacrosse
   - Pickleball
   - Racquetball
   - Skating
   - Speedball
   - Team Handball
   - Tennis

4. Benchmarks have been established for each of these activities to determine expectations for student learning. These represent what the students should know and do before they leave the eighth grade.

5. Advance planning should be done at each school to insure the most appropriate sequence of instruction. Care should be taken to avoid repetition from grade to grade of the same activities and instructional objectives.

Instruction in physical education in the middle school should be at least 50% and no more than 60% of the total instructional time allotted for health and physical education.
1. Selection of activities for inclusion in the curriculum will be done for the purpose of fulfilling the VA Physical Education Standards of Learning.

2. The following activities are to be included at some point in PE 9 or 10 at each school. Unless specified, the grade level will be left to the discretion of each individual school. There should be differentiation and progression for activities taught at both grade levels.

   Team: basketball, football, lacrosse, soccer, softball, volleyball, ultimate Frisbee.

   Individual/dual: archery, badminton, bowling, golf, group exercise/aerobics (9th),
   tennis, table tennis.

   Strength Training and Conditioning – Ninth grade (as part of personal fitness emphasis)

3. Other activities listed below are suggested and may be offered in an effort to support the VA Physical Education Standards of Learning.

   Boating  Climbing  Cycling  Fishing
   Hiking  Hockey  Pickleball  Racquetball
   Shooting sports  Skating  Speedball  Team Handball
   Tchoukball  Orienteering/geocaching

4. Benchmarks have been established for each of these activities to determine expectations for student learning. These represent what the students should know and do before they leave the tenth grade.

5. Advance planning should be done at each school to insure the most appropriate sequence of instruction. Care should be taken to avoid repetition from grade to grade of the same activities and instructional objectives.

6. At the tenth grade level, there should be opportunities for self-selection of activities within each strand whenever possible.
Students in grade six combine fundamental skills into more complex movement forms in modified game, dance, and recreational activities. Cooperative and competitive small-group games are appropriate, emphasis being on developing skills and tactical understanding. Students use feedback to initiate and maintain practice to improve skill performance. Students assess their health-related fitness status and set reasonable and appropriate goals for development, maintenance, and improvement. Social interaction becomes more complex as peer pressure becomes increasingly pronounced, impacting individual performance. Students solve problems and make responsible decisions as they work together. They exhibit a physically active lifestyle at school and outside the school environment. (Note: Not all activities mentioned in standards are included in the RCPS PE Curriculum. Please see “Guidelines for selection of Activities”)

**Skilled Movement**

6.1 The student will demonstrate competence in locomotor, non-manipulative, and manipulative skill combinations and sequences in dynamic game, rhythmic, and fitness activities applications.
   a) Combine locomotor and manipulative skills into specialized sequences, and apply sequences to partner and small-group game-play.
   b) Demonstrate incorporating movement sequences into a rhythmic activity.
   c) Demonstrate skill in a variety of individual and team activities representative of different countries.

**Movement Principles and Concepts**

6.2 The student will apply movement principles and concepts to movement-skill performance.
   a) Refine and adapt individual and group activity skills by applying concepts of relationship, effort, spatial awareness, speed, and pathways.
   b) Use feedback, including available technology, to improve skill performance.
   c) Initiate skill practice to improve movement performance, and apply principles of learning (e.g., whole/part/whole, many short practices vs. one long practice, practice in game-like situations).
   d) Understand and apply basic offensive and defensive tactics in noncomplex, modified activities (e.g., partner or small-group cooperative or competitive activities).
Personal Fitness

6.3 The student will use personal fitness data to improve physical fitness.
   a) Use measurement and assessment tools and data (e.g., criterion-referenced health-related fitness standards, Internet, software data-management systems, heart-rate monitors, pedometers, skin fold calipers) to develop goals for improvement in at least two fitness components.
   b) Describe and apply basic principles of training (e.g., FITT [Frequency, Intensity, Time, Type], overload, progression) and their relationship to implementing safe and progressive personal fitness programs.

Responsible Behaviors

6.4 The student will work independently and with others in physical activity settings.
   a) Acknowledge and understand the positive and negative influence of peer pressure on decisions and actions in physical activity settings.
   b) Solve problems, accept challenges, resolve conflicts, and accept decisions with reason and skill.
   c) Follow rules and safety procedures.
   d) Use practice time to improve performance.

Physically Active Lifestyle

6.5 The student will identify and seek opportunities in the school, at home, and in the community for regular participation in physical activity.

Please see the Physical Education Standards of Learning Technical Assistance Guide for a detailed explanation of each standard including the essential knowledge and skills, instructional resources and inclusion strategies for student with disabilities for each of the standards.

Instruction in physical education in the middle school should be at least 50% and no more than 60% of the total instructional time allotted for health and physical education.
Grade Seven
Physical Education

<table>
<thead>
<tr>
<th>Grade</th>
<th>Team Activity</th>
<th>Individual and Dual Activity</th>
<th>Rhythms and Dance</th>
<th>Adventure and Outdoor Education</th>
<th>Fitness</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>35% of Instructional Time</td>
<td>30% of Instructional Time</td>
<td>10% of Instructional Time Aerobic Routines Dance (folk &amp; contemporary)</td>
<td>5% of Instructional Time Cooperative Games</td>
<td>20% of Instructional Time</td>
</tr>
</tbody>
</table>

Choice of activities to be determined within guidelines by individual schools.*

Choice of activities to be determined within guidelines by individual schools.*

*Please see Guidelines for Selection of Activities

Physical Education Standards of Learning for Virginia Public Schools

In grade seven, students continue to develop competence in modified versions of game/sport, dance, and recreational activities. They vary movement during dynamic and changing game situations. Recreational pursuits become an additional curriculum option, broadening lifetime physical activity options. The ability to analyze skill performance through observing and understanding critical elements (isolated, small parts of the whole skill or movement) is increasingly apparent, as is the application of basic scientific principles of movement and personal fitness. Students relate the importance of physical activity to health, focusing particularly on obesity and stress. They create plans for improving personal fitness. Students continue to develop responsible personal and social behaviors by demonstrating decision-making skills, conflict-resolution skills, appropriate etiquette, and respect for others. Students achieve and maintain personal fitness standards and set reasonable and appropriate goals for improvement or maintenance of health-related fitness. (Note: Not all activities mentioned in standards are included in the RCPS PE Curriculum. Please see “Guidelines for selection of Activities”)

Skilled Movement

7.1 The student will demonstrate competence in modified versions of various game/sport, rhythmic, and recreational activities.
   a) Use skill combinations competently in modified versions of team (e.g., soccer, team handball, volleyball) and individual/dual (e.g., tennis, racquetball, golf) activities.
   b) Display appropriate use of speed, force, and form in a variety of movement activities (e.g., run, sprint, kick, jump, throw).
   c) Demonstrate basic abilities and safety precautions in recreational pursuits (e.g., in-line skating, orienteering, hiking, cycling, ropes courses, backpacking, canoeing, rock climbing).
   d) Demonstrate moving to a rhythm in selected folk, country, square, contemporary, and line dances.

Movement Principles and Concepts

7.2 The student will understand and apply movement principles and concepts.
   a) Demonstrate proper use of movement concepts in dynamic game situations (e.g. relationship between opponents, appropriate offensive position with the goal or ball).
   b) Apply biomechanical principles (e.g., center of gravity, base of support, trajectory) to understand and perform skillful movements.
   c) Use basic offensive and defensive tactics and strategies while playing a modified version of a game/sport.
   d) Analyze skill patterns of self and partner, detecting and correcting mechanical errors.
   e) Identify similarities in movements across different physical activities (e.g., overhand throw: tennis serve, overhand volleyball serve, and overhead clear in badminton).
Personal Fitness

7.3 The student will apply concepts and principles of training to improve physical fitness.
   a) Identify safe practices for improving physical fitness.
   b) Develop a comprehensive personal fitness plan, including goals, strategies, and timeline, for
      improving at least three self-selected components of health-related fitness.
   c) Use a variety of resources, including available technology, to monitor fitness improvement.
   d) Analyze the relationships among physical activity, calorie intake, and body composition.
   e) Demonstrate correct form when performing physical fitness activities.

Responsible Behaviors

7.4 The student will work independently and with others in cooperative and competitive physical activity
   settings.
   a) Apply safety procedures, rules, and appropriate etiquette in physical activity settings.
   b) Solve problems, accept appropriate challenges, and resolve conflicts in a responsible manner.
   c) Demonstrate supportive behaviors that promote the inclusion and safety of others when
      participating in physical activity.

Physically Active Lifestyle

7.5 The student will select and participate in physical activity to produce health-related benefits.
   a) 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) Analyze the relationship between physical activity and stress management, and investigate ways
      to use physical activity to lessen the impact of stress.

Please see the Physical Education Standards of Learning Technical Assistance Guide for a detailed
explanation of each standard including the essential knowledge and skills, instructional resources and inclusion
strategies for student with disabilities for each of the standards.


Instruction in physical education in the middle school should be at least 50% and no more than 60% of
the total instructional time allotted for health and physical education.
Students in grade eight demonstrate competence in skillful movement in modified, dynamic game situations and in a variety of dance and recreational activities. They transition from modified versions of movement forms to more complex applications across all types of activities—game/sport, dance, and recreational pursuits. Students demonstrate the ability to assume responsibility for guiding their own learning as they apply their knowledge and abilities to create a practice plan to improve performance in a selected game/sport, dance, or recreational pursuit. They demonstrate mature responsibility as they show respect for others, make reasoned and appropriate choices, resist negative peer pressure, and exhibit fair play. Students are able to set goals, track progress, and participate in physical activities to improve health-related fitness. They have a repertoire of abilities across a variety of game/sport, dance, and recreational pursuits and begin to develop competence in specialized versions of lifetime game/sport activities. (Note: Not all activities mentioned in standards are included in the RCPS PE Curriculum. Please see “Guidelines for selection of Activities”)

Skilled Movement

8.1 The student will demonstrate competence in one or more modified versions of various game/sport, rhythmic, and recreational activities.

8.2 The student will perform skills in several game/sport, dance, and recreational activities.
   a) Use skill combinations competently in specialized versions of individual, dual, and team activities.
   b) Demonstrate skill in recreational pursuits (e.g., in-line skating, orienteering, hiking, cycling, ropes courses, backpacking, canoeing, fishing, archery).
   c) Demonstrate moving to a rhythm (e.g., devise and perform dance sequences, using set patterns and changes in speed, direction, and flow).

Movement Principles and Concepts

8.3 The student will apply movement principles and concepts to specific sport, dance, and recreational skill performance.
   a) Adapt skill movements by modifying use of body, space, effort, and relationships to meet complex skill demands.
   b) Apply biomechanical principles (e.g., spin, rebound, effects of levers) to understand and perform skillful movements.
   c) Understand and use basic offensive and defensive tactics and strategies while playing specialized games/sports.
   d) Analyze skill patterns of self and partner.
   e) Analyze the skill demands in one physical activity, and apply principles of motor learning (e.g., feedback and knowledge of results, whole/part/whole, transfer of learning) to improve performance.
Personal Fitness

8.4 The student will apply self-assessment skills to improve or maintain personal fitness.
   a) Self-assess his/her level of physical activity and personal fitness on all components of health-related fitness, and develop a plan, including goals, strategies, and timeline, for maintenance or improvement.
   b) 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.
   c) Use a variety of resources, including available technology, to assess, monitor, and improve personal fitness.
   d) Demonstrate the ability to calculate resting and target heart rate.
   e) Monitor heart rate before, during, and after vigorous physical activity

Responsible Behaviors

8.5 The student will work independently and with others in cooperative and competitive physical activity settings.
   a) Exhibit fair play, and act responsibly in physical activity settings.
   b) Identify positive and negative effects of peer influence.
   c) Exhibit respect for the unique characteristics, diverse backgrounds, and varying abilities of peers.

Physically Active Lifestyle

8.6 The student will demonstrate a physically active lifestyle, including activity within and outside of the physical education setting.
   a) Participate regularly in health-enhancing and personally rewarding physical activity during unscheduled times.
   b) Analyze and evaluate personal behaviors that support or do not support a healthy lifestyle.

Please see the Physical Education Standards of Learning Technical Assistance Guide for a detailed explanation of each standard including the essential knowledge and skills, instructional resources and inclusion strategies for student with disabilities for each of the standards.

Instruction in physical education in the middle school should be at least 50% and no more than 60% of the total instructional time allotted for health and physical education.
Health and Physical Education 9

Course # 7064 Credit: 1 Prerequisite: None

This course will include both health and physical education. The classroom health education component provides students the opportunity to develop an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the well-being of self and others. Specific topics include personal fitness, nutrition, mental and emotional health, the prevention and control of disease, safety and first aid and family life education that focuses on dating and abstinence education. The physical education component is designed to enhance the relationship between physical activity, personal wellness and the development of a personal fitness plan. An emphasis will be placed on the five health related fitness components and their application in a wide variety of activities including team, individual and dual activity, outdoor adventure, rhythm and dance, and strength training and conditioning.

