



# Pre K Physical Education

## Course Syllabus

Physical  
Education

Prince George's County Public Schools

**Prerequisites:** None

**Course Description:**

The physical education program is based on the Society of Health and Physical Education (SHAPE America) Standards. SHAPE America's five standards focus on developing physically literate individuals that have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. At the elementary level, the focus is on the foundational skills, knowledge and personal/social responsibility in a physical activity setting.

By the end of Pre-Kindergarten, students will have increased development of fundamental skills including, but not limited to :

- **Locomotor Skills**
  - Performs hopping, skipping, jumping, sliding, galloping, running while maintaining balance
- **Non-locomotor Skills**
  - Curling, stretching and balancing
- **Manipulative Skills**
  - Including underhand throwing, catching and kicking.

*Note: Lesson activities depend on a number of factors that include but are not limited to time, space, and equipment.*

**INSTRUCTOR INFORMATION:**

NAME:  
E-MAIL ADDRESS:  
PLANNING TIME:  
SCHOOL PHONE NUMBER:

**CLASS INFORMATION:**

COURSE NUMBER:  
CLASS MEETS:  
ROOM:  
TEXT:

## GRADING:

### **Elementary School Physical Education**

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress towards the mastery of the indicators and objectives align to the Society of Health and Physical Educators (SHAPE) America Standards.

<b>Factors</b>	<b>Brief Description</b>	<b>Grade Percentage Per Quarter</b>
Classwork	This includes all work completed in the classroom setting. This may include but is not limited to: <ul style="list-style-type: none"><li>• Warm ups</li><li>• Worksheets</li><li>• Article Critiques</li><li>• Notebooks</li><li>• Whole/Small group work or discussions</li><li>• Vocabulary</li><li>• Personal/Social/Emotional Development</li></ul>	70%
Independent Activities	This includes all work begun or completed outside the classroom/gymnasium. This may include, but is not limited to: <ul style="list-style-type: none"><li>• Journals</li><li>• Written reports</li><li>• Projects</li><li>• Fitness Logs</li></ul>	5%
Assessment	This category entails both traditional and alternative methods of assessing student learning. This may include: <ul style="list-style-type: none"><li>• Skill Assessments</li><li>• Performance Based Assessments</li><li>• Written Assessments</li><li>• Rubrics</li><li>• Task Cards</li><li>• Pair/Self Evaluation</li></ul> <p><i>An instructional rubric should be created to outline the criteria for success and scoring for each alternative assessment.</i></p>	25%



# Kindergarten Physical Education

## Course Syllabus

Physical  
Education

Prince George's County Public Schools

**Prerequisites:** None

**Course Description:**

The physical education program is based on the Society of Health and Physical Education (SHAPE America) Standards and Grade Level Outcomes. SHAPE America's five standards focus on developing physically literate individuals that have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. At the elementary level, the focus is on the foundational skills, knowledge and personal/social responsibility in a physical activity setting.

By the end of Kindergarten, students will have learned fundamental skills including, but not limited to:

- **Locomotor Skills**
  - Performs hopping, skipping, jumping, sliding, galloping, running while maintaining balance
- **Non-locomotor Skills**
  - Curling, stretching and balancing
- **Manipulative Skills**
  - Including underhand throwing, catching and kicking.

Additionally, students participate in a wide variety of activities that involve fitness concepts and development exercises that lead to experiences of personal feelings of success.

*Note: Lesson activities depend on a number of factors that include but are not limited to time, space, and equipment.*

**INSTRUCTOR INFORMATION:**

NAME:  
E-MAIL ADDRESS:  
PLANNING TIME:  
SCHOOL PHONE NUMBER:

**CLASS INFORMATION:**

COURSE NUMBER: 98070  
CLASS MEETS:  
ROOM:  
TEXT:

## GRADING:

### **Elementary School Physical Education**

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress towards the mastery of the indicators and objectives align to the Society of Health and Physical Educators (SHAPE) America Standards.

