

**OLD MILL HIGH SCHOOL
FALL 2012
INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAM SCHOOL**

COURSE SYLLABUS

PRIDE

Old Mill High School students are productive, respectful, involved, determined, and empowered.

COURSE TITLE: **Fitness For Life** TEACHER NAME: **Coach Klug** ROOM: **Gym**

Planning Periods: **1A & 2B** Phone: **410-969-9010 ext. 265** Email: nklug@aacps.org
School website: www.oldmillhigh.org

I show RESPECT for Self when I come prepared to class!

I show RESPECT for Learning when I put forth my best effort and complete all assignments!

I show RESPECT for Others when I listen when they are speaking!

I show RESPECT for Property when I return materials in the same condition that they were received!

TEXTBOOK and MATERIALS

- Text: **Fitness for Life: Updated 5th Edition**, Human Kinetics
- Uniform: Old Mill High School Physical Education Uniform, Tennis Shoes, Socks, and a Towel (optional)
- Lock: Combination Lock to use in the Locker Room
- Notebook: Two pocket folder with middle prongs - may not be combined with another class
- Pencil

COURSE DESCRIPTION

Welcome to the *Middle Years Program*! This exciting program provides a framework of academic challenge that encourages our students to understand and make connections between traditional subjects and the real world. Throughout their academic career, students will develop the skills in the IB learner profile and become familiar with the IB MYP Areas of Interaction.

The Fitness for Life Course at Old Mill Senior High School affords the student the opportunity to engage in a variety of activities which enhance their understanding of fitness related topics as well as their performance on the County Fitness Assessment. The course requires the student to be reflective on his or her own lifestyle as it relates to current research on total fitness. Students of Fitness for Life will grow in knowledge for living a healthy lifestyle. The course's major focus is on the individual and the improvements of Health and Skill performance throughout the semester.

UNITS OF STUDY

Unit	Unit Title	Unit Question	Area of Interaction	Timeline (# of days)
1 FitnessGram Pre-Test	"Getting Started"	Where am I now?	Health & Social Education	7
2 Becoming & Staying Fit	"What's in it for me?"	How do I set attainable goals?	Community & Service	7
3 Cardiovascular Fitness	"...and the BEAT goes on"	How do outside factors influence my cardio fitness?	Environment	7
4 Flexibility	It's Not Just a Girl Thing"	How does flexibility improve my performance?	Health & Social Education	7

5 Skill Related Fitness	“Practice Makes Perfect”	How does practice perfect my skills?	Human Ingenuity	4
6 FitnessGram Post-Test	“You gotta think about it”	Why do I choose certain activities for my overall wellness?	Health & Social Education	7

Course Content Standards:

After completing the course, students will be able to:

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Demonstrate an understanding of movement concepts, principle, strategies, and tactics as they apply to the learning and performance of activities.
- Participate regularly in physical activity.
- Exhibit responsible personal and social behavior that respects self and others in physical activity settings.
- Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Common Core Literacy Standards for Physical Education:

Students will be building their physical fitness/health related skills as outlined in the Common Core Literacy Standards. These standards focus on ensuring that students are college and career ready when they graduate from high school. These standards are divided into three main categories:

- 1) Language –students will complete vocabulary and notes using thinking maps along with explanatory writings that represent conditions that have been influential in the students’ overall health and well being.
- 2) Technology –students will use the computer lab for Fitnessgram data collection. Students will also use pedometers and BMI calculating devices.
- 3) Math – students will record fitness testing scores, justify results, and predict future scores. Students will also calculate hear rate, BMI (body mass index), and record and predict pedometer results.

What the Teacher Will Do to Support the Student:

- Create engaging and rigorous physical activities that help students build his/her understanding of fitness and physical well-being concepts.
- Ensure students have the opportunity to participate in a safe and positive environment.
- Provide and explain rubrics for performance based and written assessments.
- Provide additional help to revise essays and receive support for other assignments and assessments so that students meet course standards. This will be on Tuesdays and Wednesdays from 2:15 – 2:50 and other times by appointment.
- Notify parents at any point during the marking period if a student is in danger of failing or dropping 2 or more letter grades.

What the Student will Do to be Successful:

- Participate in all activities as required. During physical activities, students will be dressed in the required uniform at all times. Students must be willing to keep an open mind and try activities that may be out of their comfort zone.
- Complete all homework assignments as required.
- Take advantage of opportunities for additional help. Students are also highly encouraged to have a Study Buddy in class and to take advantage of Plus Period for extra help and redo opportunities.

What Parents Can Do to Support the Student:

- Ensure that student has the required Phys. Ed. uniform and that they participate daily.
- Encourage student to seek additional help when it is needed.
- Check Parent Connect regularly to monitor student grades.
- Contact teacher with any questions about assignments, grade, or other issues in a timely manner.

COURSE AND CLASSROOM EXPECTATIONS/POLICIES

Tardiness:

Learning can only take place when students are present in class and ready to learn and teachers are ready to teach!

Teachers will consider a student late once the late bell rings and a student is not in the classroom.