Course Objectives:

1. To provide students with the opportunity to develop and demonstrate a level of competence in a variety of physical activities.
2. To present movement concepts and principles that can be applied to acquire new skills or enhance existing ones.
3. To relate the role of physical activity to the development and maintenance of personal fitness.
4. To promote physical activity as a means to initiate and exhibit responsible behaviors and positively impact the behavior of others.
5. To promote an opportunity for structured physical activity.
6. To identify opportunities for continued participation in physical activity outside of the course.
7. To provide opportunities for the application of health knowledge and skills to the development and analysis of personal goals to achieve and maintain long-term health and wellness.
8. To explore the relationships among healthy behaviors; disease prevention and control; prevention and treatment of injury; and premature death and comprehensive wellness.
9. To evaluate global health issues using various sources of information.
10. To explore the benefits of collaboration in relation to community health and wellness initiatives
Course Guidelines:

1. Every effort should be made to integrate the health and physical activity components of this course. For organizational purposes, the course is designed to be 50% classroom health instruction and 50% physical education.

2. The health component is based on the Virginia Standards of Learning for Health and outlined in the RCPS High School Health Education Curriculum Guide.

3. The physical education component is designed to enhance the relationship between physical activity, personal wellness and the development of a personal fitness plan.
   a. An emphasis will be placed on the five health related fitness components and their application in a variety of activities.
   b. The selection of activities is to be guided by the RCPS PE Scope and Sequence.
   c. Benchmarks for the specific activities are included in the RCPS Physical Education Curriculum Guide.

The Physical Education Component

The following activities are to be used to satisfy the course objectives listed above and the Virginia Standards of Learning for Physical Education – Grade 9. The percentages represent the approximate amount of course time that should be dedicated to each activity.

Personal Fitness – 30%
   Specific activities to include:
   - Personal fitness assessment
   - Labs to enhance the understanding and application of the principles and concepts of fitness
   - Planning and implementation of personal fitness programs
   - Strength training and conditioning activities
   - A variety of aerobic activities

Individual and Dual Activities – 35%
   Choice of activities to be determined within guidelines by individual schools*

Team Activity – 25%
   Choice of activities to be determined within guidelines by individual schools*

Rhythms and Dance – 5%

Adventure and Outdoor Education – 5%
   Students will be encouraged to explore and utilize community options

* Please see Guidelines for Selection of High School Activities
The Personal Fitness Component:

Our task in physical education is to promote total fitness in ways that develop each component of health related fitness. Our goal is to make physical education purposeful and enjoyable to students who will be physically active, healthy and productive adults for a lifetime.

Health related physical fitness focuses on having students assume more responsibility for their health, fitness, and well being. Our goal is to have students understand and develop the components of health related fitness and value physical activity and its contributions to a healthy lifestyle. The Stairway to Lifetime Fitness*, illustrated below, outlines the process through which we will guide our students. *(Corbin and Lindsay 1993)

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Recommended Content and Activities for Personal Fitness Component

I Content and Concepts

A. Health-related Fitness Components
   1. Muscle Fitness
      a. Muscle Strength
      b. Muscle Endurance
   2. Flexibility
   3. Cardiovascular Fitness
   4. Body Composition

B. Basic Principles of Exercise
   1. FITT Principle
   2. Overload, Specificity, Progression
C. Guidelines for Exercise
   1. Workout Progression
   2. Target Heart Rate
   3. Exercise related injuries

II Creating a Personal Fitness Program
   A. Self-Assessment/Fitness Profile
   B. Goal-Setting
   C. Selected Activities
   D. Creating your program plan

III Suggested Labs/Activities
   A. Five for Life Program: Advanced
   C. Fitness/Wellness related videos – Fitness for Life Video Series, Human Kinetics, 2002, available through RCPS Online Media Catalogue (see PCSP Homepage)

IV Assessment
   A. Virginia Health Related Fitness Tests
   B. WELNET
   C. Daily Activity Log/Journal
   D. Personal Portfolios

Physical Education 9 Resources:
   
   *Every Move Counts*, Dr. Susan Nye, Instructional CD; purchased for each school 2010

   *Fitness for Life Video Series*, Human Kinetics, 2002; available through RCPS Online Media Catalogue


Virginia Standards of Learning for Physical Education - Grade 9

In grade nine, students complete the transition from modified versions of movement forms to more complex applications across all types of physical activities — games, sports, dances, and recreational pursuits. They demonstrate the ability to use basic skills, strategies, and tactics. Students demonstrate more specialized knowledge in identifying and applying key movement concepts and principles. They assess and develop a personal physical activity program aimed at improving their skill performance. They apply their understanding of personal fitness to lifelong participation in physical activity. Students demonstrate independence of others in making choices, respect all others, avoid conflict but are able to resolve it appropriately, and use elements of fair play and ethical behavior in physical activity settings. Students demonstrate the ability to plan for and improve components of fitness and achieve and maintain a health enhancing level of personal fitness.

Skilled Movement

9.1 The student will perform all basic movement skills and demonstrate competence in at least two self-selected, lifetime, skill-related physical activities from individual, dual, or team game/sport, dance, and recreational pursuit categories.
   a) Apply competencies in all locomotor, non-locomotor, and manipulative skills to appropriate game/sport, dance, and recreational activity applications.
   b) Design, implement, evaluate, and modify a plan for at least two self-selected, lifetime, skill-related physical activities.
      Key concepts include analysis of performance, application of principles of movement and training, and focus on goal setting and improvement of personal skills.

Movement Principles and Concepts

9.2 The student will apply movement principles and concepts to specific sport, dance, and recreational skill performance.
   a) Explain and apply selected scientific principles (e.g., physiological [warm-up, cool down, overload, specificity, and progression], biomechanical [levers, types of muscle contractions, and force]) that aid in the improvement of movement skills.
   b) Use movement principles and concepts to improve the movement performance of self and others.

Personal Fitness

9.3 The student will demonstrate achievement and maintenance of a health-enhancing level of personal fitness by designing, implementing, self-assessing, and modifying a personal fitness program.
   a) Demonstrate program-planning skills by setting goals, devising strategies, and making timelines for a personal physical activity plan.
   b) Apply the FITT (Frequency, Intensity, Time, Type) principle and other principles of training such as overload, specificity, and progression, in accordance with personal goals.
   c) Include scientific principles and concepts (e.g., methods of stretching, types of muscular contractions) as strategies for improvement of personal fitness.
   d) Use a variety of resources, including available technology, to assess, design, and evaluate a personal fitness plan.
   e) Identify consumer issues related to selection, purchase, care, and maintenance of personal fitness equipment.
Responsible Behaviors

9.4 The student will demonstrate appropriate behaviors in all physical activity settings.
   a) Act independently, and resist negative peer influences in physical activity settings.
   b) Exhibit respect for the unique characteristics and abilities of peers.
   c) Act responsibly to avoid conflict.

Physically Active Lifestyle

9.5 The student will participate in school and community health-enhancing physical activities that provide opportunities for challenge and social interaction.
   a) Maintain a record of daily participation in physical activities.
   b) Develop and evaluate progress toward personal physical-activity goals within and outside of physical education class.
   C) Analyze long-term physiological and psychological benefits that may result from regular participation in physical activity.
Health and Physical Education with Driver Education 10

Course Number: 7074  Credit: 1  Prerequisite: HPE 9

This course includes health, physical education and a nine week classroom component of driver education. Upon successful completion of this course students may enroll in a commercial driving school program to complete behind-the-wheel instruction required to meet DMV requirements for a provisional license. The classroom health education component provides students an opportunity to develop an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the well-being of self and others. Specific topics include injury prevention, medication and substance abuse, marriage, human reproduction, parenthood, and stages of healthy human development. The focus in physical education is on the development of the skills, knowledge, and understanding necessary for the development of personal fitness and the competent participation in a variety of activities including team, individual and dual activities, outdoor adventure, rhythm and dance, and strength training and conditioning.

Course Objectives:

1. To provide students with the opportunity to develop and demonstrate a level of competence in a variety of physical activities.
2. To present movement concepts and principles that can be applied to acquire new skills or enhance existing ones.
3. To relate the role of physical activity to the development and maintenance of personal fitness.
4. To promote physical activity as a means to initiate and exhibit responsible behaviors and positively impact the behavior of others.
5. To promote an opportunity for structured physical activity.
6. To identify opportunities for continued participation in physical activity outside of the course.
7. To promote an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and wellness of self and others throughout life.
8. To evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life.
9. To encourage the implementation personal-injury-prevention and self-management strategies that promote personal, family, and community health throughout life.
10. To evaluate available health information, products, and services for the value and potential impact on health and wellness.
11. To evaluate how different types of behaviors impact the family and community.
Course Guidelines:

1. Every effort should be made to integrate the health and physical activity components of this course. For organizational purposes, the course is designed to be 50% classroom health instruction and 50% physical education.

2. The health component is based on the Virginia Standards of Learning for Health and outlined in the RCPS High School Health Education Curriculum Guide.

3. The physical education component is designed to enhance the relationship between physical activity, personal wellness and the development of a personal fitness plan.
   a. An emphasis will be placed on the five health related fitness components and their application in a variety of activities.
   b. The selection of activities is to be guided by the RCPS PE Scope and Sequence.
   c. Benchmarks for the specific activities are included in the RCPS Physical Education Curriculum Guide.

The Physical Education Component

The following activities are to be used to satisfy the course objectives listed above and the Virginia Standards of Learning for Physical Education – Grade 10. The percentages represent the approximate amount of course time that should be dedicated to each activity.

Personal Fitness – 20%
   Specific activities to include:
   Personal fitness assessment
   Labs to enhance the understanding and application of the principles and concepts of fitness
   Planning and implementation of personal fitness programs
   Strength training and conditioning activities

Individual and Dual Activities – 35%
   Choice of activities to be determined within guidelines by individual schools*

Team Activity – 25%
   Choice of activities to be determined within guidelines by individual schools*

Rhythms and Dance – 5%

Adventure and Outdoor Education – 5%
   Students will be encouraged to explore and utilize community options

* Please see Guidelines for Selection of High School Activities
Advanced Physical Education

Course Number: 7094  Credit: 1  Prerequisite: HPE 10

Course Description: This elective course is designed to encourage physical activity and provide the opportunity to enhance the skills, knowledge, and understanding necessary for the development of personal fitness and proficiency in a variety of fitness activities, recreational pursuits and individual, dual, and team sports.

Course Objectives:

1. To provide students with the opportunity to develop and demonstrate a level of proficiency in selected fitness activities, recreational pursuits and individual, dual, and team sports.

2. To present movement concepts and principles that can be applied to acquire new skills or enhance existing ones.

3. To relate the role of recreational pursuits and sports to the development and maintenance of personal fitness.

4. To promote recreational pursuits and sports as a means to initiate and exhibit responsible behaviors and positively impact the behavior of others.

5. To promote an opportunity for structured and active participation.

6. To identify opportunities for continued participation in recreational pursuits, sports and other health enhancing forms of physical activity outside of the course.

Guidelines:

- Units of instruction should include a variety of fitness activities, recreational pursuits and individual, dual, and team sports.

- This is a participation-based course and all students will be required to dress appropriately.

- Instruction and evaluation in each unit should be guided by the “Benchmarks for Student Performance” included below and the sport specific benchmarks included in the secondary curriculum guide.

Resources:

Advanced Physical Education
Standards of Learning and Student Benchmarks

Skilled Movement

11/12.1 The student will demonstrate mastery of movement skills and patterns that apply to the selected specialized-movement activity.
   a) Exhibit a level of proficiency in all basic skills required for the selected activity and the ability to use the skills with consistency in the appropriate setting.
   b) Demonstrate an understanding of the rules and strategies of the selected activity, and apply them appropriately.

Benchmarks for Student Performance:

1.1 Exhibit a level of proficiency in the basic skills required for the selected activities and the ability to use the skills with consistency in the appropriate setting.
1.2 Demonstrate and understanding of the rules and strategies of the selected activities and apply them appropriately.

Movement Principles and Concepts

11/12.2 The student will apply movement principles and concepts to skill performance of the selected specialized-movement activity.
   a) Explain and apply selected scientific principles (e.g., physiological, biomechanical) that aid in the improvement of skills and performance in specialized movement forms.
   b) Integrate movement principles and concepts in order to analyze and improve the performance of self and others in specialized movement forms.

Benchmarks for Student Performance:

2.1 Self-evaluate and/or peer evaluate specified skills in selected activities.
2.2 Plan a program of skill development to improve weaknesses identified through personal/peer evaluation.
2.3 Evaluate team play and provide feedback to partners in dual and team activities.

Personal Fitness

11/12.3 The student will achieve and maintain a health-enhancing level of physical fitness.
   a) Participate independently in health-enhancing physical fitness activities.
   b) Evaluate and adjust activity levels to meet personal fitness goals.
   c) Design and critique a personal fitness program, using available technology and resources.
   d) Identify the physical and mental benefits of physical fitness.

Benchmarks for Student Performance:

3.1 Demonstrate appropriate knowledge and application of the principles of training.
3.2 Analyze the role of specific individual activities in the development of the health and skill related components of fitness.
3.3 Access personal fitness and develop and implement a personal plan for improvement.
3.4 Participate in drills, games and activities at a level of intensity necessary for the development of fitness.