<b>Factors</b>	<b>Brief Description</b>	<b>Grade Percentage Per Quarter</b>
Classwork	This includes all work completed in the classroom setting. This may include but is not limited to: <ul style="list-style-type: none"><li>• Warm ups</li><li>• Worksheets</li><li>• Article Critiques</li><li>• Notebooks</li><li>• Whole/Small group work or discussions</li><li>• Vocabulary</li><li>• Personal/Social/Emotional Development</li></ul>	70%
Independent Activities	This includes all work begun or completed outside the classroom/gymnasium. This may include, but is not limited to: <ul style="list-style-type: none"><li>• Journals</li><li>• Written reports</li><li>• Projects</li><li>• Fitness Logs</li></ul>	5%
Assessment	This category entails both traditional and alternative methods of assessing student learning. This may include: <ul style="list-style-type: none"><li>• Skill Assessments</li><li>• Performance Based Assessments</li><li>• Written Assessments</li><li>• Rubrics</li><li>• Task Cards</li><li>• Pair/Self Evaluation</li></ul> <p><i>An instructional rubric should be created to outline the criteria for success and scoring for each alternative assessment.</i></p>	25%



# First Grade Physical Education

## Course Syllabus

Physical  
Education

Prince George's County Public Schools

**Prerequisites:** None

### **Course Description:**

The physical education program is based on the Society of Health and Physical Education (SHAPE America) Standards and Grade Level Outcomes. SHAPE America's five standards focus on developing physically literate individuals that have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. At the elementary level, the focus is on the foundational skills, knowledge and personal/social responsibility in a physical activity setting.

By the end of first grade, students will have learned to demonstrate qualities of movement as they perform a variety of fundamental locomotor and non-locomotor skills. Students learn to manipulate objects with purposeful movement. Activities and skills that students are engaged in include, but are not limited to:

- **Locomotor Skills:**
  - Jogging, hopping, jumping, landing, sliding, galloping
- **Non-locomotor Skills:**
  - Bending, twisting, turning, transferring weight/rolling, balancing, stretching, curling
- **Manipulatives:**
  - Throwing, catching, volleying, striking, kicking, hand- and foot-dribbling and rolling
- **Movement Concepts:**
  - Space, force, speed, shapes, levels, directions, relationships, and pathways

Additionally, students will continue to build on their fitness and wellness knowledge.

*Note: Lesson activities are dependent on a number of factors that include but are not limited to time, space, and equipment.*

### **INSTRUCTOR INFORMATION:**

NAME: CATHERINE BASKIN

E-MAIL ADDRESS: Catherine.Baskin@pgcps.org

SCHOOL PHONE NUMBER: 301-702-3870

### **CLASS INFORMATION:**

COURSE NUMBER: 71100

## GRADING:

### **Elementary School Physical Education**

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress towards the mastery of the indicators and objectives align to the Society of Health and Physical Educators (SHAPE) America Standards.

<b>Factors</b>	<b>Brief Description</b>	<b>Grade Percentage Per Quarter</b>
Classwork	<p>Work intended to be completed with the teacher available to observe, answer questions, and/or interact with students while completing work.</p> <p>Classwork may include but is not limited to:</p> <ul style="list-style-type: none"><li>• Warm ups</li><li>• Google forms within the class period</li><li>• Whole/Small group work or discussions</li><li>• Vocabulary</li><li>• Skill Assessments/Performance Based Assessments</li><li>• Personal/Social/Emotional Development</li></ul>	70%
Independent Activities	<p>Work intended to be completed separately from the teacher, independent activities are aligned to a previously taught skill or concept and used for review, practice, enrichment, or completion of work.</p> <p>Independent Activities may include, but is not limited to:</p> <ul style="list-style-type: none"><li>• Fitness logs</li><li>• Written reports</li><li>• Google forms on previous lesson content</li><li>• Reflection activities</li></ul>	5%
Assessment	<p>This category is intended to measure the successful acquisition of learning and/or mastery of a previously taught skill or concept.</p> <p>Assessments may include:</p> <ul style="list-style-type: none"><li>• Psychomotor Skill Assessments</li><li>• Cognitive Assessments</li><li>• Rubrics</li><li>• Task Cards</li><li>• Pre/Post Fitness Assessment</li><li>• Pair/Self Evaluation</li></ul> <p><b><i>An instructional rubric should be created to outline the criteria for success and scoring for each alternative assessment.</i></b></p>	25%



# Second Grade Physical Education

## Course Syllabus

Physical  
Education

Prince George's County Public Schools

**Prerequisites:** None

### **Course Description:**

The physical education program is based on the Society of Health and Physical Education (SHAPE America) Standards and Grade Level Outcomes. SHAPE America's five standards focus on developing physically literate individuals that have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. At the elementary level, the focus is on the foundational skills, knowledge and personal/social responsibility in a physical activity setting.

