

Burke High School Physical Education Course Syllabus

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Course Description

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 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.

Class Rules and Expectations

- 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.

Text

Fitness for Life

Assessment

9-12 Physical Education Proficiency Scale

<u>Standards</u>	<u>Standard Requirements</u>	<u>4 Advanced</u>	<u>3 Proficient</u>	<u>2 Basic</u>	<u>1 Below Basic</u>	<u>0 Failing</u>
Standard 1	Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities	Student can perform the basic skills and most of the more advanced skills without assistance in a competitive setting.	Student can perform the basic skills and some of the more advanced skills without assistance in isolation or in a practice setting.	Student can perform some of the basic skills without assistance in isolation or in a practice setting.	Minimal achievement with assistance from someone else.	Attempted and failed

Standard 2

Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities

Student has thorough understanding of basic concepts, vocabulary and strategies, and can apply them in game or competitive situations.

Student has good understanding of basic concepts, vocabulary and strategies and can apply them in practice situations but has difficulty applying them in game or competitive situations.

Student has a minimal understanding of basic concepts, vocabulary and strategies but has difficulty applying them in practice situations.

Minimal achievement with assistance from someone else.

Attempted and failed

Standard 3

Participates regularly in physical activity

Student participates in all activities and makes an effort to improve their skills and abilities in all activities. Student also helps others improve their skill or ability.

Student participates in all activities and makes an effort to improve their skills and abilities in most but not all activities.

Student participates in all activities but only makes effort to improve in some but not all activities.

Minimal achievement with assistance from someone else.

Attempted and failed

Standard 4

Achieves and maintains a health enhancing level of physical fitness

Student can create a plan to maintain or improve their current level of fitness and demonstrate successful implementation of the plan.

Student can create a plan to either maintain or improve their current level of fitness.

Student can maintain fitness level using current methods, but cannot create and implement a plan.

Minimal achievement with assistance from someone else.

Attempted and failed

**OMAHA PUBLIC SCHOOLS
PHYSICAL EDUCATION DEPARTMENT SIX DAY NO DRESS GUIDELINES**

OCCURANCE**CONSEQUENCE**

- | | |
|-----------------------|---|
| 1st | Verbal reminder of guidelines. Teacher will discuss possible solutions with the student. Student will not receive credit for the day. |
| 2nd | Teacher makes parent contact. Recommended that student be assigned detention time. Student will not receive credit for the day. |
| 3rd | Teacher makes parent contact. Recommended that student be assigned detention time. Student will not receive credit for the day. |
| 4th | Teacher makes parent contact. Student may be referred to their administrator. Student will not receive credit for the day. |
| 5th | Student will receive a referral to their administrator. Student will not receive credit for the day. |
| 6th | Referral to administration. Possible removal from class due to lack of participation, cooperation, and failing status |

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

Student's Name

(Printed): _____ (Signed): _____

Class period: ____ PE Teacher: _____