**Responsible Behaviors**

<table>
<thead>
<tr>
<th>11/12.4</th>
<th>The student will accept responsibility for taking a leadership role as well as demonstrate the ability to follow in order to accomplish group goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Evaluate and organize a safe environment for skill practice.</td>
</tr>
<tr>
<td>b)</td>
<td>Demonstrate appropriate etiquette, care of equipment, and safe behaviors in the activity setting.</td>
</tr>
</tbody>
</table>

**Benchmarks for Student Performance:**

4.1 Demonstrate appropriate warm-up and cool-down activities for each of the selected activities.
4.2 Evaluate and organize a safe environment for skill practice.
4.3 Identify common injuries associated with each of the selected activities and strategies for the prevention of those injuries.
4.4 Serve as a game official in selected activities.
4.5 Demonstrate and mature level of sportsmanship and team play in all of the selected activities.
4.6 Demonstrate the ability to modify activities to ensure safety and meet the needs of the participates involved.
4.7 Identify appropriate strategies to minimize the impact of the various outdoor recreational activities on the environment.

**Physically Active Lifestyle**

| 11/12.5 | 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. |

**Benchmarks for Student Performance:**

5.1 Identify lifetime applications of the selected activities.
5.2 Identify opportunities for participation in these activities in the community and an understanding of how to evaluate those opportunities as a consumer.
5.3 Identify the role of recreational pursuits and sport in our society.
5.4 Demonstrate the knowledge and ability to access information regarding recreational activities and specific sports from valid and reliable sources.
5.5 Identify his/her potential in each of the selected activities.
5.6 Identify jobs/careers related to recreational pursuits and sport.
Strength Training and Conditioning

Course Number: 7084  Credit: 1  Prerequisite: Health and PE 10

Course Description: The focus of this course will be physical conditioning with an emphasis on strength training, physical conditioning and the skills and knowledge necessary to develop a personal fitness program. A variety of activities will be incorporated to enhance both the health and skill related components of fitness for students of all skill and ability levels.

Course Objectives:

1. To provide students with the opportunity to develop and demonstrate a level of competence in strength training and physical conditioning.
2. To present movement concepts and principles that can be applied to acquire new skills or enhance existing ones.
3. To relate the role of strength training and physical conditioning to the development and maintenance of personal fitness.
4. To promote strength training and physical conditioning as a means to initiate and exhibit responsible behaviors and positively impact the behavior of others.
5. To promote an opportunity for structured and physically active participation.
6. To identify opportunities for continued participation strength training, physical conditioning and other health enhancing forms of physical activity outside of the course.

Guidelines:

- This course is intended to address the needs of students of all ability /skill levels and, although it may meet the needs of the student athlete, it should not be viewed as an extension of an athletic program.
- This is a participation-based course and all students will be required to dress appropriately.
- Instruction and evaluation in each unit should be guided by the “Benchmarks for Student Performance” included below.
- Suggested activities to be included in this course are: agility training, calisthenics, circuit training, group aerobic activities, form running, free weights, guest speakers, interval training, medicine balls, jump rope, personal assessment in health and skill related fitness, plymetrics, selectorized weight equipment, stability balls, resistance bands, etc.

Resources:

Bigger, Faster Stronger, Inc., 805 West West 2400 South, Salt Lake City, Utah 84119  1-800-628-9737

Strength Training and Conditioning
Standards of Learning and Student Benchmarks

Skilled Movement

11/12.1 The student will demonstrate mastery of movement skills and patterns that apply to the selected specialized-movement activity.
   c) Exhibit a level of proficiency in all basic skills required for the selected activity and the ability to use the skills with consistency in the appropriate setting.
   d) Demonstrate an understanding of the rules and strategies of the selected activity, and apply them appropriately.

Benchmarks for Student Performance:
1.1 Identify, use and evaluate various types of equipment available for strength training and conditioning.
1.2 Demonstrate the proper form and technique in a variety of strength and conditioning exercises.
1.3 Demonstrate an understanding and application of the basic principles of strength training.

Movement Principles and Concepts

11/12.2 The student will apply movement principles and concepts to skill performance of the selected specialized-movement activity.
   c) Explain and apply selected scientific principles (e.g., physiological, biomechanical) that aid in the improvement of skills and performance in specialized movement forms.
   d) Integrate movement principles and concepts in order to analyze and improve the performance of self and others in specialized movement forms.

Benchmarks for Student Performance:
2.1 Identify and evaluate the various forms and applications of strength training and conditioning and their relationship to muscle fitness, cardiovascular fitness, flexibility, body composition skill performance and overall health.
2.2 Identify the location and function of the major muscle groups of the body and the exercises that develop those muscles.
2.3 Describe the relationship between body composition, nutrition, genetic predisposition and exercise.
2.4 Define and relate the following terms to strength training and conditioning: isometric, isotonic, isokinetic, slow twitch fibers, fast twitch fibers, periodization, concentric training and eccentric training.

Personal Fitness

11/12.3 The student will achieve and maintain a health-enhancing level of physical fitness.
   e) Participate independently in health-enhancing physical fitness activities.
   f) Evaluate and adjust activity levels to meet personal fitness goals.
   g) Design and critique a personal fitness program, using available technology and resources.
   h) Identify the physical and mental benefits of physical fitness.
**Benchmarks for Student Performance:**
3.1 Demonstrate an understanding of the components and principles of health and skill-related fitness.
3.2 Access personal level of health and skill related fitness and develop and implement a personal plan for improvement.
3.3 Demonstrate an understanding of goal setting as it pertains to strength training and conditioning.
3.4 Plan and implement a program to maintain or increase muscular strength/endurance based on a personal fitness profile.

**Responsible Behaviors**

<table>
<thead>
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**Benchmarks for Student Performance:**
4.1 Demonstrate proper safety in all aspects of strength training and conditioning.
4.2 Identify risk factors associated with strength training and conditioning.

**Physically Active Lifestyle**

| 11/12.5 | 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. |

**Benchmarks for Student Performance:**
5.1 Identify and evaluate the opportunities for strength training and conditioning in the local community.
5.2 Evaluate the role of strength training and conditioning as a lifetime fitness activity.
General Procedures for Secondary Physical Education
(Revised August 2013)

Organization

Middle School: Physical education is taught in conjunction with classroom health education in grades six through eight on a coeducational basis. It is recommended that sixty percent of the instruction be in physical education and forty percent in classroom health education. In the ninety minute block format, it is recommended that classroom instruction be limited to 45 minutes per day to provide opportunity for physical activity on a regular basis.

High School: Physical education is taught in conjunction with classroom health education in grades nine and ten. Elective options in physical education are offered in grades eleven and twelve.

Appropriate Attire

All students shall dress for each physical education class in appropriate attire unless it is apparent to the instructor that it would not be in the best interest of the student. The required uniform shall consist of tennis shoes, athletic socks, and a standard school gym suit or comparable attire (t-shirt and dark athletic shorts with at least a 7” inseam or sweats). The appropriate attire in physical education allows freer movement than street clothes, is less hazardous in activities (no buttons, large zippers, belts or buckles), and promotes better hygiene for the student and the school population. As a further safety precaution, jewelry will be removed when deemed inappropriate. Consistent policies within individual schools are essential but instructors may designate their choice of alternate uniforms depending upon the activity or weather conditions. School gym suits will be made available for sale at each school and can be used throughout the required years of physical education. For hygienic reasons it shall not be permissible to lend or borrow another person’s gym suit. Exceptions to this policy will be handled on an individual basis by the instructor.

Refusal to dress out appropriately for activities of the day shall be treated as a discipline issue consistently at each school. It is recommended that parents be made aware of the problem as early as possible. If the problem persists, a conference with the instructor, principal, parents and student should be scheduled. Every effort should be made to insure that noncompliant students do not become a disruption or negative influence on the rest of the class.

Where religious denominations forbid a student from wearing the required attire, a suitable substitute shall be agreed upon by the student and instructor.

Showering

In the interest of personal hygiene students should be given the opportunity and adequate time to shower at the conclusion of each class involving strenuous activity.
**Excuses**

**Short-term:** In cases of limited illness or injury (up to 3 days of physical education classes), a student may be excused from physical activity based on a written request from the parent/guardian. Parental notes should state the specific problem, the physical limitations, and a phone number where the parent can be reached. The student will be expected to complete alternate assignments appropriate to the instructional objectives for the days missed.

**Long-term:** The Roanoke County School System provides a standard physical education medical excuse for extended illness, injury or other disabling conditions. Upon receipt of a doctor's excuse requiring a student to be excused for periods of more than one week, it shall be the student’s responsibility to have this standard form completed by their physician. The student will not be expected to engage in any physical activity until the medical form has been returned by the physician. The intent of this form is to provide the student, parents/guardians and physical education instructor an opportunity to develop an appropriate alternate plan for participation.

In case of temporary disability, every effort should be made to involve the student in a way that compensates for the loss of physical activity and is relevant to the instructional objectives of the course.

In cases of permanent disability, the instructor, in conjunction with the student’s guidance counselor and the RCPS HPE Coordinator, shall develop an acceptable program to meet the instructional objectives of the course. Efforts should be made to evaluate the student's progress each year to determine his/her ability to participate in a limited or alternative program.

All medical excuses pertaining to chronic conditions should be placed in the student's cumulative health record (LF009) and be re-evaluated periodically. This folder should be filed in the respective guidance departments after information has been verified and updated.

**Religious:** Since health and physical education are part of a two-phase program, there is the potential for individuals to request exemptions from either or both areas on religious grounds. All such requests should be handled on an individual basis. Modifications and allowances can be made, consistent with state policy, to assure each student an opportunity to continue his or her efforts toward a comprehensive education and subsequent graduation.
Physical Fitness Testing

All students enrolled in a physical education course will be required to participate in the Virginia Wellness Related Testing Program periodically throughout the school year, unless medically excused.

All teachers shall follow the state guidelines for administering the tests as outlined in the Virginia Wellness Related Testing Program published by the Virginia State Department of Education. (Revised in 2006-07 and available at: http://www.doe.virginia.gov/instruction/physed/fitness_testing/fitness_testing_info.pdf)

These tests should be administered a minimum of two times during the school year; once within the first nine weeks and again during the final nine weeks of the course. The data from the tests should be recorded in a timely manner within the WELNET system and made available to students and parents. This data should be used by the student and instructor for instructional purposes. Class and school summaries should be used in the evaluation and planning of instruction.

Individual teachers are encouraged to develop a means of recognition for those students who demonstrate a healthy level of fitness and/or outstanding progress toward that goal.

Scores from each school will be reported to the division representative and the division results will be reported annually to the Department of Education.

Cumulative Health-Physical Fitness Record

Student results from the health-related fitness tests will be stored in the WELNET data collection program as long as the student is enrolled in RCPS and will be accessible to the teacher, student and parent through appropriate log on.
Grading

The student’s final grade for health and physical should reflect the percentage of instructional time designated for each area. It may be up to 60% physical education and 40% health but no less than 50% physical education and no more than 50% health.

It is important that each instructor’s grading policy is consistent with the following guidelines:

- Assessment and grading should reflect the desired instructional objectives of the course.
- Grading policies are to be made clear to students and parents at the beginning of the course.
- Students are to have access to their grades on a regular basis.
- Policies should be consistent with the other members of the department.
- Assessment and grading is to be as objective as possible.
- Rubrics should be used as often as possible to evaluate student work.

The following content areas and degree of emphasis have been established as guidelines for assessment in physical education in RCPS.

60% Participation: active involvement in daily activities
- leadership and sportsmanship
- documented improvement and progress
- development of physical fitness
- adherence to the safety practices, protocols, and policies

40% Skills: skills test (process more than outcome based)
- written assessment on fundamentals, rules, strategy, history, current events
- demonstration of knowledge, rules, fundamentals and strategies during participation
SAFETY CONSIDERATIONS

The major thrust of safety should be to prevent situations that cause accidents. It has been estimated that over 70% of the injuries associated with sports and with physical activity in general could be prevented through the use of proper safety procedures. On the other hand, accidents do occur, and proper emergency procedures should be established to cope with any situation.

Learning to recognize potential high-risk situations is probably the most important factor in preventing accidents. Teachers must clearly understand the hazards and potential dangers of an activity before they can establish controls. One cannot assume that the participants are aware of the danger and risk involved in various activities. Students must be told of the danger and risk before participation begins and reminded of those on an ongoing basis.

Areas of Responsibilities

Supervision:

Teachers have a responsibility to supervise students in all school settings and are accountable for this duty. When conducting supervision duties, the teacher must be able to see all participants. Discipline in the supervised area is a necessity. The following guidelines will help ensure that proper supervision occurs:

1. Never leave a class unsupervised, no matter what the situation.
2. Be aware of any possible dangers in the area.
3. Post safety rules in the area. Students should be made aware of the posted rules and receive instruction and interpretation of the rules when necessary.
4. Do not leave equipment unsupervised at any time if it is accessible to other students in the area.

Instruction:

A very important consideration is whether or not the student received adequate instruction before or during participation. Adequate instruction means a statement of how to perform the activity correctly, a statement of necessary safety precautions, and a statement of proper equipment use. The primary point to remember about instruction is that the teacher has a duty to protect others against unreasonable physical or mental harm, and a duty to avoid any acts or omissions that might produce such harm.

