



GLENCOE HIGH SCHOOL
Class Syllabus for Physical Education Department

Course Description: PE is a performance-based course where students will be introduced to the fundamentals of team and individual sports, which include skills, rules, terminology, and game strategy. Fitness assessments will also be used to evaluate each student's endurance, flexibility, speed, and strength. Basic concepts of kinesiology and the human body will also be emphasized in PE courses and Strength Training.

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Course/Faculty Website: www.tidepe.weebly.com

Introduction to Course: Welcome to PE at Glencoe High School. We hope that your time in Physical Education is fun and valuable. The following information will help you understand how to be successful in this class.

Note to Parents: Dressing down in appropriate clothing is very important to a student's success in PE. (3 non-dresses allowed per semester). Students who are unable to participate due to non-dress may be subject to an alternate assignment. Participation at teacher's discretion. A 4th non-dress will result in a written referral and student will be sent to the administrator in charge of discipline.

Clothing:

- Students should wear comfortable clothing that allows for safe movement
- Clothes should appropriately cover your body
- No offensive pictures or words or drug-related paraphernalia
- Tennis shoes that do not mark the gym floors
- Socks (an extra pair is recommended)
- Deodorant in a non-breakable container
- Extra sweatshirt or sweatpants is recommended for cooler temperatures
- Combination Lock Preferred
- Towel (if needed)

The Hillsboro School District has joined other districts throughout the state and the nation to introduce The Common Core State Standards (CCSS). We will be teaching and assessing to the CCSS. They are listed on the third page of course syllabus.

PE 1/ PE 2 will all write a paper that will be weighted as a summative assessment-outline must be attached to receive credit and can be found on www.tidepe.weebly.com.

Course Objectives: The objectives of this course are to learn basic fundamentals, terminology, and rules of various sports. Students will also gain an understanding of their physical fitness level and how to set goals to reach a higher level of fitness that will last throughout their lifetime. In order to achieve fitness, improve fitness and recognize fitness needs, the students will be pretested and post-tested in all fitness components. See attached. The students will also demonstrate 3-5 basic skills in the following activities: fleetball, soccer, golf, tennis, volleyball, basketball, badminton, pickleball, handball, floor hockey, ultimate Frisbee, weightlifting, cross training, and softball. Fitness/Cardiovascular endurance activities will consist of various sports, dodgeball, running, jogging, workout videos and circuit training. *Teachers reserve the right to make changes as needed.*

In addition to the course hours in the classroom, the expectation for work completion outside of class includes approximately 3 hours. Activities will include: Physical activity, essay, test preparation, written assignments/homework.

Assessment:

Formative Assessment: 30%

- Daily Practice Grade
- Personal Management Grade

Summative Assessment: 70%

- Fitness Assessments throughout the semester
- Unit Performance Assessments (Skill Assessment)
- Written Assessments (Written tests on rules, strategies, terminology)
- Essay

A	4	80% -100%
B	3	60%- 79%
C	2	40% - 59%
D	1	20% - 39%
F	0	0% - 19%

Incompletes and no-grades will be awarded at teacher discretion

Make-up Work Policy:

- A minimum of 1 hour activity done outside of the school day and/or assignment as directed by teacher. A make-up form must be filled out and signed by a parent or guardian and turned in within 1 week of the absence.
- If a student misses PE to attend an OSAA athletic event, the absence will not affect the student's grade and the student will not lose points.
- For extended medical absences, determination will be made by counselor and teacher as to whether student will need to retake the course or receive a no grade.
- **Your grade for a make-up will be the average of your current grade at the time of a PE make-up. You will not automatically get 4 points.**

Academic Integrity: Students who engage in academic dishonesty must either complete the invalidated summative assessment or an alternative assessment chosen by staff at teacher discretion. Discipline may include detention; prohibiting the student from participating in school-sponsored activities or events; denial or revocation of school-conferred titles, distinctions, honors, or privileges; or suspension or expulsion.