By the end of second grade, students will have learned to combine movement concepts with the locomotor and nonlocomotor skills they have developed as well as to perform manipulative skills with mature technique. Additionally, students will identify activities for personal fitness and perform fitness activities.

- **Locomotor Movements:**
  - Running, hopping, skipping, jumping, sliding, and galloping
- **Non-locomotor Movements:**
  - Bending, twisting, turning, balancing, and stretching
- **Manipulative Skills:**
  - Throwing, catching, striking, kicking, hand and foot dribbling, volleying, and jump rope
- **Movement Concepts:**
  - Space, time, force, speed, levels, directions, and pathways

*Note: Lesson activities depend on a number of factors that include but are not limited to time, space, and equipment.*

### **INSTRUCTOR INFORMATION:**

NAME:

E-MAIL ADDRESS:

PLANNING TIME:

SCHOOL PHONE NUMBER:

### **CLASS INFORMATION:**

COURSE NUMBER: 71200

CLASS MEETS:

ROOM:

TEXT:

## GRADING:

### **Elementary School Physical Education**

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress towards the mastery of the indicators and objectives align to the Society of Health and Physical Educators (SHAPE) America Standards.

Factors	Brief Description	Grade Percentage Per Quarter
Classwork	This includes all work completed in the classroom setting. This may include but is not limited to: <ul style="list-style-type: none"><li>• Warm ups</li><li>• Worksheets</li><li>• Article Critiques</li><li>• Notebooks</li><li>• Whole/Small group work or discussions</li><li>• Vocabulary</li><li>• Personal/Social/Emotional Development</li></ul>	70%
Independent Activities	This includes all work begun or completed outside the classroom/gymnasium. This may include, but is not limited to: <ul style="list-style-type: none"><li>• Journals</li><li>• Written reports</li><li>• Projects</li><li>• Fitness Logs</li></ul>	5%
Assessment	This category entails both traditional and alternative methods of assessing student learning. This may include: <ul style="list-style-type: none"><li>• Skill Assessments</li><li>• Performance Based Assessments</li><li>• Written Assessments</li><li>• Rubrics</li><li>• Task Cards</li><li>• Pair/Self Evaluation</li></ul> <p><i>An instructional rubric should be created to outline the criteria for success and scoring for each alternative assessment.</i></p>	25%





# Third Grade Physical Education

## Course Syllabus

Physical  
Education

Prince George's County Public Schools

**Prerequisites:** None

**Course Description:**

The physical education program is based on the Society of Health and Physical Education (SHAPE America) Standards and Grade Level Outcomes. SHAPE America's five standards focus on developing physically literate individuals that have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. At the elementary level, the focus is on the foundational skills, knowledge and personal/social responsibility in a physical activity setting.

By the end of third grade, students will have learned to perform locomotor, non locomotor and manipulative skills in a mature pattern. Locomotor and non-locomotor skills are performed in combinations. Students further develop their manipulative skills (throwing, catching, striking, and kicking) with accuracy/distance and are exposed to strategies/tactics. Students will demonstrate knowledge of health related fitness components through identifying the benefits of physical activity and discussing balanced nutrition. Additionally, students practice rules and procedures to maintain a safe learning environment and do so in a positive manner (good sportsmanship).

*Note: Lesson activities depend on a number of factors that include but are not limited to time, space, and equipment.*

**INSTRUCTOR INFORMATION:**

NAME:  
E-MAIL ADDRESS:  
PLANNING TIME:  
SCHOOL PHONE NUMBER:

**CLASS INFORMATION:**

COURSE NUMBER: 71300  
CLASS MEETS:  
ROOM:  
TEXT:

## GRADING:

### **Elementary School Physical Education**

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress towards the mastery of the indicators and objectives align to the Society of Health and Physical Educators (SHAPE) America Standards.