The teacher is educated, experienced, and skilled in the area, and should be able to predict situations that might be harmful. The following points can help the teacher plan meaningful and safe instruction:

1. Consider the age and maturity level of the student when selecting activities.
2. Careful planning is a must. Curriculum guides and lesson plans offer a well prepared approach.
3. Do not force participation or use physical activity as a punishment.
4. Sequence all activities in a unit of instruction and develop a written lesson plan.
5. Eliminate high-risk activities.
6. Activities should be selected based on the curriculum and the contributions they will make to the growth and development of the students.
7. All students should be dressed in proper attire to ensure safe participation. The wearing of any
jewelry is discouraged.

8. Report all accidents promptly in writing to the principal. (Student Accidents (Policy 7.12))

9. Keep first aid supplies accessible and check them often. Also have a plan for emergency care.

**Equipment and Facilities:**

1. Consider age and maturity when selecting equipment.

2. Regular inspections are a necessity.

3. Make sure of proper installation of new equipment.

4. Use equipment for the uses for which it was designed.
Policy Statement: The Roanoke County School Board, in compliance with Title IX of the Education Amendments of 1972, affirms that no student shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in health and physical education programs.

With the above policy in effect, schools will adhere to the following guidelines:

1. Physical education classes shall be scheduled and taught on a coeducational basis when deemed appropriate.

2. Separation by sex is permitted when classes are involved in contact sports (contact activities are those in which the rules do not eliminate the probability of bodily contact).

3. Skill instruction in all activities, whether contact or not, shall be given coeducationally. Exceptions to this regulation may be applied if it is determined that the skills themselves allow for contact or, because of the ability differences, it is objectively determined to be unsafe or unfair; also, where separate activities are obviously designed with student interests and needs as the deciding factors [i.e. wrestling (boys) or modern dance (girls)].

4. Criteria used for measuring student progress in physical education shall be the same for both sexes to assure a fair and equitable grade based on individual ability.
These represent what the students should be able to know and do when they complete an activity. These serve as the basis for assessment and accountability. These represent what we in Roanoke County see as essential skills and knowledge for each given activity. They have been written as exit standards. “By the end of eight grade,” for example, does not mean they had to do that in the eighth grade. They could have done that in the sixth or seventh grade. “By the end of the twelfth grade” represents standards for those activities included in the high school curriculum.

The numbers and letters that follow specific benchmarks (i.e. 6.2a) signify the Va. Physical Education SOL associated with that benchmark.

Please see the Physical Education Standards of Learning Technical Assistance Guide for a detailed explanation of each standard including the essential knowledge and skills, instructional resources and inclusion strategies for student with disabilities for each of the standards. http://www.pen.k12.va.us/VDOE/Instruction/PE/PE-TAG-Final.pdf
Aerobic Movement/Dance

By the end of eighth grade, students will:

1. Count beat and rhythm. 
   6.1b, 7.1d, 8.1, 8.2c
2. Identify appropriate rhythm and beat for specific activities. 
   6.1b, 7.1d, 8.1, 8.2c
3. Demonstrate knowledge of basic movement patterns. 
   6.1, 6.2a, 7.1, 8.2c, 8.3
4. Put movements together to a routine that flows. 
   6.1, 7.1d, 8.1, 8.2c, 8.3
5. Teach classmates basic dance/aerobic routines. 
   6.1, 7.1, 7.2, 8.2c, 8.3
6. Identify lifetime applications of aerobics and dance. 
   6.5, 7.5a,b, 8.6a
7. Identify fitness components developed through aerobic movement and dance. 
   6.3, 7.3, 8.4

At each level, students will:

1. Follow rules of the activity to maintain safe playing conditions.
2. Interact cooperatively and productively with a partner or group.
3. Demonstrate good sportsmanship.
Archery

By the end of the twelfth grade, students will:

1. Demonstrate
   a. Proper stance, nock, draw, anchor, aim and hold, release and follow through when shooting an arrow at a target.
   b. Knowledge of scoring (ends and rounds)
   c. Proper use of accessory equipment (sights, slings, stabilizers, arrow rests, nock locator, arm guards, finger protection (tables, gloves and mechanical releases)
   d. Proper selection of bow, including weight and draw length, and corresponding arrows.
2. Recognizes the effect of consistency of movement patterns, force and distance on optimal performance.
3. Identify the fitness components developed in archery.
4. Understand that this activity provides opportunity for enjoyment, challenge, self-expression and social interaction.
5. Identify opportunities within the community and surrounding area for further participation in this activity.

By the end of the eighth grade, students will:

1. Recognize purpose of basic accessory equipment (arm guards, tables, gloves, sights)
   8.1, 8.2b
2. Determine eye dominance
   8.3
3. Demonstrate
   a. Proper stance, draw, anchor, and aiming technique without an arrow.
   8.1, 8.2, 8.3
   b. Proper technique for nock, drawing, aim, release and follow through while shooting an arrow at a target.
   8.1, 8.2, 8.3
   c. The proper way to handle and retrieve arrows.
   8.1, 8.2
4. Recognize and use correct terminology.
   8.1
5. Identify fitness components developed through archery.
   6.3, 7.3, 8.4

At each level students will:

1. Recognize the individual responsibilities for personal safety and that of other shooters.
2. Recognize the role of self-discipline, concentration and focus in learning the fundamentals of archery.
Badminton

By the end of twelfth grade, students will:

1. Demonstrate the ability to follow the rules of badminton while playing singles or doubles matches.
2. Demonstrate basic offensive and defensive strategies in singles’ and doubles’ play.
3. Demonstrate appropriate use of the smash, drive, clear, and drop shots in a game situation.
4. Execute short and long serve techniques
5. Identify the fitness components developed through the games of badminton.
6. Describe opportunities to pursue badminton in their local community.

By the end of eighth grade, students will:

1. Demonstrate knowledge of the grip and basic strokes (drop, clear, drive and smash)  
   6.1, 6.2, 7.1a, 7.2e, 8.1, 8.2a, 8.3a,b
2. Demonstrate a proper serve.  
   6.1a ,6.2, 7.1a, 7.2e, 8.1, 8.2a, 8.3a,b
3. Hit cooperatively and continuously with a partner.  
   6.1a, 6.2, 7.1a, 7.2e, 8.1, 8.2a, 8.3a,b
4. Demonstrate an understanding of the basic offensive and defensive tactics and strategies in game situations 
   6.2d, 7.2c, 8.3c
5. Play a modified game using skills that have been taught.  
   6.1a, 6.2d, 7.1a, 7.2, 7.4, 8.1, 8.5
6. Identify fitness components developed through badminton. 
   6.3, 7.3, 8.4

At each level, students will:

1. Accept and respect decisions of officials.
2. Follow established rules of the activity to maintain safe and fair playing conditions.
3. Interact cooperatively and productively with a partner or group.
4. Demonstrate good sportsmanship.
Basketball

By the end of twelfth grade, students should be able to:

1. Recognize skills, rules and strategies used in a game.
2. Play a game following the official rules of basketball
3. Demonstrate basic offensive and defensive strategies.
4. Demonstrate proper shooting technique from varying distances
5. Identify the fitness components developed through the game of basketball.
6. Describe opportunities to pursue basketball in their local community.

By the end of eighth grade, students will:

1. Advance the ball up the court with either hand.
   6.1a, 6.2a, 7.a,b, 8.1, 8.2a, 8.3
2. Demonstrate proper shooting form.
   6.1a, 6.2a, 7.1a,b, 7.2b, 8.1, 8.2a, 8.3
3. Shoot a lay-up off the correct foot with proper form.
   6.1a, 6.2a, 8.1, 8.2a, 8.3
4. Play a small group game using passing, dribbling and shooting skills.
   6.1a, 6.2d, 7.1a, 7.2, 8.1, 8.2a, 8.3
5. Show understanding of the rules, boundaries, violations and scoring.
   6.4b,c, 7.4, 8.1, 8.5
6. Demonstrate an understanding of the basic offensive and defensive tactics and strategies in game situations
   6.2d, 7.2c, 8.3c
7. Identify fitness components developed through basketball.
   6.3, 7.3, 8.4

At each level, students will:

1. Accept and respect decisions of officials.
2. Follow established rules of the activity to maintain safe and fair playing conditions.
3. Interact cooperatively and productively with a partner or group.
4. Demonstrate good sportsmanship.
Bowling

By the end of eighth grade, students will:

1. Demonstrate an understanding of basic etiquette and procedures of bowling.
   a. 6.4c, 7.4, 8.1, 8.5
2. Demonstrate the proper setup and four-step delivery.
   a. 6.1a, 6.2a, 7.1, 7.2b,d, 8.1, 8.2, 8.3
3. Demonstrate the proper grip, release and follow through for either a straight or hook ball.
   a. 6.1a, 6.2a, 7.1, 7.2, 8.1, 8.2, 8.3
4. Use proper scoring terms of strikes, spares, splits and fouls.
   a. 6.4b,c, 7.4, 8.1, 8.5
5. Demonstrate an understanding of scoring.
   a. 6.4b,c, 7.4, 8.1, 8.5
6. Identify fitness components developed through bowling.
   a. 6.3, 7.3, 8.4
7. Describe opportunities to pursue bowling in their local community.
   a. 6.5, 7.5, 8.6

At each level, students will:

1. Accept and respect decisions of officials.
2. Follow established rules of the activity to maintain safe and fair playing conditions.
3. Interact cooperatively and productively with a partner or group.
4. Demonstrate good sportsmanship.
Cooperative Games

By the end of eighth grade, students will:

1. Cooperate with others in small and large group activities…
   a. to set and achieve common goals.  
      6.4, 7.4, 8.5
   b. to solve problems that require unique and creative movement solutions based on the strengths and weaknesses of group members.  
      6.4, 7.4, 8.5
   c. that require him/her to “trust” others and for others to “trust” him/her.  
      6.4, 7.4, 8.5
2. Identify key elements of successful group processing.  
   6.4, 7.4, 8.5
3. Set operating procedures for the group to establish physical and psychological safety.  
   6.4, 7.4, 8.5
4. Explore various strategies for solving movement problems and evaluate the effectiveness of the proposed solution.  
   6.1, 6.2d, 6.4, 7.1, 7.2, 7.4, 8.1, 8.2, 8.3, 8.5
5. Integrated elements of effective group processing into experiences outside of the classroom.  
   6.5, 7.5, 8.6

At each level, students will:

1. Follow established rules of the activity to maintain safe and fair playing conditions.
2. Interact cooperatively and productively with a partner or group.
3. Demonstrate good sportsmanship.
Cycling

By the end of the twelfth grade, students will be able to:
1. Demonstrate the ability to perform routine maintenance (repair a flat, make a chain and cable repair, lubrication)
2. Identify the various competitive opportunities in cycling.
3. Identify areas within the region for safe on and off-road riding.
4. Describe features to consider when purchasing a bike.
5. Demonstrate an understanding of the rails-to-trails program and greenways as they relate to cycling and physical activity.

By the end of the eighth grade, students will:
1. Identify various types of bicycles and the distinguishing features of each.
   6.2, 7.1c, 8.1, 8.3
2. Describe how to properly fit a bike.
   6.4, 7.1c, 7.4, 8.1, 8.5
3. Demonstrate a pre-ride bike inspection.
   6.4, 7.1c, 7.4, 8.1, 8.5
4. Demonstrate appropriate and safe practices for riding on and off road.
   6.1, 6.2, 6.4, 7.1, 7.2, 7.4, 8.1, 8.2, 8.3, 8.5
5. Demonstrate the following basic skills: gear selection, braking, balancing at slow speed, turning, circling and change direction, riding up and down inclines, maneuvering over small obstacles, releasing and installing a wheel.
   6.1, 6.2, 6.4, 7.1, 7.2, 7.4, 8.1, 8.2, 8.3, 8.5
6. Identify the fitness components developed through cycling.
   6.3, 7.3, 8.4
7. Identify safe areas to ride in the community.
   6.4, 6.5, 7.1c, 7.4, 7.5, 8.1, 8.5, 8.6
Fitness

By the end of twelfth grade, students should be able to:

1. Develop a personal fitness plan that incorporates all the components and principles of fitness.
2. Assess personal fitness status in terms of the five health related fitness components.
3. Demonstrate an understanding of consumer issues relevant to personal fitness.
4. Describe the fitness value of a variety of physical activities and the role those activities can play in personal wellness.
5. Identify career opportunities available in the area of personal fitness.
6. Identify community resources available to enhance one's personal fitness.

By the end of eighth grade, students will:

1. Analyze and categorize activities and exercise according to potential fitness benefits.
   6.3, 7.3, 7.5, 8.4a
2. Identify the health and skill related fitness components and the FITT principals.
   6.3b, 7.3, 8.4a
3. Demonstrate an understanding of monitoring heart rates before, during and after exercise and the implication that has on exercise intensity.
   6.3a, 7.3c, 8.4c
4. Design an appropriate class warm-up.
   6.4a, 7.4, 8.5
5. Sustain an aerobic activity, maintaining target heart rate, to achieve maximum cardiovascular benefits.
   6.3a, 7.3a, 8.4c
6. Design and maintain a Personal Fitness Log to record activities.
   6.3a, 7.3, 8.4a

Please see the following information regarding Fitness Portfolios in appendix.

