

## Secondary Course Syllabus

**Building:** Eastmont Junior High

**Course Title:** 8-9 Physical Education and Weight Training

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### **Course Description:**

Physical Education:

Our mission is to educate our students to the importance of lifetime activities that promote their fitness and health. Students will be exposed to a variety of individual activities and sports that will provide lifetime carry over value and allow students to experience competitive and non-competitive situations which require cooperation and give frequent opportunities for every student to be successful.

Students will learn how to improve their overall physical fitness level by completing short fitness knowledge assignments, creating personal fitness plans, and completing the weekly 20 minute fitness runs.

Our goal in the physical education department at Eastmont Junior High is to provide each student with an opportunity for success and enjoyment. We evaluate students on the quality of effort and care put into the physical education class, regardless of their physical ability.

We define the quality of a student's participation by their level of effort, attitude, sportsmanship/cooperation, attention, and preparedness. We believe that the students that strive for achievement in those areas, will make positive natural progress in their learning and development, and will have a positive effect on their classmates.

### **Pre-Requisites:**

Regular Weight training – Complete beginning weight training and get PE department head approval

**Daily Grading:** The daily performance grade will be a direct reflection of the effort and performance the student puts into accomplishing the daily assignment(s).

Each daily performance grade is based on a 5 point scale.

The final grade will be determined by combining: 40 percent weekly performance, 30 percent tests, and 30 percent fitness.

There is a 5-15 minute daily warm-up. The warm-up consists of dynamic exercises and body weight /strength exercises.

Physical fitness tests will be given the first, middle, and last week of each semester. The first will be graded as a performance grade and the last 2 will be graded on improvement.

There will be two required written tests. These tests will cover the basic terminology of fitness. Each test is graded as a summative. Students may choose to retake the summative tests as often as they wish by attending Cat time.

**Grades are based on the following percentages and points for GPA calculations:**

A = 93 - 100	A- = 90 - 92	B+ = 87 - 89	B = 84 - 86
B- = 80 - 83	C+ = 77 - 79	C = 74 - 76	C- = 70 - 73
D+ = 65 - 69	D = 60 - 64		

**Accommodations and/or modifications:**

Appropriate accommodations and/or modifications will be provided for students with documented disabilities. Accommodations and modifications are types of adaptations that are made to the environment, curriculum, instruction, or assessment practices in order for students with disabilities to be successful learners and actively participate with other students in the general education classroom or in school-wide activities. Specific accommodations and modifications are determined by the student's Section 504 team or Individual Education Program team. If a student with a documented disability is eligible to receive accommodations and/or modifications their special education case manager will contact me within the first two weeks of class and provide me with explicit directions and/or resources to implementing the accommodations and/or modifications that are included on the student's Section 504 plan or Individual Education Program. Communication with me is essential to the successful completion of course expectations and the implementation of accommodations and/or modifications.

**Below are three examples that we use to accommodate our students.**

1. Written PE packets about sporting activities or fitness (2 for every 5 days missed, approximately 2.5 hours P.E. packets can be located on the EJHS P.E. website.
2. Modified PE program that meets the restrictions of the medical note, 504 plan, IEP plan, or ELL plan.
3. A combination of 1 and 2 above

**Students missing 5 or fewer continuous days** will usually be accommodated with option 2, unless a 504, an IEP, or an ELL plan says otherwise.

**Attendance, Behavior, and Performance Expectations:**

Student success is dependent upon respecting and following the rules of conduct outlined in Board Policy #3241 and described in the student handbook. Both are available on the website at [www.eastmont206.org](http://www.eastmont206.org).

**Make-up Work:**

All points missed due to an absence(s), can be made up during "Cat Time". The exception is an absence involving a school sport or activity. They are excused. (A regular day will be excused but a fitness day would still need to be made up).

Eastmont School District Policy and Procedures #3122 for excused absences and make-up work apply to this course. Specifically, "If an absence is excused, the student will be permitted to make up all missed assignments outside of class under reasonable conditions and time limits..." All the activities and learning opportunities for this course are expected to be completed. Absences, whether excused or unexcused, cause gaps in learning.

**Printed Documents:**

Handouts and study guides are available on the P.E. website located on the Eastmont Junior High website main page.

**Student Outcomes: Upon completion of this course, the student will be able to:**

	<b>Student Competencies</b>
1.	<b>Create a personal fitness plan</b>
2.	<b>Identify the 5 components of fitness</b>
3.	<b>Identify and use the 7 principles of training</b>
4.	<b>Identify the 3 main parts of an exercise program</b>
5.	<b>Identify and utilize the FITT Principle in creating a fitness plan</b>
6	<b>Identify the three types of heart rates used in fitness training</b>
7	<b>Identify the major muscle groups of the body</b>
8.	<b>Identify at least 30 common vocabulary terms used in fitness</b>
9.	<b>Identify and utilize different types of workouts to build strength and endurance</b>
10	<b>Apply basic stretches to improve flexibility (static and dynamic)</b>
11	<b>Use fitness tests to check improvement</b>

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I have read the SYLLABUS for \_\_\_\_\_ and have become familiar with the requirements and expectations for the course; grading, attendance, and classroom policies, and I understand that cell phone and personal electronics are not allowed in the locker room.

Student's signature: \_\_\_\_\_

Parent/guardian signature: \_\_\_\_\_

Preferred method to contact parent/guardian

Email: \_\_\_\_\_

Phone # \_\_\_\_\_ Best time: \_\_\_\_\_