

PHYSICAL EDUCATION 9-12 – Course Syllabus

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General Overview:

The Physical Education curriculum, instruction and assessment are based on the Physical Education Learning Standards set by New York State. These standards include motor development/movement, personal fitness/wellness and personal living skills. Age appropriate developmental activities will be utilized in a positive learning environment to develop the whole child physically, socially, intellectually, and emotionally.

Internationalism will be reflected in applicable activities especially by emphasizing the origin of the sport. The international aspects of various sports will be researched by students and reported on prior to the activity.

Course Objectives:

Students will understand the importance of developing and maintaining optimum fitness in the areas of cardiovascular endurance, flexibility, muscular strength, and body composition. Students will be able to identify the means necessary to maintain fitness throughout their life and the positive impact it has on their health and well being. The New York State Learning Standards and NASPE Standards will drive instruction.

The program will continue to expand skill development to be able to perform at a higher level with a concentration on cooperation and teamwork through a wide variety of games, activities and organized sports. Students will develop competency in a number of team and individual sports and proficiency in a few.

Students will develop personal living skills that serve as a foundation for becoming a productive and concerned citizen. These skills include self-reliance, social interaction and personal management.

By the commencement level, students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity and be able to maintain health throughout their life.

Major Units Taught:

Football, soccer, volleyball, floor hockey, badminton, basketball, team handball, softball/baseball, cooperative games, jump rope, dance, and track & field.

Essential Questions:

How can this activity relate to good sportsmanship?

What safety parameters or guidelines should you observe while participating in this activity?

How does this activity relate to your personal lifetime fitness?

What leadership skills have you developed by participating in this activity?

How could this activity increase your physical fitness?

What adaptations could the team make so every athlete experiences success?

Text/Materials Used:

Physical Education equipment will be utilized as provided by the P. E. department.

Grading Practice and Procedure:

All students will begin each marking period with an “A”. Class participation, preparedness, cooperation, effort and positive attitude keeps the A.

A 5 point rubric will be used for daily evaluation. Students earn 5 points each class for full effort in all activities, respecting all, being fully prepared for class and ready to participate on time. Students earn 4 points when late or not working fully to potential. Students earn 3 points if unprepared, but cooperative and complete the written assignment. Students earn 2 points when very little effort is displayed, disruptive, or disrespectful. Students earn 1 point if prepared, but refuse to participate, lack cooperation, or display a poor attitude. Students earn 0 points the first two skipped class or if unprepared and made no effort to complete written assignment or disruptive or disrespectful. Skipping (cutting) class results in the student losing 5 points the first two classes and 10 points for any subsequent classes

Students unable to participate may be assigned written work. Quizzes, student skill observation, and self-assessments will also be utilized. Rubrics will be used occasionally for skill and social development assessment.

Students must change clothes in the locker room, put valuables/jewelry in a locker and secure it with their own lock. To be prepared students must change into athletic sneakers, socks, appropriate t-shirt, shorts, and have a positive attitude. After attendance, class completes warm up exercises and stretches together prior to instruction.

Assignments and Written Work

Short article reviews and short research papers using the Internet may be assigned to students who cannot participate in PE. Students in ninth grade who are out for extended periods will be given a project on physical fitness that will be assessed jointly with Health Education.

Methods of Communication with Parents and Students:

Communication with parents – A form letter is mailed home if student is in jeopardy of a low grade or needs improvement to meet the class standards. Letter should be signed by the parent and returned to the teacher by the student. Five week warning letters will be sent home when needed. Phone calls to parents when warranted. Parents may also contact their child’s teacher with any questions or concerns by email or by phone at 816-4230.

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Communication with students – will be given at an appropriate time and when possible on an individual basis. Students are encouraged to take responsibility for their actions and to suggest the possible consequences. When necessary, school administration is involved.

Extra Help Opportunities:

Students are encouraged to participate in after school activities offered through the Physical Education Department. Interested students are directed to appropriate out of school athletic opportunities when available.

Other Specifics Particular to Course:

Department Philosophy

The mission of the City Honors School Physical Education Program is to foster excellence by creating an educational experience within an atmosphere of competence, character, civility and citizenship. By providing an enriching experience, these standards will help develop a competitive spirit, good sportsmanship, and supervised group competition.