Wellness Portfolio Outline
A Blank Eighth Grade Portfolio
A completed sample of that form
A rubric for grading the portfolios
Flag Football

By the end of twelfth grade, students should be able to:

1. Recognize skills, rules and strategies used in a game.
2. Play a game following the established rules of flag football.
3. Demonstrate basic offensive and defensive strategies.
4. Demonstrate proper throwing, catching and punting techniques.
5. Identify fitness components developed through the game of flag football.
6. Describe opportunities to pursue flag football in their local community.

By the end of eighth grade, students will:

1. Throw a pass to a moving target.
   6.1a, 6.2a, 7.1a,b, 7.2b, 8.1, 8.2, 8.3
2. Demonstrate knowledge of pass patterns.
   6.1a, 6.2a, 7.1a,b, 8.1, 8.2, 8.3
3. Demonstrate the ability to catch the ball while running an established pass pattern.
   6.1a, 6.2, 7.1a,b, 7.2, 8.1, 8.2
4. Demonstrate an understanding of flag football rules during game play.
   6.4, 7.4, 8.1, 8.3a,b
5. Demonstrate an understanding of the basic offensive and defensive tactics and strategies in game situations
   6.2d, 7.2c, 8.3c
6. Identify fitness components developed through flag football.
   6.3, 7.3, 8.4

At each level, students will:

1. Accept and respect decisions of officials.
2. Follow established rules of the activity to maintain safe and fair playing conditions.
3. Interact cooperatively and productively with a partner or group.
4. Demonstrate good sportsmanship.
Hockey: Field and Floor

By the end of twelfth grade, students should be able to:

1. Demonstrate proficiency in dribbling, passing, receiving, shooting and goaltending.
2. Use basic offensive and defensive movements when playing in a game situation.
3. Demonstrate the ability to control a ball/puck while preventing an opponent from stealing the ball/puck.
4. Play a game following established rules.
5. Identify the fitness components developed through hockey
6. Describe opportunities to pursue hockey in their local community.

Floor Hockey

By the end of eighth grade, students will:

1. Manipulate objects with a hockey stick using varied amounts of force, flow and speed appropriate to the given situation. 
   6.1a, 6.2, 7.1a,b, 7.2, 8.1, 8.2, 8.3
2. Strike a ball/puck toward large target areas from an appropriate distance using a hockey stick. 
   6.1a, 6.2, 7.1a,b, 7.2, 8.1, 8.2, 8.3
3. Identify and follow rules while playing in a modified game situation. 
   6.4b,c, 7.4, 8.1, 8.5
4. Demonstrate an understanding of the basic offensive and defensive tactics and strategies in game situations 
   6.2d, 7.2c, 8.3c
5. Identify fitness components developed through floor hockey. 
   6.3, 7.3, 8.4

At each level, students will:

1. Accept and respect decisions of officials.
2. Follow established rules of the activity to maintain safe and fair playing conditions.
3. Interact cooperatively and productively with a partner or group.
4. Demonstrate good sportsmanship.
Golf

By the end of twelfth grade, students should be able to:

1. Play a modified game following appropriate rules and procedures.
2. Demonstrate proper golf course etiquette.
3. Score an official game.
4. Demonstrate proper putting technique.
5. Demonstrate an ability to hit a variety of golf shots.
6. Describe opportunities to pursue golf in their local community.
7. Identify the fitness components developed through golf.

By the end of eighth grade, students will:

1. Demonstrate the proper grip of the club.  
   6.1a, 6.2a, 7.1a,b, 7.2b, 8.1, 8.2a, 8.3
2. Demonstrate proper form for the basic stance and swing.  
   6.1a, 6.2a, 7.1a,b, 7.2b, 8.1, 8.2a, 8.3
3. Demonstrate an understanding of the differences in clubs and the projected hitting distance of each.  
   6.2a, 7.1a,b, 7.2a,b,d, 8.1, 8.3
4. Identify fitness components developed through golf.  
   6.3, 7.3, 8.4

At each level, students will:

1. Accept and respect decisions of officials.
2. Follow established rules of the activity to maintain safe and fair playing conditions.
3. Interact cooperatively and productively with a partner or group.
4. Demonstrate good sportsmanship.
Lacrosse

By the end of twelfth grade, students should be able to:

1. Demonstrate basic offensive and defensive strategies.
2. Demonstrate proper techniques in the following skills: passing, catching, cradling, shooting, and pick-ups.
3. Play a game following the established rules for non-contact lacrosse.
4. Identify the fitness components developed through lacrosse
5. Describe opportunities to pursue lacrosse in their local community..

By the end of eighth grade, students will:

1. Demonstrate proper use of equipment.
   6.4c, 7.4a,c, 8.5
2. Pass a ball to a moving target.
   6.1a, 6.2, 7.1a,b, 7.2, 8.1, 8.2, 8.3
3. Catch a gently thrown ball.
   6.1a, 6.2, 7.1a,b, 7.2, 8.1, 8.2, 8.3
4. Demonstrate a ground ball pick up while running.
   6.1a, 6.2, 7.1a,b, 7.2, 8.1, 8.2, 8.3
5. Play in a modified game situation.
   6.4, 7.4, 8.1, 8.5
6. Demonstrate an understanding of the basic offensive and defensive tactics and strategies in game situations
   6.2d, 7.2c, 8.3c
7. Identify fitness components developed through bowling.
   6.3, 7.3, 8.4

At each level, students will:

1. Accept and respect decisions of officials.
2. Follow established rules of the activity to maintain safe and fair playing conditions.
3. Interact cooperatively and productively with a partner or group.
4. Demonstrate good sportsmanship.
Orienteering

By the end of twelfth grade, students should be able to:

1. Demonstrate the following skills:
   a. **Map Skills**
      i. Identify and locate symbols on a topo map
      ii. Orient a topo map of the terrain in a given area
      iii. Correctly classify (5 D’s) symbols on a topo map
      iv. Describe the features of a given area, using the symbols of a topo map.
      v. Locate a map section on a larger topo map, based on a description of the section
      vi. Calculate the elevation of different points on a topo map
   b. **Compass Skills**
      i. Identify the parts of an orienteering compass
      ii. Place the names of the cardinal and intercardinal points on a compass rose
      iii. Adjust the compass reading housing to reflect specific compass bearings
      iv. Identify the bearing of a previously adjusted compass
      v. Identify specific objects at given bearings
      vi. Take and relate/identify bearings to specific objects standing at a designated spot(s)
   c. **Pacing and Measuring**
      i. Measure distance on a map
      ii. Estimate a distance walked, using the concept of pacing
      iii. Convert simple distances to be traveled into personal pace steps.
   d. **Orienteering**
      i. Place given compass readings and distances on a topo map
      ii. Identify compass, map, true, magnetic, and grid north.
      iii. Take compass readings and distances from a topo map
      iv. Apply map reading in the field.

2. Participate in a variety of map and compass games and activities.
3. Identify the physical benefits of orienteering activities.
4. Describe the sport of orienteering and its popularity throughout the world.
5. Describe the application of orienteering skills in other recreational pursuits.
6. Identify and demonstrate appropriate and responsible behavior when participating in orienteering activities.
Pickleball

By the end of eighth grade, the students will:
1. Demonstrate proper technique in grip, forehand stroke, backhand stroke and serve.
   6.1a, 6.2, 7.1a,b, 7.2, 8.1, 8.2
2. Volley with a partner using proper forehand and backhand strokes.
   6.1a, 6.2a,c, 7.1a,b, 7.2, 8.1, 8.2a, 8.3a,b
3. Demonstrate knowledge of rules.
   6.4, 7.4, 8.1, 8.5
4. Demonstrate an understanding of the basic offensive and defensive tactics and strategies in game situations
   6.2d, 7.2c, 8.3c
5. Identify fitness components developed through pickleball.
   6.3, 7.3, 8.4

At each level, students will:
1. Accept and respect decisions of officials.
2. Follow rules of the activity to maintain safe playing conditions.
3. Interact cooperatively and productively with a partner or group.
4. Demonstrate good sportsmanship.
Skating

By the end of eighth grade, students will:

1. Demonstrate knowledge of proper safety precautions and use of equipment.  
   6.4, 7.4, 8.1, 8.5
2. Demonstrate proper skills for forward movement, stopping, turning and skating.  
   6.1a, 6.2a, 7.1a, 7.1b, 8.1, 8.2, 8.
3. Demonstrate knowledge of the physical fitness benefits of skating.  
   6.3, 7.3, 8.4

At each level, students will:

1. Follow rules of the activity to maintain safe playing conditions.
2. Interact cooperatively and productively with a partner or group.
3. Demonstrate good sportsmanship.
Soccer

By the end of twelfth grade, students should be able to:

1. Demonstrate basic defensive and offensive strategies.
2. Play a game following the established rules of soccer.
3. Demonstrate proper technique of passing, receiving, dribbling and shooting in a game situation.
4. Identify fitness components developed through the game of soccer
5. Recognize the skills, rules and strategies used in a game.
6. Describe opportunities to pursue soccer in their local community.

By the end of eighth grade, students will:

1. Demonstrate the ability to dribble while protecting the ball from an opponent.  
   6.1a, 6.2a, 7.1a,b, 7.2, 8.1, 8.2, 8.3
2. Consistently pass and trap a ball while being guarded by an opponent in a game situation.  
   6.1a, 6.2a, 7.1a,b, 7.2, 8.1, 8.2, 8.3
3. Demonstrate an understanding of the basic offensive and defensive tactics and strategies in game situations  
   6.2d, 7.2c, 8.3c
4. Identify and follow rules while playing modified games.  
   6.4b,c, 7.4, 8.1, 8.5
5. Identify fitness components developed through soccer.  
   6.3, 7.3, 8.4

At each level, students will:

1. Accept and respect decisions of officials.
2. Follow established rules of the activity to maintain safe and fair playing conditions.
3. Interact cooperatively and productively with a partner or group.
4. Demonstrate good sportsmanship.
Softball

By the end of twelfth grade, students should be able to:

1. Demonstrate proper technique of throwing, catching, fielding, pitching, hitting, and base running and apply them in a game situation.
2. Demonstrate basic defensive and offensive strategies.
3. Identify of the differences between fast and slow pitch softball.
4. Describe how the rules of the game can be modified to meet a variety of skill and interest levels and apply them in game situations.
5. Play a game following the established rules of softball.
6. Identify the responsibilities, basic signals, and verbal cues of the umpire.
7. Identify fitness components developed through the game of softball.
8. Identify the most common injuries in softball and plan a program of prevention.
9. Identify and evaluate the equipment necessary for the game of softball.
10. Describe opportunities to pursue softball, at a variety of recreational and competitive levels, in their local community.

By the end of eighth grade, students will:

1. Demonstrate proper use of equipment.  
   6.4c, 7.4, 8.5
2. Demonstrate the ability to:
   Consistently strike a pitched ball.
   Field the ball with correct technique
   Thrown with accuracy to the correct position in a game situation  
   6.1a, 6.2a, 7.1a,b, 7.2, 8.1, 8.2, 8.3
3. Identify the various defensive positions and their responsibilities.  
   6.2d, 7.2c, 8.1, 8.2, 8.3c
4. Demonstrate an understanding of the basic rules of slow-pitch softball and apply them in game situations.  
   6.4b,c, 7.4, 8.1, 8.5
5. Identify fitness components developed through softball.  
   6.3, 7.3, 8.4

At each level, students will:

1. Accept and respect decisions of officials.
2. Follow established rules of the activity to maintain safe and fair playing conditions.
3. Interact cooperatively and productively with a partner or group.
4. Demonstrate good sportsmanship.
Speedball

By the end of twelfth grade, students should be able to:

1. Recognize skills, rules and strategies used in a game.
2. Combine basketball, soccer, football and speedball skills while playing in a game situation.
3. Demonstrate basic offensive and defensive strategies
4. Demonstrate appropriate use of aerial conversions in a game situation
5. Play a game following the established rules of speedball
6. Identify the fitness components developed through speedball

By the end of eighth grade, students will:

1. Demonstrate the proper techniques of passing, dribbling, kicking and throwing as they apply to speedball.
   \[6.1a, 6.2a, 7.1a,b, 7.2b, 8.1, 8.2a, 8.3\]
2. Demonstrate aerial conversions.
   \[6.1a, 6.2a, 7.1a,b, 7.2b, 8.1, 8.2a, 8.3\]
3. Play a modified game of speedball.
   \[6.4, 7.4, 8.1, 8.5\]
   \[6.4, 7.4, 8.1, 8.5\]
5. Demonstrate an understanding of the basic offensive and defensive tactics and strategies in game situations
   \[6.2d, 7.2c, 8.3c\]
6. Identify fitness components developed through speedball.
   \[6.3, 7.3, 8.4\]

At each level, students will:

1. Accept and respect decisions of officials.
2. Follow established rules of the activity to maintain safe and fair playing conditions.
3. Interact cooperatively and productively with a partner or group.
4. Demonstrate good sportsmanship.
Strength Training

