

PRINCE WILLIAM COUNTY PUBLIC SCHOOLS

Physical Education Administrative Guidelines

June, 2010

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INTRODUCTION

This Physical Education K-12 Program provides the skills and knowledge necessary for students to live healthy and active lifestyles. Physical educators, parents, and community members shall work together to support the health and wellness of young people. The K-12 curriculum describes a comprehensive physical education program that is designed to help prepare youth for a lifelong commitment to physical activity, health, and wellness.

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

- **Virginia Standards of Learning (SOL): Physical Education, revised in 2007-2008**, identifies concepts, processes, and skills for physical education in kindergarten through grade 10. This document focuses on the importance of developing a variety of movement skills and an understanding of the benefits of achieving and maintaining a physically active lifestyle.
- **The Prince William County Public Schools Physical Education Curriculum, approved in 2003, emphasizes the instruction of essential skills and knowledge that students should have to live healthy lives.**
- **Moving into the Future: National Standards for Physical Education, 2nd Ed.**, published in 2004, provides the foundation for national grade level benchmarks, indicators, and assessments in physical education. This document helped specify and define “a physically educated person”.
- **National Health Education Standards: Achieving Health Literacy, 2nd Ed.**, published in 2007, provides the foundation for national grade level benchmarks, indicators, and assessment in health education. This document offers a vision of what it means to be health literate.
- **Physical Activity and Health: A Passport to Good Health for All Americans**, published in 1996, the report of the United States Surgeon General summarizes research and provides information about physical activity and health.
- **The Surgeon General’s Call to Action to Prevent and Decrease Overweight and Obesity 2001**, published in 2001, recognizes that overweight and obesity are major health problems in this country and that healthful eating accompanied by regular physical activity can help people achieve and maintain a healthy or healthier body weight.
- **President’s Council on Physical Fitness and Sports**, published in 2002, recognizes the greater need for America’s leaders to stress physical activity and fitness. The point of the document is to make clear to every American of every age that physical activity is crucial to our health.
- **National Center for Chronic Disease Prevention and Health Promotion**, updated in 2001, provides guidelines for school and community programs to promote lifelong physical activity.
- **Physical Activity Guidelines for Americans**, published in 2008, provides recommendations that Americans help themselves become physically active on a regular basis.

EXAMPLE OF ACTIVITIES

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

WHY CHILDREN NEED PHYSICAL EDUCATION

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

Physical Benefits

A quality physical education program provides children with the following benefits:

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

Mental Benefits

A quality physical education program provides children with the following benefits:

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

Psychological and Social Benefits

A quality physical education program provides children with the following benefits:

1. Improves self-confidence and self-esteem. Physical education instills a stronger sense of self-worth in children. They become more confident, assertive, emotionally stable, independent, and self-controlled.
2. Provides an outlet for stress. Physical activity becomes an outlet for releasing tension and anxiety, instead of acting out delinquent behavior.
3. Strengthens their peer relationships. Physical education can be a major force in helping children socialize with others more successfully. Especially during late childhood and adolescence, being able to participate in dances, games and sports is an important part of fitting in. Children learn the basic skills they will need in physical education, which makes new skills easier to learn.
4. Reduces the risk of depression. Physically active children are less likely to develop depression and generally more optimistic about their lives.
5. Promotes healthier lifestyles. Physical education helps children develop an ongoing active lifestyle which leads to a more productive adulthood.

PHYSICAL EDUCATION STANDARDS

National Standards

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

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

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

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

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

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

Virginia State Standards

The Virginia State Standards of Learning are intended to provide the knowledge, processes, and skills needed for students to become physically educated, physically fit, and responsible in their physical activity choices and behaviors for a lifetime.

- 1. Demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Skilled Movement)*

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

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

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

This goal directs students toward responsible behaviors that lead to personal and group success in physical activity settings. These behaviors include practicing safety, understanding and accepting different characteristics in others, adherence to rules and procedures, etiquette, cooperation, ethical actions, and positive social interaction. **Elementary students** recognize and use rules and procedures, focus on safety, realize similarities and dissimilarities, and cooperate with others. **Middle school students** participate cooperatively with others and understand reasons for rules and procedures. **High school students** initiate and exhibit responsible behaviors and positively impact the behavior of others in physical activity settings.
- 5. Demonstrate a physically active lifestyle, including activity within and outside of the physical education setting. (Physically Active Lifestyle)*

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

Virginia Department of Education (**January, 2008**). *Health Education, Physical Education, and Driver Education Standards of Learning for Virginia Public Schools*. Richmond, Virginia. Board of Education Commonwealth of Virginia.

Prince William County Public School Physical Education Standards

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

1. Skilled Movement

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

2. Movement Principles and Concepts

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

3. Personal Fitness

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

4. Responsible Behavior

Demonstrate responsible personal and social behavior in physical activity setting.

5. Physically Active Lifestyle

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

PHYSICAL EDUCATION SOLS:

In PDF form:

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

In Word form:

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

**Prince William County Public Schools
Physical Education Curriculum**

VISION STATEMENT

Developing active, healthy, achieving, students.