Course Schedule/Outline:

Attendance in squads
Warm Up and Dynamic Stretching
Discuss Objectives for the day
Fitness/Cardiovascular activity
Unit activity
Open Gym

Attendance Policy: **Absences:** If you are not in class, you will not receive points for that day. If you're absent you will be allowed to make-up that absence either through an alternate assignment or a physical activity as determined by the teacher. When the make-up is done, your points will be credited to your grade. As stated above, for multiple absences, student may have to retake the course at teacher and counselor discretion. Because of block scheduling, there are longer classes and fewer class days. Therefore, it is crucial that you are in class every day. Poor attendance does not allow you to have a good grade. If you are not feeling well, please dress down and see me for modifications. **Tardies:** If you are tardy (not in your roll call spot) from the locker room, you may miss instruction for the day and/or warm-ups. To participate safely in PE, instructions must be understood and warm-ups must be done.

Absolutely no food, drinks, or backpacks will be permitted in the PE areas other than the locker room. Absolutely no electronic devices (i.e. cell phones, i-pods) are allowed unless determined appropriate for activity by teacher (i.e. 20 minute run/jog, mile run, and long distance jogging/walking).

Students and Parents/Guardians – Please provide your signature below indicating you have read and understand the requirements and expectations of this course.

Student Signature & Date

Parent/Guardian Signature & Date

HIGH SCHOOL OUTCOMES

By the end of high school, the learner will be college/career-ready, as demonstrated by the ability to plan and implement different types of personal fitness programs; demonstrate competency in two or more lifetime activities; describe key concepts associated with successful participation in physical activity; model responsible behavior while engaged in physical activity; and engage in physical activities that meet the need for self-expression, challenge, social interaction and enjoyment.

Note: High school outcomes have been organized into two levels.

Level 1- indicates the minimum knowledge and skills that students must attain to be college/ career-ready.

Level 2- allows students to build on Level 1 competencies by augmenting knowledge and skills considered desirable for college/career readiness.(these can be found on www.tidepe.weebly.com or on Oregon Department of Education Website).

Below is a variety of levels for each standard:

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

- Demonstrates competency in two or more categories for lifetime activities. Categories: (Aerobic/cardiovascular activities, outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games).
- Demonstrates competency in rhythmic activities used in cultural and social occasions, or demonstrates competency in one form of rhythmic activities (e.g., ballet, modern, hip hop, tap, tabata, step aerobics, cardio drumming, vinyasa yoga, Zumba)
- Demonstrates competency of specialized skills in health-related fitness activities through addressing 1 or more components of fitness. Components of fitness include: muscular strength, muscular endurance, cardiovascular-respiratory endurance, body composition, and flexibility.

Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

- Identifies and defines the terminology associated with aerobic/cardio-respiratory activities, outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games.¹
- Understands and applies the terminology associated with aerobic/cardio-respiratory activities, outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games.²
- Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a self-selected skill.
- Creates a practice plan to improve performance for a self-selected skill.

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- Discusses the benefits of a physically active lifestyle.
 - Create and implement a plan to be physically active 60 minutes a day.
 - Evaluates activities that can be pursued in the local environment based on social support network and participation requirements.
 - Creates a plan, trains for and participates in a community event with a focus on physical activity (e.g., 5K, triathlon, tournament, dance performance, cycling event).
 - Identifies strength and conditioning exercises that develops balance and opposing muscle groups and supports a healthy, active lifestyle.
 - Understand the meaning of physical fitness and design a personal fitness program, including all components of health-related fitness for post physical education class.
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Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

- Understands personal factors and barriers that impact participation.
- Employs effective self-management skills to evaluate personal factors and barriers that impact participation and modifies physical activity patterns, as needed.
- Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity..
- Uses communication skills and strategies that promote team/ group dynamics.
- Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting
- Demonstrate respect for all individual differences, including gender, ethnicity, and physical ability during physical activity.
- Applies best practices for participating safely in physical activity and exercise (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- Analyzes the health benefits of a self-selected physical activity.
- Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.

Language Arts Essential Skills:

- Read and comprehend a variety of texts
- Write clearly and accurately