By the end of eighth grade, students will:

1. Demonstrate a basic understanding of basic strength training principles.
   6.2, 6.3b, 7.1, 7.2, 7.3c, 8.1 8.3 8.4
2. Identify, use and evaluate various types of equipment available for strength training.
   6.2, 6.3b, 7.1, 7.2, 7.3c, 8.1, 8.2, 8.3, 8.4
3. Demonstrate proper form and technique of a variety of strength training exercises.
   6.2, 6.3b, 7.1, 7.2, 7.3c, 8.1, 8.2, 8.3, 8.4
4. Able to self-assess his/her personal level of muscular strength and endurance, and develop a plan including goals, strategies and time line for maintenance or improvement.
   6.2, 6.3b, 7.1, 7.2, 7.3c, 8.1, 8.2, 8.3, 8.4

At each level, students will:

1. Accept and respect decisions of officials.
2. Follow rules of the activity to maintain safe playing conditions.
3. Interact cooperatively and productively with a partner or group.
4. Demonstrate good sportsmanship.
Table Tennis

By the end of eighth grade, students will:

1. Demonstrate a proper forehand stroke, backhand stroke and serve.  
   6.1a, 6.2, 7.1a,b, 7.2, 8.1, 8.2
2. Continuously strike a ball to a wall or partner using forehand and backhand strokes.  
   6.1a, 6.2a,c, 7.1a,b, 7.2b, 8.1, 8.2a, 8.3
3. Identify and follow rules in a doubles game situation.  
   6.4b,c, 7.4, 8.1, 8.5

At each level, students will:

1. Accept and respect decisions of officials.
2. Follow rules of the activity to maintain safe playing conditions.
3. Interact cooperatively and productively with a partner or group.
4. Demonstrate good sportsmanship.
Team Handball

By the end of eighth grade, the students will:

1. Demonstrate the ability to pass, dribble and throw in a game situation.
   6.1a, 6.2a,c, 6.4, 7.1b, 7.2, 8.2a, 8.3
2. Play offensive and defensive court positions in a game situation.
   6.1a, 6.2a,c,d, 7.1a, 7.2, 8.1, 8.2a, 8.3
3. Demonstrate a knowledge of goalkeeping skills.
   6.1a, 6.2, 7.1a,b, 7.2, 8.1, 8.2, 8.3
4. Show an understanding of rules, court area and foul shots.
   6.1 b,c, 6.4, 7.4, 8.1, 8.5
5. Demonstrates the ability to throw to a goal from various spots on the court.
   6.1a, 6.2a,c, 6.4, 7.1b, 7.2, 8.1, 8.2, 8.3
6. Demonstrate an understanding of the basic offensive and defensive tactics and strategies in game situations
   6.2d, 7.2c, 8.3c
7. Identify fitness components developed through team handball.
   6.3, 7.3, 8.4

At each level, students will:

1. Accept and respect decisions of officials.
2. Follow rules of the activity to maintain safe playing conditions.
3. Interact cooperatively and productively with a partner or group.
4. Demonstrate good sportsmanship.
Tennis

By the end of eighth grade, students will:

1. Demonstrate basic ground strokes using proper grip, stance and swing.
   \[6.1a, 6.2, 7.1a,b, 7.2, 8.1, 8.2\]
2. Demonstrate a modified serve.
   \[6.1a, 6.2, 7.1a, 7.2e, 8.1, 8.2a, 8.3a,b\]
3. Hit cooperatively and continuously with a partner using proper technique.
   \[6.1a, 6.2a,c, 7.1a,b, 7.2b, 8.1, 8.2a, 8.3a\]
4. Demonstrate an understanding of the basic offensive and defensive tactics and strategies in game situations
   \[6.2d, 7.2c, 8.3c\]
5. Demonstrate knowledge of rules and etiquette.
   \[6.4, 7.4, 8.1, 8.5\]
6. Identify fitness components developed through soccer.
   \[6.3, 7.3, 8.4\]

At each level, students will:

1. Accept and respect decisions of officials.
2. Follow rules of the activity to maintain safe playing conditions.
3. Interact cooperatively and productively with a partner or group.
4. Demonstrate good sportsmanship.
Track and Field

By the end of eighth grade, students will:

1. Demonstrate proper technique for jumping and landing for height and/or distance. 
   \(6.2a, 7.1b, 7.2b, 8.1, 8.2, 8.3a\)
2. Demonstrate proper technique for standing and sprinter starts. 
   \(6.2a, 7.1b, 7.2b, 8.1, 8.2, 8.3a\)
3. Demonstrate the difference in technique for a short sprint and a long distance run. 
   \(6.1a, 7.1a,b, 7.2b, 8.1, 8.2a, 8.3a\)
4. Demonstrate proper technique for baton passing in relays. 
   \(6.2, 7.1b, 7.2, 8.1, 8.2, 8.3\)
5. Demonstrate proper technique for throwing a lightweight shot-put. 
   \(6.2, 7.1b, 7.2, 8.1, 8.2, 8.3\)
6. Identify fitness components developed through the various events. 
   \(6.3, 7.3, 8.4\)

At each level, students will:

1. Accept and respect decisions of officials.
2. Follow rules of the activity to maintain safe playing conditions.
3. Interact cooperatively and productively with a partner or group.
4. Demonstrate good sportsmanship.
Ultimate Frisbee

By the end of eighth grade, the students will:

1. Demonstrate proper throwing skills.  
   6.1a, 6.2a, 7.1a,b, 7.2b, 8.1, 8.2a, 8.3a,b
2. Demonstrate proper catching skills.  
   6.1a, 6.2a, 7.1a,b, 7.2b, 8.1, 8.2a, 8.3a,b
3. Demonstrate effective guarding, pivoting and interception skills.  
   6.1a, 6.2d, 7.1a, 7.2, 7.4, 8.1a, 8.2a, 8.3
4. Demonstrate a knowledge of rules and strategies.  
   6.4, 7.4, 8.1, 8.5
5. Identify fitness components developed through ultimate frisbee.  
   6.3, 7.3, 8.4

At each level, students will:

1. Accept and respect decisions of officials.
2. Follow rules of the activity to maintain safe playing conditions.
3. Interact cooperatively and productively with a partner or group.
4. Demonstrate good sportsmanship.
Volleyball

By the end of twelfth grade, students should be able to:

1. **Demonstrate:**
   - proper techniques in the following skills: serve, (forearm) pass, set, and spike.
   - consistency in passing to the setter’s position.
   - consistency in serving overhand or underhand over the net.
   - sequences of pass, set, spike before sending the ball across the net.
   - transition from offense to defense.
   - basic offensive and defensive strategies in a game.
2. Play a game using the rules of volleyball.
3. Recognize rules, strategies and skills used in a game situation.
4. Identify the fitness components of volleyball.
5. Identify opportunities within the community and surrounding area for further participation in this activity.

By the end of eighth grade, students will:

Demonstrate proper techniques in the following skills: (forearm) pass, and serve.

   6.1a, 6.2a, 7.1, 7.2, 8.1, 8.2, 8.3
1. Demonstrate knowledge of the proper techniques for the: serve, pass, set, and spike.
   6.1a, 6.2a, 7.1, 7.2, 8.1, 8.2, 8.3
2. Demonstrate the ability to properly pass a tossed ball to the setter’s position.
   6.1a, 6.2a, 7.1, 7.2, 8.1, 8.2, 8.3
3. Demonstrate consistency in serving the ball across the net using proper technique.
   6.1a, 6.2a, 7.1, 7.2, 8.1, 8.2, 8.3
4. Demonstrate the use of more than one legal contact before sending the ball over the net.
   6.1a, 6.2a, 6.4b,c, 7.1, 7.2, 7.4, 8.1, 8.2, 8.3, 8.5
5. Demonstrate knowledge of rules and basic offensive and defensive strategies.
   6.2d, 6.4b,c, 7.2c, 7.4, 8.2, 8.3c, 8.5
6. Play a modified game incorporating use of basic skills and rules of the game.
   6.4b,c, 7.4, 8.1, 8.5
7. Identify fitness components developed through volleyball.
   6.3, 7.3, 8.4

At each level, students will:

1. Accept and respect decisions of officials.
2. Follow rules of the activity to maintain safe playing conditions.
3. Interact cooperatively and productively with a partner or group.
4. Demonstrate good sportsmanship.
Walking

By the end of eighth grade, students will:

1. Recognize and use correct terminology that applies to walking (ex. stride length, exercise time, steps, etc.).
   6.2, 7.2, 8.1
2. Demonstrate an understanding of using a pedometer before, during and after exercise.
   6.3a, 7.3c, 8.4c
3. Walk at a pace that maintains the pulse in the target heart rate range.
   6.3a, 7.3a, 8.4c
4. Identify the potential fitness benefits of participating in a walking program.
   6.3, 7.3, 7.5, 8.4a

At each level, students will:

1. Follow rules of the activity to maintain safe playing conditions.
2. Interact cooperatively and productively with a partner or group.
3. Demonstrate good sportsmanship.
Glossary of Terms
Relevant to Physical Education Standards of Learning

A

Active lifestyle - A way of life valuing physical activity as an essential part of living; characterized by the integration of physical activity into daily routines and leisure pursuits.

Aerobic - With oxygen; term refers to energy-producing biochemical pathways in cells that use oxygen to produce energy.

Aerobic dance - A form of fitness training in which sustained, moderately strenuous exercise activities are performed to music that is continuous and use primarily the large muscle groups.

Aerobic exercise - Steady, low-intensity exercise within the target heart rate zone in which the cardiorespiratory system can supply all the oxygen the muscles need. Aerobic exercise includes activities like jogging, walking, non-competitive swimming, and pleasure cycling.

Agility - The ability to change and control the direction and position of the body while maintaining a constant rapid motion.

Anaerobic - Without oxygen; terms refers to energy producing biochemical pathways in cells that do not require oxygen to produce energy.

Anaerobic exercise - Physical exercise performed in short, fast bursts in which the respiratory and circulatory systems cannot supply oxygen to the muscles as fast as the cells use it. Examples of anaerobic exercises are the 100-meter dash, 50-meter breaststroke, and a competitive full-court basketball game.

Anatomy - The study of the structure of the human body.

Appropriate competitive behavior - Striving for improvement while respecting and remaining sensitive to the social, emotional, and physical needs and ability levels of all participants.

Assessment - The process of testing and evaluating students to determine progress towards goals or standards.

Authentic assessment - Assessment done in a "real-life" setting (e.g., observing a skill in context of the game in which it is used); a performance-based approach that checks the performance against a predetermined rating scale (rubric).

B

Balance - The ability to assume and maintain a state of equilibrium while remaining stationary (static balance) or moving (dynamic balance). Balance is maintained by keeping the center of gravity over the base of support.

Ballet - A classical dance form based on centuries of tradition that reflects a theme or tells a story.

Ballistic stretch - Exercises that involve quick up-and-down bobbing movements that are held briefly.

Ballroom dancing - Partner dancing with basic steps and patterns (e.g., waltz, foxtrot, swing, salsa, cha cha, tango, merengue); partners can move about the dance floor with no relationship to each other (recreational form) or in precise, choreographed steps (professional form).

Base of support - The part on which the body or its parts rests.

Benchmark - Grade level or course-specific expectation for students, which marks progress toward achievement of a standard.

Biomechanics - The study of the principles of physics applied to human motion.

Body management skills - The ability to keep the body under control and in balance when moving, standing still, or lifting the body into the air and landing.

C

Cardiorespiratory endurance (aerobic capacity) - The ability of the heart, lungs, and blood vessels to supply oxygen and nutrients to the muscles during long periods of exercise.

Cardiorespiratory system - Composed of the heart, blood vessels, and respiratory system.

Cardiovascular disease - A group of diseases of the heart and blood vessels.

Cardiovascular system - A body system that consists of the heart, blood vessels, and blood.

Catching - The use of one or two hands to stop and control an object that has been thrown or hit into the air or onto the ground; a skill theme.

Center of gravity - The weight center of the body; the point around which the body weight is equally distributed.

Chasing - Traveling quickly to overtake or tag a fleeing person.

Circuit training - An exercise program in which one moves around a prescribed course, stopping at each station to perform a specified exercise.

Competence - The development of sufficient ability to enjoy participation in physical activities and establishment of a foundation to facilitate continued motor skill acquisition and increased ability to engage in appropriate motor patterns in daily physical activities.

Complex skills - Combinations of a number of simple skills (e.g., juggling, lay-up, triple jump).
Concentric muscle contraction - The contraction and shortening of a muscle that results in the movement of bones and joints; positive work.

Conditioning - Engaging in regular physical activity of exercise that results in an improved state of physical fitness.

Constructive feedback - Specific information given about an individual's performance.

Continuity - One movement following another in succession without a break in the action.

Cool-down - A five to fifteen minute period of low intensity exercise that immediately follows the primary conditioning period (sometimes called a warm-down).

Cooling down - Slow reduction of the workout level after hard exercise.

Cooperation - Working together to achieve a goal in which success depends on combined effort.

Cooperative game - An activity that stresses one or more elements of cooperative behavior.

Cooperative learning - A process in which children work together to determine the one answer to learning the activity.