<b>Factors</b>	<b>Brief Description</b>	<b>Grade Percentage Per Quarter</b>
Classwork	This includes all work completed in the classroom setting. This may include but is not limited to: <ul style="list-style-type: none"><li>• Warm ups</li><li>• Worksheets</li><li>• Article Critiques</li><li>• Notebooks</li><li>• Whole/Small group work or discussions</li><li>• Vocabulary</li><li>• Personal/Social/Emotional Development</li></ul>	70%
Independent Activities	This includes all work begun or completed outside the classroom/gymnasium. This may include, but is not limited to: <ul style="list-style-type: none"><li>• Journals</li><li>• Written reports</li><li>• Projects</li><li>• Fitness Logs</li></ul>	5%
Assessment	This category entails both traditional and alternative methods of assessing student learning. This may include: <ul style="list-style-type: none"><li>• Skill Assessments</li><li>• Performance Based Assessments</li><li>• Written Assessments</li><li>• Rubrics</li><li>• Task Cards</li><li>• Pair/Self Evaluation</li></ul> <p><i>An instructional rubric should be created to outline the criteria for success and scoring for each alternative assessment.</i></p>	25%



# Fourth Grade Physical Education

## Course Syllabus

Physical  
Education

Prince George's County Public Schools

**Prerequisites:** None

**Course Description:**

The physical education program is based on the Society of Health and Physical Education (SHAPE America) Standards and Grade Level Outcomes. SHAPE America's five standards focus on developing physically literate individuals that have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. At the elementary level, the focus is on the foundational skills, knowledge and personal/social responsibility in a physical activity setting.

By the end of fourth grade, students will have learned to apply offensive and defensive strategies as they relate to manipulative skills. Students continue to learn fitness concepts, participate in a variety of fitness development exercises, and learn to assess their personal fitness. Working together as part of a group, students learn to give and accept feedback and demonstrate sportsmanship.

*Note: Lesson activities depend on a number of factors that include but are not limited to time, space, and equipment.*

**INSTRUCTOR INFORMATION:**

NAME:  
E-MAIL ADDRESS:  
PLANNING TIME:  
SCHOOL PHONE NUMBER:

**CLASS INFORMATION:**

COURSE NUMBER: 71400  
CLASS MEETS:  
ROOM:  
TEXT:

## GRADING:

### **Elementary School Physical Education**

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress towards the mastery of the indicators and objectives align to the Society of Health and Physical Educators (SHAPE) America Standards.

<b>Factors</b>	<b>Brief Description</b>	<b>Grade Percentage Per Quarter</b>
Classwork	This includes all work completed in the classroom setting. This may include but is not limited to: <ul style="list-style-type: none"><li>• Warm ups</li><li>• Worksheets</li><li>• Article Critiques</li><li>• Notebooks</li><li>• Whole/Small group work or discussions</li><li>• Vocabulary</li><li>• Personal/Social/Emotional Development</li></ul>	70%
Independent Activities	This includes all work begun or completed outside the classroom/gymnasium. This may include, but is not limited to: <ul style="list-style-type: none"><li>• Journals</li><li>• Written reports</li><li>• Projects</li><li>• Fitness Logs</li></ul>	5%
Assessment	This category entails both traditional and alternative methods of assessing student learning. This may include: <ul style="list-style-type: none"><li>• Skill Assessments</li><li>• Performance Based Assessments</li><li>• Written Assessments</li><li>• Rubrics</li><li>• Task Cards</li><li>• Pair/Self Evaluation</li></ul> <p><i>An instructional rubric should be created to outline the criteria for success and scoring for each alternative assessment.</i></p>	25%



# Fifth Grade Physical Education

## Course Syllabus

Physical  
Education

Prince George's County Public Schools

**Prerequisites:** None

**Course Description:**

The physical education program is based on the Society of Health and Physical Education (SHAPE America) Standards and Grade Level Outcomes. SHAPE America's five standards focus on developing physically literate individuals that have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. At the elementary level, the focus is on the foundational skills, knowledge and personal/social responsibility in a physical activity setting.

By the end of 5th grade, the students will have learned to demonstrate competence in a combination of motor and manipulative skills. Students will use basic movement concepts in dance, gymnastics, and small-sided practice tasks. By analyzing and applying health related fitness components, students will develop the knowledge to improve personal fitness. Students will give corrective feedback respectfully to peers.