MISSION STATEMENT

Providing all students with the skills and knowledge to live healthy lifestyles.

The Prince William County Public Schools Physical Education Curriculum provides:

- K – 12 comprehensive physical education programs enabling all students to use the skills and knowledge necessary to promote lifelong wellness;
- A continuous sequence of learning experiences in schools, community, and family;
- An instructional progression offering all students a variety of opportunities; and
- Guidance to the school community to promote and support healthy decision making and lifestyles.

HEALTH AND PHYSICAL EDUCATION ORGANIZATION AND ADMINISTRATION

PLANNING FOR INSTRUCTION

Health and Physical Education is an essential part of educating all children. Prince William County Public Schools uses the Standards-Based Planning Process as the model for planning and implementing instruction in Health and Physical Education.

PRINCE WILLIAM COUNTY PUBLIC SCHOOLS STANDARDS-BASED PLANNING PROCESS

1. Standards: *What will the students know and be able to do as a result of this unit?*
2. Assessment: *How will students know they are successful?*
 - Pre-Assessment
 - Formative
 - Summative
3. Task Analysis: *What knowledge, skills, and level of understanding do students need to be successful?*
 - Pre-Assessment
 - Literacy
 - Scaffolding
4. Instruction: *What learning experiences will facilitate student success?*
 - Framing the Learning
 - Learning Experiences
 - Resources
5. Reflection: *Based on data, how do I refine the learning experiences and/or the assessment?*

OUTDOOR PHYSICAL EDUCATION CLASSES

The guidelines provided below shall be considered before taking classes outside for physical education instruction. Please refer to Prince William County Public Schools annual notice specifying actions taken for weather conditions.

1. Temperature – Students shall not participate in recess or physical education outside if the **real feel** temperature goes below 32 degrees or above 95 degrees.
2. Clothing – Children should have appropriate clothing and appropriate shoes for existing weather conditions.
3. Type of activity – Children should be active when they are outdoors in lower temperature. Strenuous activity should be avoided when temperatures are above 90 degrees. Activities may be conducted in shade areas during excessive heat.
4. Heat index system is specially designed for athletic practices and often allows participation in excess of the guidelines stated above. It also provides the standard for determining whether physical education classes should be held outside.
5. It is recommended that students participate in light exercise and activities and be provided unlimited access to water. When the **Heat Index** reaches 95 and above, exercise and activities shall be inside.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

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

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

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

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

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

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

TITLE IX

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

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

COMMUNICATING PHYSICAL EDUCATION STANDARDS TO PARENTS

Communicating the goals and objectives of the physical education program to the parents and community is vital. As in all educational programs, parent and community support insures successful instructional experiences for the child.

Suggested ways of communicating support of the physical education program:

1. Demonstrations/Family Fitness Nights/PWC Health and Physical Education Expo.
2. News releases to newspapers and other new media about the program.
3. Reporting physical fitness scores to parents.
4. Parent-teacher conferences.
5. School newsletter, school websites, School Fusion, portfolios, daily agendas, fitness logs, etc...

HEALTH SCREENINGS AND PHYSICAL FITNESS TESTING

Health screenings will be conducted in the fall. Third, seventh, and tenth grade students will receive health screenings for vision and hearing. Physical fitness data will be collected for all students in grades 4 through 10 throughout the school year. The students will be tested for aerobic capacity, flexibility, upper body strength, and abdominal strength.

SAFETY

Safety is a priority in providing effective learning environments in physical education. The Physical Education teacher is responsible for following all Prince William County Public Schools policies and regulations, ensuring a safe, learning environment. The following safety standards shall be implemented in physical education classes:

1. Students shall be supervised at all time.
2. Students shall be properly instructed on proper skills and safety standards for each activity.
3. Items such as jewelry, lanyards, hair accessories and clothing that pose a danger during physical activity shall not be permitted.
4. Teachers shall inspect equipment and facilities to ensure a safe teaching environment.

Elementary Dress Standards

Students shall wear appropriate clothing and shoes for both indoor and outdoor physical education participation. As necessary, the teacher may modify the activity level.

Secondary Participation Standards

Students shall be prepared for full participation for the activity of their class. Attention shall be given to proper procedures for dress, behavior, and safe use of locker room and equipment.

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

EXCUSES

Parental Excuses – Regulation 636-1

Parents may request that their child be excused from physical education for temporary illness or injury for a maximum of four (4) consecutive calendar days. Regulation 636-1, attachment 1, PWCS Physician's Referral Form for Participation in Physical Education will be required if the student cannot resume normal activities after the four (4) day period.

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

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

Religious Excuses

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

PRINCE WILLIAM COUNTY WELLNESS PLAN

Students shall receive the opportunity to be physically active 150 minutes per week. This includes physical education, recess, active learning in the classroom, before and after school fitness activities.

ELEMENTARY

SCHEDULING CLASS - K-5

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

TIME ALLOTMENT

The specialist will provide 45 minutes of instruction for grades K-5 twice in a five day or six day rotation.

DRESS FOR PHYSICAL EDUCATION - K-5

In grades K-5, children are not required to change clothes for physical education. However, it is recommended that tennis shoes and appropriate clothing for the activity of the day shall be worn in order to participate safely in physical education.