Coordination - The ability to synchronize, or combine at the same time, movements of several parts of the body.

Country Western dance - A dance form that resulted from cowboy's spontaneous adaptations of traditional dance movements brought to the Old West by various immigrant populations.

Creative dance - The expression of inventiveness of a movement.

Creative games - Games invented by students.

Creative movement process - A combination of cognition and psychomotor skills in sequential movements that involve perceiving stimulus, exploring, selecting, combining, refining, and performing.

Critical skill elements - Key components of a skill that form the basis of the learning cues.

Cross training - The combination of two or more types of exercise in one workout or using different exercises alternately in successive workouts.

Curl - An action that flexes or bends the body or its parts.

Direction - The ways the body can move in space (e.g., forward, backward, right, left, up, down, clockwise, counterclockwise).

Distress - Stress brought on by negative things (e.g., fear, anger, or confusion).

Dodging - Quickly maneuvering the body in a direction other than the original line of movement through the use of quick fakes, and twisting and stretching moves; keeping away from a moving person or object.

Drag - A force that acts to slow the motion of a moving body.

Dribble - A means of moving an object with a series of short taps with a body part (hand, foot) or a long-handled implement (hockey stick).

Dynamic balance - Maintaining an on-balance position while moving, starting, and stopping (e.g., jumping and landing, throwing and catching).

Dynamic game - Movement experiences designed to teach the use of basic skills, combinations of skills, and simple offensive and defensive strategies in a changing environment.

Dynamic stretching - Stretching done in a continuous, slow, and controlled manner.

Eccentric muscle contraction - A muscle's slow release of a contraction as it becomes longer; negative work.

Educational gymnastics - An approach to teaching gymnastics in which students are challenged to discover ways to solve teacher-generated tasks according to their own abilities. Foundational skills include rolling (weight transfer over adjacent body parts as in a forward roll); step-like actions (weight transfer using nonadjacent body parts as in a cartwheel); flight (weight transfer involving loss of contact with a supporting surface as in a jump); and balance (maintaining stillness over the smallest base possible as in a handstand).

Efficient movement - The skill performance of tasks that permits desired results to be obtained with the least strain and a minimal expenditure of energy.

Effort - In movement concepts, this refers to how the body moves and applying the concepts of time (fast, slow), force (strong, light), and flow (bound, free) to specific movement situations.

Elements of movement - What the body does, how the body moves, and where the body moves, alone and in relation to objects and people.

Endurance - The ability to perform continuous activity and to resist fatigue.

Equilibrium - A state involving a balance of all acting forces.

Ethnic dance - Traditional dances of other countries that reflect the country's original customs, rituals, and aspects of the daily lives of the common people who brought the dances to America.

Etiquette - A set of good manners and behaviors that is followed during participation in sport.
activities.

**Eustress** - Stress brought on by positive things.

**Exercise** - Planned, structured, and repetitive physical activity that results in the improvement of or maintenance of personal fitness.

**Exercise physiology** - The science that focuses on the effects of exercise and physical activity on the human body.

**Exercise prescription** - A personalized amount of exercise that promotes physical fitness.

**Fair play** - Participating with integrity and with respect for teammates, opponents, officials, and rules.

**Feedback** - Information given about an individual’s performance.

**Fine-motor** - Ability to perform efficiently small movements such as those required for playing jacks, juggling, writing, and keyboarding.

**F.I.T.T.** - The three ways to achieve overload in a physical fitness program – frequency, intensity, time; and type; a level of physical conditioning that is desirable and obtainable by everyone.

**Fitness** - The degree to which the total organism is able to meet the physical, intellectual, and emotional demands for everyday living, as well as cope with emergencies.

**Fleeing** - Traveling quickly away from a pursuing person or object.

**Flexibility** - The range of motion in a joint during movement.

**Flow** - The ability to combine movements smoothly.

**Folk dance** - Dance patterns of past cultures.

**Force** - The degree of effort or tension involved in a movement; something that causes a body to move or to change or stop its motion.

**Free weights** - Objects of varying weights that can be moved without restriction and used for weight lifting (e.g., barbells, dumbbells).

**Frequency of exercise** - The number of times per week that one intends to exercise.

**Friction** - A force that resists movement between two surfaces that are touching one another.

**Fundamental motor pattern** - The combination of critical motor skill elements for skillful execution of that skill.

**Fundamental motor skill** - Locomotor, nonlocomotor, and manipulative skills that form the foundation upon which other skills will be learned.

**Gallop** - A sliding movement performed in a forward direction.

**Game strategy** - A plan to help a player or team know what to do and when to do it in game situations in order to achieve a goal.

**General space** - The area that is available for movement, defined by imposed or natural boundaries.

**Goal** - Something a person wants to achieve; may be short-term, intermediate, or long-term.

**Gravity** - A force that pulls things toward the center of the earth.

**Gross-motor coordination** - Movement and coordination of the large muscles of the body, mostly through locomotor activities. Gross- motor coordination n develops prior to fine-motor coordination.

**Guided discovery** - A teaching method in which students are led to discover correct responses to a series of teacher-generated questions, activities, or challenges.

**Health-related fitness** - Physical fitness primarily associated with disease prevention and functional health. Health-related fitness has five components; cardiorespiratory fitness, body composition, flexibility, muscular strength, and muscular endurance.

**Health risk factors** - Those factors associated with disease, disability, and premature death.

**Heart rate** - The number of times the heart beats per minute.

**High-impact aerobics** - Aerobic dance that includes jumping, bouncing, and running.

**Hop** - A locomotor movement in which the performer takes off on one foot and lands on the same foot.

**Imagery** - Visualizing a skill to improve performance.

**Individualizing differences** - Adapting a program to fit an individual’s starting and developmental needs.

**Inertia** - The property of all matter that causes it to remain in a state of rest if at rest, or, if moving, to continue moving in a straight line at a constant speed, unless acted upon by a force.

**Intensity** - In a personal fitness prescription, the degree of vigor or the amount of effort expended during activity. In music, the loudness or softness of an accompaniment.

**International folk dance** - Ethnic/world/multi-cultural/national dances that include traditional steps and music of the country of origin and reflect the traditions, rituals, and lifestyles of the people.
Interpretive/Modern dance - A form of dance that breaks away from the rigid, codified, technical forms of ballet and encourages personal expression, improvisation, and extemporaneous movements.

Inverted balance - A balance in which the legs and feet are in the air.

Interval training - Alternating higher-intensity physical activities or exercises with rest periods.

Isokinetic exercise - An exercise done with special machines that allow for maximum resistance over the complete range of motion.

Isometric exercise - A contraction of the muscles that involves a push, pull, or twist against an unmovable object.

Isotonic exercise - A contraction of the muscles that involves both a shortening or lengthening of the muscle fibers.

J

Jump - A locomotor movement in which the performer takes off on one or both feet and lands on two feet.

K

Kicking - Striking a moving or stationary ball with the top, inside, or outside of the foot.

Kinesiology - The study of human movement from an anatomical and/or mechanical perspective.

Kinesthetic - A sense of location and place of body parts in body movements; knowing how it feels to perform a skill correctly.

Kinesthetic learning - Learning a new skill or technique by physically doing it.

L

Lead-up game - A game with some of the skills, rules, and game elements of a team sport.

Leap - A locomotor skill in which the performer takes off from one foot and lands on the opposite foot.

Learning styles - The different ways people learn best.

Least restrictive environment - The environment in which a student can participate successfully and safely in as near a normal setting as possible.

Leisure activity - A physical activity, sport, or other experience that people participate in during their free time.

Level - Position of the body or its parts in relation to the floor, a person, or piece of equipment or apparatus.

Lifestyle - Daily choices one makes in regards to food choice, eating, and activities.

Lifetime activity - A physical activity, exercise, or sport that a person can participate in for long periods of time (years to decades).

Line dance - Dance of American origin performed to contemporary music in lines or scattered in general space without partners.

Locomotor skill - An element of movement; movement from place to place, such as walking, running, hopping, jumping, leaping, skipping, climbing, galloping, rolling, and sliding.

Low-impact aerobics - Aerobic dance that includes vigorous arm movements while keeping one foot in contact with the ground at all times.

Low organized games - Games that have simple rules and require little or no equipment or game strategies to play.

M

Mainstreaming - Placing a disabled student in the least restrictive learning environment.

Manipulative skill - A movement done to or with objects such as throwing a beanbag; striking a soccer ball, softball, basketball, or shuttlecock; or catching a frisbee or football.

Maximum heart rate - The heart rate that should not be exceeded during exercise; found by subtracting one’s age from 220.

Mechanical principle - A law of science that applies to movement (e.g., Newton’s Laws of Motion).

Mental practice - Practice within the mind that uses the imagination to visualize movement activities.

Mimetic movements - Movements that imitate sport skills (e.g., striking, lifting, passing).

Mode - The type of activity or exercise a person can do.

Modified versions of games/sports - Activities in which rules, equipment used, number of players involved, playing area, and/or skills used have been changed in order to maximize learning/practice time.

Motor learning - Addresses the development of the locomotor, nonlocomotor, and manipulative skills. It also includes the concepts and principles related to the development and application of these skills, the understanding of the game design concept which uses many of these skills, and the ability of students to learn how to practice these skills on their own.

Motor skill - Any muscular activity, under voluntary control of the brain that is directed toward a specific objective.
Movement challenge - A movement problem posed that involves problem solving with a focus on the movement content.

Movement combinations - The arrangement of a series of motor movements into a sequence.

Movement concepts - The elements important in the study of human movement: body awareness, space, and qualities of movement, including force, balance, time, and flow.

Movement education - A student-centered approach to learning designed to help students develop an understanding of themselves as movers, the space in which to move, and the factors affecting efficient movement.

Multiple set method - A weight training strength program that uses the same amount of weight for each set until the person is fatigued.

Muscular endurance - The ability to meet the demands of long periods of exercising the muscles without excessive fatigue.

Muscular strength - The ability to produce force at high levels over a short time.

Muscular system - A body system in which there are three types of muscles – skeletal, smooth, and cardiac.

Negative workout method - A weight-training strength program that uses very heavy weights at the end of a prescribed number of sets and repetitions.

Nonlocomotor skill (Non-manipulative skill) - An element of movement; movement that does not involve locomotion, such as bending, curling, holding, lifting, pulling, pushing, stretching, swinging, twisting, and turning. (Nonlocomotor and non-manipulative are used interchangeably throughout this document.)

Open space - An area of the field or court that is free of another player.

Overhand throw - An object thrown above the level of the shoulder.

Overload principle - A basic principle of physical conditioning. According to the overload principle, in order to improve physical fitness, the body or specific muscles must be stressed. For example, for a skeletal muscle to increase in strength, the muscle must work against a heavier load than normal.

Overtraining - Exercising too much or being too active; overtraining may lead to overuse injuries.

Pathways - Routes of movement in space: straight, curved, zigzag or combinations of the three.

Performance assessment - Any type of assessment in which students create a response to a question. Examples include: short answer questions, essays, performances, oral presentations, demonstrations, exhibitions, or portfolios.

Perceptual-motor skills - Skills that indicate effective execution of movements dependent upon the establishment and refinement of sensory processes (kinesthetic, visual, auditory, or tactile) and motor activity. Perceptual motor skills depend upon the reception, interpretation, and response to either internal or external stimuli.

Personal activity log - A journal that is used to record a student’s activity patterns and establish activity goals.

Personal fitness - The result of a way of life that includes living an active lifestyle, maintaining good or better levels of physical fitness, consuming a healthy diet, and practicing good health behaviors throughout life.

Personal fitness prescription - An exercise or physical activity plan that includes frequency, intensity, time/duration, mode, and other factors.

Physical education - Planned, sequential instruction that develops basic movement and sport skills, and promotes physical activity and fitness.

Physical fitness - A level of individual physical ability that allows a person to perform daily physical tasks effectively with enough energy reserves for recreational activities or unexpected physical challenges.

Physically active lifestyle - A way of living that regularly includes physical activity such as walking, climbing stairs, or participating in recreational games or sports.

Physically educated person - A person who has learned skills necessary to perform a variety of physical activities; is physically fit; participates in physical activities, knows the implications and benefits of such activity; and values its contribution to wellness.

Physiology - A branch of science concerned with the functions of the body.

Plyometric training - Exercises that use bounding and jumping movements to increase a person’s ability to develop the force needed in explosive movements more quickly.

Portfolio - A collection of student-prompted and unprompted work within the classroom, as
well as the reflections of students, teachers, and others on this work. The folder may include standards’ tasks or
those self-selected, a variety of assessment results, or other information. The intent is to portray both the current
level of the student and the progress of the student over time.

**Power** - The ability to move your body parts swiftly while at the same time applying the maximum force of your
muscles.

**Practice** - The repetition of an action regularly to improve performance of a skill.

**Principle of progression** - A principle of training which dictates that overload should be increased gradually

**Principle of specificity** - The principle that the exercise training effect is specific to those muscles involved in
the activity.

**Proficient** - Being able to perform an age-appropriate motor skill or combination of motor skills on an advanced
level successfully.

**Progression** - Gradual increase in exercise or activity over a period of time in order to overload the muscle.

**Pyramid training** - A weight-training strength program for the large muscle groups that starts by using light
weights during the first set and then increases the amount of weight and decreases the
number of repetitions with each following set.