*Note: Lesson activities depend on a number of factors that include but are not limited to time, space, and equipment.*

**INSTRUCTOR INFORMATION:**

NAME:  
E-MAIL ADDRESS:  
PLANNING TIME:  
SCHOOL PHONE NUMBER:

**CLASS INFORMATION:**

COURSE NUMBER: 71500  
CLASS MEETS:  
ROOM:  
TEXT:

## GRADING:

### **Elementary School Physical Education**

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress towards the mastery of the indicators and objectives align to the Society of Health and Physical Educators (SHAPE) America Standards.

<b>Factors</b>	<b>Brief Description</b>	<b>Grade Percentage Per Quarter</b>
Classwork	This includes all work completed in the classroom setting. This may include but is not limited to: <ul style="list-style-type: none"><li>• Warm ups</li><li>• Worksheets</li><li>• Article Critiques</li><li>• Notebooks</li><li>• Whole/Small group work or discussions</li><li>• Vocabulary</li><li>• Personal/Social/Emotional Development</li></ul>	70%
Independent Activities	This includes all work begun or completed outside the classroom/gymnasium. This may include, but is not limited to: <ul style="list-style-type: none"><li>• Journals</li><li>• Written reports</li><li>• Projects</li><li>• Fitness Logs</li></ul>	5%
Assessment	This category entails both traditional and alternative methods of assessing student learning. This may include: <ul style="list-style-type: none"><li>• Skill Assessments</li><li>• Performance Based Assessments</li><li>• Written Assessments</li><li>• Rubrics</li><li>• Task Cards</li><li>• Pair/Self Evaluation</li></ul> <p><i>An instructional rubric should be created to outline the criteria for success and scoring for each alternative assessment.</i></p>	25%



# Physical Education 6th Grade

## Course Syllabus

Prince George's County Public Schools

**PREREQUISITES:** None

**COURSE DESCRIPTION:**

The physical education program is based on the Society of Health and Physical Education (SHAPE America) Standards and Grade Level Outcomes. SHAPE America's 5 standards focus on developing a physically literate individual that has the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. The learner will apply tactics and strategies to modified gameplay by demonstrating fundamental movement skills across multiple settings. Students will design a program to enhance their own overall health and fitness. Students will accept individual differences by applying an inclusive mindset to all activities.

By the end of 6th grade, the physically literate student will know the skills related fitness components. Students will also learn these specific skills such as dance and rhythms, passing and receiving, shots on goal (scoring), dribbling/ball control; creating space with movement; offensive skills and strategies; two handed volleying through game play as well as cognitive understanding. Activities will include but are not limited to: dance and rhythms, volleyball, basketball, lawn games, and aerobic fitness.

**INSTRUCTOR INFORMATION:**

NAME:

E-MAIL ADDRESS:

PLANNING TIME:

SCHOOL PHONE NUMBER:

**CLASS INFORMATION:**

COURSE NUMBER: 721600, 721601, 721602, 721603

CLASS MEETS:

ROOM:

TEXT:

## GRADING:

### **Middle School Physical Education**

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress towards the mastery of the indicators and objectives align to the SHAPE America National Standards.

<b>Factors</b>	<b>Brief Description</b>	<b>Grade Percentage Per Quarter</b>
Classwork	<p>This includes all work completed in the classroom setting. This may include but is not limited to:</p> <ul style="list-style-type: none"><li>• Warm ups</li><li>• Worksheets</li><li>• Article Critiques</li><li>• Notebooks</li><li>• Whole/Small group work or discussions</li><li>• Vocabulary</li><li>• Personal/Social/Emotional Development</li></ul>	70%
Independent Activities	<p>This includes all work begun or completed outside the classroom/gymnasium. This may include, but is not limited to:</p> <ul style="list-style-type: none"><li>• Journals</li><li>• Written reports</li><li>• Projects</li><li>• Fitness Logs</li></ul>	5%
Assessment	<p>This category entails both traditional and alternative methods of assessing student learning. This may include:</p> <ul style="list-style-type: none"><li>• Skill Assessments</li><li>• Performance Based Assessments</li><li>• Written Assessments</li><li>• Rubrics</li><li>• Task Cards</li><li>• Pair/Self Evaluation</li></ul> <p><i>An instructional rubric should be created to outline the criteria for success and scoring for each alternative assessment.</i></p>	25%