Tardiness is a cumulative offense. Consequences for tardiness to any instructional period, including returning from lunch will be as follows:

Late Consequence

- 1. Warning**
- 2. Warning**
- 3. Tuesday/Thursday Detention**
- 4. Friday Detention**
- 5. ISS will be assigned for the next A/B Day**
- 6. Appropriate disciplinary action will be taken**

Additional Tardiness – Administrative Intervention

Grading for this Course:

Your grade in this course will be determined based upon your participation and mastery of the standards. Specifically, your grade will be calculated using the following weighted categories and rubrics.

90% Standards-Based Assessments and Assignments

- 50% Dress, Participation, and Work Habits
- 15% Written assessments (Quizzes and Tests)
- 15% FitnessGram assessments (performance based)
- 10% Other Classwork Assignments and organized notebook/folder.

10% Homework used to comprehend standards and course content.

Daily Participation Rubric: Student will be graded on a 5 point scale:

Area of Assessment	5	4	3	2	1	0
National Standard #5 Physical Activity	Student follows directions, is not disruptive, and participates with outstanding effort in activities.	Student follows directions, is not disruptive, and participates with full effort in activities.	Student causes minor distractions, but participates with full effort in every activity.	Student causes minor distractions and participates with some effort in the activities.	Student causes minor distractions and participates with little effort in the activities.	Student causes major disruptions and/or does not participate in the activities.
National Standard #6 Social & Psychological Principles						

Daily Uniform Rubric: Student will be graded on a 5 point scale:

Area of Assessment	5	4	3	2	1	0
Compliance with the uniform policy for safe and effective physical activity.	Student is prepared in the required <u>Old Mill High School P.E. uniform</u> and is wearing acceptable footwear for physical activity.	Student has a portion of the required <u>Old Mill High School P.E. uniform</u> and is wearing acceptable footwear for physical activity.	Student is wearing clothing appropriate for physical activity and is wearing acceptable footwear for physical activity.	Student is prepared in the required <u>Old Mill High School P.E. uniform</u> but is wearing improper footwear.	Student has clothing appropriate for physical activity but is wearing improper footwear.	Student refuses to wear appropriate clothing for physical activity.
National Standard #6						

GRADING RUBRIC FOR THE COURSE:

Area of Assessment	A 90-100%	B 80-90%	C 70-79%	D 60-69%	E 59% or below
Dressing, Daily Participation, & Work Habits 50%	Is dressed and prepared with required materials consistently Participates with excellent effort.	Is dressed and prepared with required materials consistently Participates with good effort.	Is usually dressed and prepared with required materials Participates with average effort.	Rarely dresses and prepared with required materials consistently Participates with little effort.	Does not dress and is not prepared with required materials Fails to participate.
Written Evaluations/ Quizzes 15%	Consistently complete and on time Exceeds stated expectations Masters appropriate skills Exemplary work	Consistently complete and on time Meets and often exceeds stated expectations Master appropriate skills Good quality work	Usually complete and on time Meets stated expectations Average quality work Masters most appropriate skills	Rarely complete and on time Meets minimum stated expectations Poor quality work Masters some appropriate skills	Rarely complete or on time Does not meet stated expectations Poor quality work Does not master appropriate skills
Fitness Assessments/ Goal Setting 15%	Completes all fitness assessments. Exceeds goals consistently	Completes most fitness assessments. Meets and often exceeds goals	Completes some fitness assessments Meets goals consistently	Completes a few of the fitness assessments Does not meet goals consistently	Completes very few fitness assessments Fails to meet goals
Notebook/ Class work 10%	Exceeds stated expectations	Occasionally exceeds stated expectations	Meets stated expectations	Meets minimum stated expectations	Does not meet minimum stated expectations
Homework 10%	Completes all assignments on time	Completes most assignments on time	Usually on time and occasionally misses assignments	Rarely completed and/or on time	Assignments not completed

High School semester grades are determined by averaging three weighted letter grades.

--Marking Period = 40%

--Marking Period = 40%

--Final Exam = 20%

MUSICAL LISTENING DEVICE AND OTHER ELECTRONICS POLICY:

IPods, MP3 Players, or any other electrical devices are not allowed in the Physical Education or Dance learning areas

- Weight Room
- Dance Room
- Mini-Gym
- Main Gym
- Outside Fields

CELL PHONES ARE NEVER ALLOWED IN THE GYM AND ARE ALWAYS SUBJECT TO BAG AND TAG.

HAT POLICY:

Physical Education is a hat friendly area as long as:

- Hats are not a safety concern
- Hats are appropriate for school
- Hats do not create a distraction for learning

The teacher will determine if your hat meets these criteria.

Please sign and return to Teacher.

I acknowledge that I have read and understand the Course Syllabus and will comply with the expectations/policies as stated, along with the policies/regulations of AACPS, specifically regarding the Academic Integrity policy.

Class _____

Teacher _____

Period/Day _____

Student Name (Print) _____

Student Signature _____

Parent Signature _____

Parent Email: _____