**Pulling** - Directing a force or object toward the body or base of support.

**Pulse** - The regular contracting and relaxing of the walls of the arteries caused by contraction of the heart.

**Punching** - Striking an object with the fist.

**Punt** - A kick performed by dropping the ball and contacting it on the top part of the foot before it hits the
ground.

**Pushing** - Directing a force or object away from the body or base of support.

**Qualities of movement** - Factors affecting efficient movement, such as, force, speed, time, and flow.

**Reaction time** - The time it takes to respond to what a person can hear, see, or feel.

**Ready position** - A body position in which the weight is on the balls of the feet that allows the
person to easily move in any direction in reaction to ball or player movement.

**Recovery heart rate** - The heart rate 10 minutes after vigorous exercise.

**Refining** - Those phases of learning in which skills are mastered and concepts well understood; ends in
habituation of motor skills.

**Regularity** - Engaging in activity on a routine schedule.

**Relationship** - In movement concepts, this refers to with whom and/or what the body relates, the
position of the performer to the apparatus or other performers (e.g., above/below, leading/following,
symmetrical/asymmetrical.

**Repetition** - A single performance of a movement or exercise.

**Resistance** - The amount of weight that is lifted in strength training.

**Respiratory system** - The system of the body which involves breathing air in and supplying oxygen to the body
via the blood.

**Resting heart rate** - The number of heart beats per minute when a person is at rest.

**Rhythmic activities** - Locomotor or nonlocomotor movements performed to a musical or nonmusical beat or
tempo and may include the use of manipulatives (e.g., balls, scarves, hoops, rhythm sticks, streamers).

**Rhythmic skill** - A motor movement that is performed to a beat (music, song, or rhyme).

**Rolling** - A movement made by turning around the horizontal axis of the body.

**Rotation** - The turning of a body part about its long axis.

**Rubric** - A scale of criteria that explains in detail the possible levels of performance for a task.

**Run** - A transfer of weight from one foot to the other with a momentary loss of contact with the
floor or ground by both feet, similar to walking except for a longer stride.

**Self-space** - The area of space the body occupies and that space within the body's natural
extensions; personal space.

**Sets** - Number of groups of repetitions in which a resistance exercise is done.

**Shapes** - The relationships of body parts (e.g., round, narrow, wide, twisted, symmetrical, asymmetrical).

**Sidearm throw** - An object thrown by extending the arm to the side and parallel to the ground.

**Skill game** - A game in which the primary purpose is the practice of a motor skill.

**Skill-related fitness** - The parts of fitness needed to perform successfully during games and sports; also called
performance fitness. Skill-related fitness has six components: agility,
balance, coordination, power, speed, and reaction time.

**Skill themes** - All the basic skills needed to participate in sports, recreational, and rhythmic activities.

**Skip** - A step-hop combination executed in an uneven rhythm alternating the lead foot.

**Slide** - A step sideways with one foot, then a pull or drag of the other foot beside it (step-close, step-close).
Social dance - Ballroom dance (e.g., fox trot, waltz, cha-cha, swing, salsa, etc.) in which the partners may maintain contact and follow set patterns and rhythms.

Spatial awareness - An element of movement; being aware of personal and general space, directions, pathways, levels, and planes.

Specificity - Exercising a specific part of the body.

Speed - The ability to move the body or parts of the body at different rates (e.g., fast, slow, speeding up, slowing down); the time it takes to move a specific distance.

Split workout - A weight-training workout schedule in which a person does not work each muscle group at each workout session but, instead, exercises one-half of the body at each session.

Sport-like behavior - Conduct becoming a sportsperson, including respecting rules and authority, playing fair, working with others in a group, being a good competitor, and accepting winning and losing in a socially acceptable manner.

Sport-specific motor skills - Motor skills specific to a particular activity, such as square dance – do-si-do; soccer – heading; aquatics – front crawl; basketball – chest pass.

Square dance - Dances of American origin executed in a four-couple set.

Static balance - Maintaining balance while stationary.

Static stretching - A gradual, slow stretch held for a short time (10-60 seconds).

Step-like actions - Actions that involve weight transfer onto and off of body parts that are not directly connected (e.g., running, hopping, jumping, cartwheel, round-off).

Stress - The physical or psychological responses of the body that occur as a result of adapting or coping with positive or negative situations.

Stressor - An event, situation, or activity that causes stress.

Stretching - An extension of the body's joints.

Striking - Hitting an object with body parts (head, hands, feet, arms, knees), long- handled implements (bats, golf clubs, hockey sticks), or short-handled implements (rackets, paddles); a skill theme.

Striking skills - Kicking, punting, dribbling, volleying, batting, and swinging a racquet, club, or stick.

Standard - Broad goals for student learning that describe what students should know and be able to do in a specific content area.

Swing - A smooth, rhythmic, circular or pendulum movement of the arms, legs, upper body, head, or body as a whole around a stationary center.

Tapping - Pushing a ball upward with one hand or foot.

Target heart rate (THR) - Range of high and low heart beats per minute while exercising; between 60 and 90 percent of the difference between resting heart rate and maximum heart rate.

Target heart rate zone - The recommended intensity for aerobic conditioning; estimated to be between 60 and 90 percent of one's predicted maximum heart rate.

Task cards - Instructions or challenges written on cards.

Teaching cue - A short phrase that calls the students' attention to the key components of a skill.

Teamwork - The ability of all people in a group to work together cooperatively to reach a goal.

Tempo - The rate of speed of music or movement.

Throwing - The use of one or two arms to move an object through the air or on the ground in an overhand, sidearm, or underhand motion; a skill theme.

Time - Speed at which a movement is performed; how long a person exercises.

Tracking - The ability to follow a moving object and judge its speed and distance.

Transfer of learning - The effect previous learning and motor experiences has on the new learning of motor skills. In positive transfer of learning, old learning facilitates new learning (e.g., passing ahead of the receiver in flag football and field hockey). In negative transfer of learning, old learning interferes with new learning (e.g., learning badminton, which requires a flexible wrist after learning tennis, which requires a firm wrist).

Transfer of weight - Changing the center of gravity beyond its base of support creates movement (rolling, locomotor skills) and/or generates force (hitting a baseball or golf ball, throwing a ball).

Traveling - Moving in a variety of directions by transferring weight form one body part to another (walking, running, leaping, jumping, hopping, skipping, sliding, galloping).

Turning - A partial or total rotation of the body with a shift in the base of support that causes a change in the direction of the motion.

Twisting - A movement in which one part of the body is held stationary and the rest of the body is turned away from the fixed position (e.g., twisting the trunk to the side and back).

Underhand throw - An object thrown from below the shoulder and elbow.
Volleying - Hitting an object with a variety of body parts (hands, arms, head, feet, knees) or hitting a ball with a short-handled implement before it bounces.

Walk - A transfer of weight from one foot to the other that involves alternately losing balance and recovering it while moving forward or backward.

Warm-up - A brief (5 to 15 min.) period of exercise that precedes the workout. The purpose of the warm-up is to elevate muscle temperature and increase blood flow to those muscles that will be engaged in the workout.

Weight machines - A system of cables and pulleys designed for the movement of weights as used in weight training exercises.

Weight training - A conditioning program that uses weights or other resistance equipment to help increase muscular strength, endurance, and power and to tone the body.

Weight training circuit - A specific sequence of weight-training exercises.

Weight transfer - Shifting the body weight within or beyond its base of support and returning to a balanced state.

Wellness - The attainment and maintenance of moderate to high levels of physical, intellectual, emotional, spiritual, and social fitness.

Wellness Portfolio Information

The following material may be helpful in developing sequential individual wellness portfolios.

This material includes:
- Wellness Portfolio Outline
- A Blank Eighth Grade Portfolio
- A completed sample of that form
- A rubric for grading the portfolios

Seventh Grade

☐ Examples of Personal Health Goals
☐ Strategies for implementing those goals
☐ An Assessment for each of the 5 Components of Fitness
☐ An Example for each of the 3 Elements of a Workout
☐ Examples of F.I.T.T., Progression and Overload
☐ A personal Plan for Healthy Snacks and Meals

Eighth Grade

You will develop a 4-WEEK PERSONAL FITNESS PLAN for improving at least one self-selected component of health-related fitness. The plan WILL INCLUDE:
- personal health goals, as well as strategies, and timelines for implementing your goal(s)
- assessments for all 5 Components of Fitness.
- identifying the one or more self-selected component(s) you want to work on.
- pre- and post- assessment for your plan.
- the 3 Elements of the Workout
- safe application of F.I.T.T., Progression, and Overload principles.
- safety guidelines for the activities.
- implementing the plan for 4 weeks and showing evidence of having done it
- a final analysis of program results
WELLNESS PORTFOLIO FITNESS PLAN
Grade 8

Create your own workout plan.

My Goal is:

I’ve selected this goal because (include the fitness component(s) you will be working on))

- 

Pre Tests: record your information
Post Tests: (State how you will test yourself now and then again after the 4 weeks to see if you’ve met your goal(s).

- 

WARM UP | WORKOUT | COOL DOWN

(Be sure to start with a TOTAL body warm-up followed by light stretching – List ALL stretches)

TOTAL TIME

<table>
<thead>
<tr>
<th>FREQUENCY</th>
<th>INTENSITY</th>
<th>TIME</th>
<th>TYPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Which days?)</td>
<td>(How hard)</td>
<td>(How long?)</td>
<td>(identify the fitness component)</td>
</tr>
</tbody>
</table>

PROGRESSION and OVERLOAD: To continue to improve, you must gradually do more than you were doing.

EXPLAIN HOW YOU WILL DO THAT FOR YOUR PROGRAM.

SAFETY GUIDELINES FOR MY ACTIVITY(IES):
1.
2.
3.
4.
5.

CHART YOUR PROGRESS KEEP A DAILY JOURNAL WRITE A FINAL ANALYSIS OF YOUR PROGRAM
Sample Plan:

**FITNESS PLAN**  
**Grade 8**

Create your own workout plan. The chart below may help you get started.

**My Goal is:** to improve my cardiorespiratory endurance as well as muscle strength and endurance

**I've selected this goal because:** I am tired of being out of breath all the time. I also want to look better – more firm and toned.

<table>
<thead>
<tr>
<th>WARM UP</th>
<th>WORK OUT</th>
<th>COOL DOWN</th>
</tr>
</thead>
</table>
| Jog slowly 5-10 mins.  
Stretch 5 mins.  
(List the stretches & how long to do each) | Run 15 mins. (10 min mile pace)  
Step-ups 5 mins.  
Push-ups 3 x 6 reps (modified-knees)  
Crunches 3 x 15 reps (regular) | Jog slowly 3 – 5 mins.  
Walk 3 – 5 mins.  
Stretch 5 mins.  
(List the stretches & how long to do each) |

**Frequency**  
4 days a wk

**Intensity**  
Run 10-min. mile pace  
Step-ups use a 10 – 12” step  
Push-ups modified  
Crunches regular

**Time**  
15 min  
5 mins  
3 x 6 reps  
3 x 15 reps

**Type**  
Cardiorespiratory endurance  
Cardio & muscular endurance  
Muscle strength & endurance

Progression every second week add sprints to the running and extra reps to push-ups & crunches.

Regular workout on M – W – F – Sat.

Overload every 2nd week add a 30 sec sprint at the end of each 5 mins of the run  
2 reps to each set of push ups and crunches

Pre Tests:  
1. after warming up - run for 15 min. on the track. Record the distance covered.  
2. Measure the following areas: upper arm (rt + lt.); stomach (just below the navel)

Post Tests: after 4 weeks, repeat the same tests, record and analyze results
The development of a **4-WEEK PERSONAL FITNESS PLAN** for improving at least one self-selected component of health-related fitness will be evaluated as follows:

- personal health goals, strategies, and timelines for implementing your goal(s) (25 PTS.)
- identifying the one or more self-selected component(s) you want to work on and explaining why you chose it (them) (10 PTS.)
- selecting appropriate pre- and post- assessments for your plan. (20 PTS.)
- designing the 3 Elements of your Workout (25 PTS.)
- safe application of F.I.T.T., Progression, and Overload principles. (10 PTS.)
- safety guidelines for your activities (5 or more). (10 PTS.)

---------------------------------------------
- implementation of the plan for 4 weeks (10 PTS.)
- chart your progress - show when Pr. + Ov. are applied (10 PTS.)
  - show results if testing is done before the end of the plan
- evidence of completion of your plan (15 PTS.)
  - post test results + analysis
  - Parent’s signature for each week & on the rubric
- keep a daily journal (15 PTS.)
- write a final analysis of program results (40 PTS.)
  - show your results & compare your pre- & post- tests
  - explain why you did or did not reach your goal
  - explain what could have done to improve your plan
  - explain what you learned from creating a personal fitness plan AND how you will use this process in the future.
- Quality work (neat appearance, clear, organized, correct grammar & spelling) (10 PTS.)

**Total Points**

A = 180 - 200 PTS  
B = 160 - 179 PTS  
C = 140 - 159 PTS  
D = 120 - 139 PTS  
F = LESS THAN 120 PTS