



Operated by George Mason University, Prince William County and the City of Manassas

Dear Educator,

Our programs in teambuilding have been designed to assist student achievement. They meet the commonwealth of Virginia's SOL academic expectations in the areas of English, Physical Education and Health.

Maximize your student's learning experience by incorporating these areas of achievement into your lesson plans as you prepare for your visit to THE EDGE at The Mason Center for Team and Organizational Learning. Use these educational achievement areas as tools to:

- *gain field trip approval from superior,*
- *solicit buy-in from teammates*
- *answer parental questions,*
- *request PTA funding*
- *support a grant request relating to your field trip*

The EDGE facilitation staff at The Mason Center for Team and Organizational Learning will strive to work with you to make your day with us a fun-filled experiential learning experience.

*Sue E. Czarnetzky
Sales Accounts Manager*

**Virginia
Standards of Learning**



GRADE FIVE

S.O.L. Applications for the Team Development Course

	CONCEPT AREA	STANDARD CODE	CONCEPT DESCRIPTION
ENGLISH	Oral Language	5.1	<p>The student will listen, draw conclusions, and share responses in subject-related group learning activities.</p> <ul style="list-style-type: none"> • Participate in and contribute to discussions across content areas; • Organize information to present reports of group activities; • Summarize information gathered in group activities.
		5.2	<p>The student will use effective nonverbal communication skills:</p> <ul style="list-style-type: none"> • Maintain eye contact with listeners; • Use gestures to support, accentuate, and dramatize verbal message; • Use facial expressions to support and dramatize verbal message; and • Use posture appropriate for communication setting.
PHYSICAL EDUCATION	Movement Principles and Concepts	5.2	<p>The student will understand and apply movement principles and concepts in complex movement activities.</p> <ul style="list-style-type: none"> • Apply movement concepts of body, space, effort, and relationship to movement; • Apply principles of accuracy, force, and follow-through when projecting objects; • Identify and demonstrate basic small-group offensive and defensive tactics and strategies (e.g. body fakes, use of speed, change of direction, keeping body low while moving/guarding); • Identify and apply principles of practice to enhance performance (e.g. form, consistency, repetition); and • Use feedback, including technology to improve performance.
	Responsible Behaviors	5.5	<p>The student will participate in establishing and maintaining a safe environment for learning physical activities.</p> <ul style="list-style-type: none"> • Work independently and with others to improve learning during physical activity. Display appropriate cooperative and competitive behaviors.
HEALTH	Knowledge and Skills	5.1	<p>The student will demonstrate the interpersonal skills necessary to build healthy relationships. Key concepts/skills include</p> <ul style="list-style-type: none"> • Participate in and contribute to discussions across content areas; • Organize information to present reports of group activities; • Summarize information gathered in group activities.
	Community Health and Wellness	5.5	<p>The student will explain how peers, families, and community groups work together to build a healthy community. Key concepts include/skills include;</p> <ul style="list-style-type: none"> • Collaborative support for environmental issues; • Promotion of volunteerism and community service.

GRADE SIX

S.O.L. Applications for the Team Development Course

	CONCEPT AREA	STANDARD CODE	CONCEPT DESCRIPTION
ENGLISH	Oral Language	6.1	<p>The student will analyze oral participation in small-group activities.</p> <ul style="list-style-type: none"> • Communicate as leader and contributor. • Evaluate own contributions and discussions. • Summarize and evaluate group activities. • Analyze the effectiveness of participate interactions.
		6.2	<p>The student will listen critically and express opinions in oral presentations.</p> <ul style="list-style-type: none"> • Distinguish between fact and opinion. • Compare and contract viewpoints. • Present a convincing argument. • Paraphrase and summarize what is heard. • Use grammatically correct language and vocabulary appropriate to audience, topic, and purpose.
PHYSICAL EDUCATION	Movement Principles and Concepts	6.2	<p>The student will apply movement principles and concepts to movement-skill performance.</p> <ul style="list-style-type: none"> • Refine and adapt individual and group activity skills be applying concepts of relationship, effort, spatial awareness, speed, and pathways. • Use feedback, including available technology, to improve skill performance. • Initiate skill practice of learning.
	Responsible Behaviors	6.4	<p>The student will work independently and with others in physical activity settings.</p> <ul style="list-style-type: none"> • Acknowledge and understand the positive/negative influences of peer pressure on decisions and actions in physical activity settings. • Solve problems, accept challenges, resolve conflicts, and accept decisions with reason and skill. • Follow rules and safety procedures. • Use practice time to improve performance.

GRADE SIX

S.O.L. Applications for the Team Development

HEALTH	Knowledge and Skills	(Group Specific) 6.1	<p>The student will apply critical thinking skills and personal management strategies to address issues and concerns related to personal health and well-being. Key concepts/skills include:</p> <ul style="list-style-type: none"> • The importance of significant friends or adult mentors; • The relationship between self-image and gang related behaviors; • The effects of environmental influences on personal health; • Refusal strategies related to alcohol, tobacco, and other drugs; and • Prevention of communicable and noncommunicable diseases.
		6.3	<p>The student will discuss the connections between mental and physical development as they relate to adolescence. Key concepts include:</p> <ul style="list-style-type: none"> • Respect for individual differences. • Positive and negative responses to criticism; and • The effects of peer pressure.
		6.4	<p>The student will analyze the consequences of personal choices on health and well-being. Key concepts include:</p> <ul style="list-style-type: none"> • The importance of accepting responsibility for personal actions; and • Strategies for preventing and responding to injuries.
	Community Health and Wellness	6.7	<p>The student will evaluate the benefits of becoming a positive role model within family and the community. Key concepts include:</p> <ul style="list-style-type: none"> • Involvement in community and family projects. • Development of increased leadership-role participation. • Development of peer mediation techniques. • Demonstrate respect for the opinions and beliefs of other individuals. • Respect for rules and regulations.

