

# GENERAL COURSE OUTLINE

## High School Physical Education

**Instructor:** Marquita Bowden  
**Contact Times:** A7 (11:20-1:00) B8 (1:35-3:05)  
**Plan Period:** A7 (11:20-1:00) B8 (1:35-3:05)  
**Email:** marquita.bowden@ops.org  
**Office Phone Number:** (531)299-6635

### COURSE DESCRIPTION

#### ACP Physical Education

This course is for true freshmen only and is the only physical education option available for freshmen. Students will learn various fundamentals and rules of a variety of lifestyle sports, team sports, weight training and aerobic activities. Aquatics will be offered where available. District mandated FitnessGram will be administered in pre and post-test form.

#### Aerobics

This course is offered to 10-12th grade students. Students will learn a variety of cardiovascular fitness activities. Emphasis will be placed on wellness of the student. Activities include but are not limited to: step, kickboxing, pilates, yoga, toning, circuit training and other continuous activities. Water aerobics will be offered where available. District mandated fitnessgram will be administered in pre- and post- test form.

#### Lifetime Wellness

This course is offered to 10-12<sup>th</sup> grade students. Students will learn about health, nutrition and a variety of cardiovascular fitness activities. Knowledge of lifetime wellness and fitness will be covered. Emphasis will be placed on wellness of the student. Activities include but are not limited to: step, kickboxing, pilates, yoga, toning, circuit training, walking, dance and other continuous activities.

#### PE Leadership

This course is offered to 9-12th grade athletes who are recommended by their coaches. This course is designed for athletes to learn proper lifting techniques, spotting methods, weight room safety and workout routines tailored to their specific sports. Activities will include, but are not limited to, a multitude of lifts utilizing free weights and machine weights, as well as an emphasis on conditioning and fitness. District mandated fitness gram will be administered in pre and post test form.

### INSTRUCTIONAL PHILOSOPHY

Physical Education instructors believe that physical education is essential to the education of the whole child. The physical education program provides opportunities for students to attain the skills, knowledge and attitudes essential for a healthy lifestyle.

The students in my physical education classes will be expected to follow all of the guidelines in the OPS student handbook. They will be expected to engage in a respectful manner with their peers and the staff. My students will be required to increase their heart rate. My students will be expected to put forth their full effort and to try everything at least once. My students will be expected to feel safe and enjoy themselves while participating in my physical education courses.

## **CONTENT STANDARDS**

- 01: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- 02: Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.
- 03: Participates regularly in physical activity. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
  
- 04: Achieves and maintains a health enhancing level of physical fitness.

## **UNITS OF STUDY**

Basketball, volleyball, softball, soccer, football, FitnessGram, various sub-games

## **MATERIAL TO BE COVERED**

Skills, Terminology, Game Strategy, Team Concepts, Safety and Sportsmanship.

## **MAJOR COURSEWORK (Evidence of Learning)**

Unit Exams, Skills Tests, Tournaments and Fitness Testing.

## **INTEGRATED READING AND WRITING EXPERIENCES**

Fitness For Life activities.

Excels school wide reading and writing

**TEXTS TO BE USED:** Fitness For Life

## **PLANNED ASSESSMENTS**

Mid-Terms, Unit exams, FitnessGram, Final Exam, Skill Assessment, etc...

## **District Grading Policy (Standard Based)**

### **OPS Secondary Grading Practices\***

All coursework and assessments are judged based on the level of student learning from “below basic” to “advanced.” This course will provide multiple opportunities to achieve at the “proficient” to “advanced” levels. Students are evaluated based on a proficiency scale or project rubric. Proficiency scales for this course are available upon request (teacher will identify location such as portal, teacher website, attached, etc.)

### **These are the types of coursework\***

- ***Formative (35% of the final grade)*** – assessments/assignments occur during learning to inform and improve instruction. They are minor assignments (e.g., weekly participation, Post FitnessGram scores ). Formative assignments are graded for accuracy and descriptive feedback is provided. Formative work may be at the student’s instructional level or at the level of the content standard. Formative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment, students will be able to earn an Advanced (4). Teachers will require

students to redo work that is not of high quality to ensure rigor and high expectations. The students score on a formative assessment that was redone will be their final score.