EVALUATION/GRADING

The Physical Education Specialist is responsible for assigning the grade in physical education. The physical education grade is a reflection of the five Virginia State Standards.

1. *Demonstrate proficiency in all fundamental movement skills and patterns and competence in several specialized movement forms. (Skilled Movement)*
2. *Apply movement principles and concepts to learning and developing motor skills and specialized movement forms. (Movement Principles and Concepts)*
3. *Achieve and maintain a health-enhancing level of personal fitness. (Personal Fitness)*
4. *Demonstrate responsible personal and social behaviors in physical activity settings. (Responsible Behaviors)*
5. *Demonstrate a physically active lifestyle, including activity within and outside of the physical education setting.*

ROLE OF THE PHYSICAL EDUCATION SPECIALIST

The specialist introduces activities and skills during the class lesson to enhance the development of each student's personal fitness. The classroom teacher is encouraged to structure follow-up of the activities and skills in recess. The specialist also has responsibilities in the following areas:

1. The identification of children with motor problems.
2. Providing assistance to classroom teachers when planning the follow-up phase.
3. The purchase and inventory of equipment.
4. Providing safety checks for all indoor and outdoor physical education equipment and play areas.
5. Coordinating the school-wide field day and other special activities related to physical education.
6. Physical fitness testing in grades 4 and 5.
7. Assisting the principal in scheduling physical education classes.
8. School wellness committee will assist in planning staff wellness activities.
9. Educating parents in areas of wellness, nutrition, and healthy lifestyle.

SECONDARY

DRESS OUT STANDARD

1. Class Organization – Each Physical Education class shall include dressing out, attendance, warm up, fitness activity, instruction, practice, and closure. Students shall be engaged in physical activity for a minimum of 80% of the class period.
2. Each school shall require students to change into appropriate clothing for the daily activity. A required standard Physical Education uniform may be offered according to the individual school plan. The following conditions must be followed for implementing a school dress out policy:
 - * Gym suits from other schools may be worn.
 - * Gym suits may be purchased from any vendor by the student.
 - * Gym suits will be provided to students unable to afford them.
 - * Teachers shall permit students to wear appropriate clothing over required dress during periods of cold weather.

INSTRUCTIONAL TIME ALLOCATION

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

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

Grade 8 – Health and physical education shall be taught daily. Health instruction is a component of the 8th grade health and physical education program. In order to meet the Virginia state standard, students should receive Health instruction for 50% of their instructional time.

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

Grade 10 – Health, Physical Education and Driver Education shall be taught on an odd/even basis, which will consist of Health Education, Driver's Education, and Physical Education.

GRADING POLICY

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

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

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

EXCUSES

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

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

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

ASTHMA, ALLERGIES, AND OTHER MEDICAL PROBLEMS

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

PUPIL EVALUATION

Pupil evaluation for all grades shall be consistent with the Prince William County grading system. At the secondary level, each 9 weeks marking period may reflect Health Education, Physical Education and/or Driver Education.

Pupil evaluation in physical education shall be based upon the following 5 standards of Virginia Standards of Learning:

1. Skilled Movement
2. Movement Concepts and Principles
3. Responsible Behaviors
4. Personal Fitness
5. Physically Active Lifestyle

Students' grades shall be based on their successful mastery of the standards below.

Students will demonstrate improvement in: (Skilled Movement, Movement Concepts and Principles)

- Knowledge
- Skills
- Literacy
- Practical Application

Participation – Actively engaged in class activities (Personal Fitness)

Responsible Behaviors

- Preparedness (dress out)
- Citizenship
- Team work – cooperation
- Following directions
- Sportsmanship
- Safety

Achieve and maintain a health enhancing level of personal fitness.

- Fitness and nutrition logs
- Wellness goals
- Personal fitness data

END OF COURSE REQUIREMENTS

8th grade students shall provide a personal fitness plan demonstrating goals, activities, and essential components of fitness that may guide fitness activities for a period of one year.

9th grade students shall provide a personal fitness plan demonstrating goals, activities, and essential components of fitness that may guide fitness activities until the completion of their high school career.

10th grade students shall provide a personal fitness plan demonstrating goals, activities, and essential components of fitness to be utilized after high school graduation and into their adult lives.

(This requirement meets Standard #5 of the Virginia Standards of Learning for Physical Education.)

Teachers may use the various examples for student assessment provided below:

1. Written and Oral Tests
2. Physical Fitness Tests
3. Demonstration and Participation
4. Peer Assessment
5. Teacher Observation and Skills Test
6. Prepared and Responsible Behaviors
7. Small Group and Partner Projects
8. Portfolio Contents - (including, but not limited to):
 - * Show samples of peer assessment and self assessment
 - * Daily fitness log
 - * Personal Goals – short and long range
 - * Family involvement
 - * Wellness test – pre-test & post-test
 - * Nutrition information and awareness
 - * Homework Log
 - * Develop individual fitness plan
 - * Know FITT principles/five components of fitness
 - * Wellness test – pre-test & post-test
 - * Nutrition information