GRADE SEVEN

S.O.L. Applications for the Team Development Course

	CONCEPT AREA	STANDARD CODE	CONCEPT DESCRIPTION
ENGLISH	Oral Language	7.1	<p>The student will give and seek information in conversations, in group discussions, and in oral presentations.</p> <ul style="list-style-type: none"> • Use oral vocabulary and style appropriate for listeners. • Communicate ideas and information orally in an organized and succinct manner. • Ask probing questions to seek elaboration and clarification of ideas. • Make supportive statements to communicate agreement with or acceptance of others' ideas. • Use grammatically correct language and vocabulary appropriate to audience, topic, and purpose.
		7.2	<p>The student will identify the relationship between a speaker's verbal and nonverbal messages.</p> <ul style="list-style-type: none"> • Use nonverbal communication skills, such as eye contact, posture, and gestures. • Compare/contrast a speaker's verbal and nonverbal messages.
PHYSICAL EDUCATION	Responsible Behaviors	7.4	<p>The student will work independently and with others in cooperative and competitive physical activity settings.</p> <ul style="list-style-type: none"> • Apply safety procedures, rules, and appropriate etiquette in physical activity settings. • Solve problems, accept appropriate challenges, and resolve conflicts in a responsible manner. • Demonstrate supportive behaviors that promote the inclusion and safety of others when participating in physical activity.
HEALTH	Knowledge and Skills	7.1	<p>The student will use knowledge of health concepts to make decisions related to personal safety and wellness. Key concepts/skills include:</p> <ul style="list-style-type: none"> • Recognition of harmful and risky behaviors; • Strategies for coping with disappointment; and • Development of interpersonal relationships.

GRADE EIGHT

S.O.L. Applications for the Team Development Course

	CONCEPT AREA	STANDARD CODE	CONCEPT DESCRIPTION
ENGLISH	Oral Language	(Group Specific) 8.1	<p>The student will use interviewing techniques to gain information.</p> <ul style="list-style-type: none"> • Prepare and ask relevant questions for the interview. • Report responses. • Evaluate the effectiveness of the interview.
		(Group Specific) 8.2	<p>The student will develop and deliver oral presentations in groups and individually.</p> <ul style="list-style-type: none"> • Choose topic and purpose appropriate to the audience. • Choose vocabulary and tone appropriate to the audience, topic, and purpose. • Use appropriate verbal and nonverbal presentation skills. • Respond to audience questions and comments. • Use grammatically correct language. • Critique oral presentations.
		(Group Specific) 8.3	<p>The student will analyze mass media messages.</p> <ul style="list-style-type: none"> • Evaluate the persuasive technique being used. • Describe the possible cause-effect relationships between mass media coverage and public opinion trends.
PHYSICAL EDUCATION	Skilled Movement	8.2	<p>The student will perform skills in several game/sport, dance, and recreational activities.</p> <ul style="list-style-type: none"> • Use skill combinations competently in specialized versions of individual, dual, and team activities. • Demonstrate skill in recreational pursuits (e.g., in-line skating, orienteering, hiking, cycling, ropes courses, backpacking, canoeing). • Demonstrate moving to a rhythm.
	Responsible Behaviors	8.5	<p>The student will apply movement principles and concepts to specific sport, dance, and recreational skill performance.</p> <ul style="list-style-type: none"> • Adapt skill movements by modifying use of body, space, effort, and relationships to meet complex skill demands. • Apply biomechanical principles (e.g., spin, rebound, effects of levers) to understand and perform skillful movements. • Understand and use basic offensive and defensive tactics and strategies while playing specialized games/sports.

GRADE NINE-TWELVE

S.O.L. Applications for the Team Development Course

	CONCEPT AREA	STANDARD CODE	CONCEPT DESCRIPTION
PHYSICAL EDUCATION	Responsible Behaviors	9.4	<p>The student will demonstrate appropriate behaviors in all physical activity settings.</p> <ul style="list-style-type: none"> • Act independently, and resist negative peer influences in physical activity settings. • Exhibit respect for the unique characteristics and abilities of peers. • Act responsibly to avoid conflict.
		10.4	<p>The student will demonstrate appropriate behavior in all physical activity settings.</p> <ul style="list-style-type: none"> • Initiate and maintain appropriate personal behaviors in physical activity settings. • Exhibit leadership and the ability to follow others when working with a group. • Anticipate and avoid potentially dangerous situations in physical activity settings.
		11.4 & 12.4	<p>The student will accept responsibility for taking a leadership role as well as demonstrate the ability to follow in order to accomplish group goals.</p> <ul style="list-style-type: none"> • Evaluate and organize a safe environment for skill practice. • Demonstrate appropriate etiquette, care of equipment, and safe behaviors in the activity setting.