- **Summative (65% of the final grade)** – assessments/assignments are major end of learning unit tests or projects used to determine mastery of content or skill (e.g., unit participation grades, unit skills performance grades, unit knowledge grades, final exams). Summative assignments are graded for accuracy. Summative assignments assess the student’s progress on grade level standards and may not be written at the student’s instructional level. Summative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment students, will be able to earn an advanced (4).

### **Grading Scale**

Grades will be determined using a trend score. A trend score looks at the progression of learning throughout the unit of study or the course and puts greater emphasis on the increased learning at the end of learning. All coursework and assessments are important for student learning and **will be completed** to provide evidence of learning.

All coursework and assessments are judged against a proficiency scale for that topic, which judges the level of student learning from “below basic” to “advanced.” Courses will be taught at the proficient level and will provide multiple opportunities to achieve at the “proficient” or “advanced” level. Students are compared to the standard and not other students. An example of a proficiency scale for this course is attached.

At the end of a grading period, scores will be converted to a letter grade using this grading scale for the school year. The final score is compared against this scale:

A = 3.26 – 4.00

B = 2.51 – 3.25

C = 2.50 – 1.76

D = 1.75 - 1.01

F = 0.00 – 1.00

### **Independent Practice**

The role of independent practice is to develop knowledge and skills effectively and efficiently during the unit of study. Independent practice helps guide the learning process by providing accurate, timely and helpful feedback to students without penalty.

### **Redoing/Revising student coursework –**

1. Students are responsible for completing all coursework as assigned.
2. Students will be given opportunities to redo/revise coursework within the unit of study.
3. Students are expected to complete assessments when given to the class or if a student was justifiably absent when the assessment was given, at a time designated by the teacher.
4. Students must show they have completed some type of corrective action (independent practice, peer tutoring, study guides, additional reading or coursework, a review in class etc.) before they will be afforded an opportunity to attempt an alternative assessment.
5. Redoing, retaking or revising will be done at teacher discretion in consultation with the student and parent(s). Teachers may schedule students before, during, or after school to address needed areas of improvement if not convenient during class.
6. Scores for student work after retaking, revising or redoing will not be averaged with the first attempt at coursework or assessment; but will override the original student’s score.

### **Excused Absence Makeup Policy**

Students will be allowed to submit a one (1) page written assignment over the unit per absence. Students will receive up to full credit for the assignment if and only if it is submitted within a week from the absence. Anything submission after a week's time will receive up to half credit.

### **Medical Excuse Policy**

Students who have a medical excuse from participating in physical education will be required to submit a one (1) page written assignment over the overall unit or the day's activity per day for the duration of the medical excuse. Student will be required to turn in the assignment by the end of the class period.

### **Proficiency Scale**

Proficiency scales for this course are available upon request (teacher will identify location) parent portal, teacher website, attached, etc.

### **Class Rules and Guidelines**

- Rules and guidelines set forth in the student handbook will be followed in this class. Any student who distracts other students or the instructor interferes with the learning environment and should expect consequences.
- Attendance: Being in class, on time, is important for student success. Anyone entering the classroom after the bell has stopped ringing is tardy. Per school policy.
- Electronic Devices: No electronic devices (cell phones, mp3 players, games, etc.) are permitted to be seen, heard, or used in the classroom at any time.

***Be Safe, Be Respectful, Be Responsible***

**OMAHA PUBLIC SCHOOLS  
PHYSICAL EDUCATION DEPARTMENT**

**FOUR DAY NO DRESS POLICY**

- 1st**       Teacher makes parent contact. Student will not receive credit for the day. Teacher consequence is given.
  
- 2nd**       Counselor makes parent contact. Student will not receive credit for the day. Teacher consequence is given.
  
- 3rd**       Student will receive a referral to their administrator. Student will not receive credit for the day.
  
- 4th**       Student referral to administration for a possible removal from class due to lack of participation and cooperation. A failing status will be given.

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**I have read and I agree to abide by the terms of the above expectations.**

**PE Teacher:** \_\_\_\_\_

**Student Name (printed):** \_\_\_\_\_ **Class Period:** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_