

Physical Education 5-8 Course Syllabus Outline 2009-2010

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**Course title:* Physical Education, Grades 5-8

**Course Description:*

The Physical Education curriculum, instruction and assessment is based the Physical Education Standards set by New York State. These standards include motor/movement, personal fitness/wellness and personal living skills.

In addition to the New York State Standards for Physical Education, MYP is concerned with more than sports and games. Its clear goal is to contribute to the development of the student's physical, intellectual, emotional and social maturity.

**Course Objectives:*

Motor/ movement: Through a developmental appropriate progression of activities, based on a strong foundation of motor, non locomotion and manipulation skills, all students regardless of ability can engage in physical activity with competence and confidence. In order to participate in a variety of physical activities through life, a student needs to master a number of motor/movement skills at a young age.

Personal/fitness/wellness: Students gain an understanding of the importance of developing and maintaining optimum fitness in areas of cardiovascular endurance, flexibility, muscular strength and endurance and body composition.

Personal living skills: These skills serve as the foundation for becoming a productive and concerned citizen. Personal living skills include self-reliance, social interaction and personal management.

Physical Education in the MYP aims to cultivate a healthy lifestyle for students and therefore advocates activities that are enjoyable and also contribute to healthy living.

**Major Units Taught:*

Flag football, soccer, volleyball, basketball, gymnastics (tumbling and balance beam), floor hockey, softball/baseball, track & field, jump roping, table tennis, dance and a variety of mini units including but not limited to "Cup Stacking", team building games, etc.

These units will incorporate holistic learning, (establishing links between subjects, cultures and different areas of experience), intercultural learning (incorporate intercultural awareness) and communication (encourage students to express verbally and non verbally their knowledge, skills, thoughts and feelings).

Each unit will tackle basic skills that the student will develop and use in other areas of their life.

**Guiding Questions:*

-Approaches to Learning: How is learning skills and techniques necessary to lead healthy lifestyle?

-Community and Service: What are some health issues that you can get involved in promoting health and fitness in your community?

-Homo Faber: How can you develop and evaluate new strategies for team play, warm-ups and drills?

-Environment: Do you recognize the importance of safety within the environment?

-Health and Social Education: How does this activity have an effect on the body and mind?

What are some of the differences and/or similarities internationally regarding rules, skills, popularity, etc. of sport and Physical Education?

How can the skills learned in the activity relate to other aspects in your daily routines?

**Text/materials Used:*

Physical Education equipment that is available in our department.

**Teaching and Assessment:*

Grading Practice: All students start each semester with 100 points (A+). Numeral grades will be converted to letter grades for report cards. Class participation, preparedness, cooperation and positive attitude will keep the grade of 100%. The Student's grade will drop 4 points if student comes to class unprepared and 1 point if the student is late to class. Poor behavior, poor attitude and excessive absences will also affect the student's grade. Students "cutting" classes will result in one grade lower per class cut.

Students must change clothes in the locker rooms, remove jewelry. Standard "5 S's" for being prepared: sneakers, socks, (t-) shirt, shorts and smile. Parents will be notified by mail or a phone call if the student is not meeting the course requirements. We will go outside in the fall and spring weather permitting. Please have a sweatshirt and/or sweatpants available for the cooler weather.

Class procedures: Students check in with the teacher for attendance, basketball shoot and rebounding as well as jump roping are available prior to class instruction while waiting for all students to check in. Class begins with stretching and exercising, then the activity instructions.

Grades 7 and 8: There will be a physical activity skills test in the fourth quarter marking period worth 20% of the students fourth quarter grade.

**Methods of Communication with Parents and Students:*

Communication with parents: Parents will be informed by e-mail, phone or a form letter mailed if the child is in jeopardy of a low grade or needs improvement to achieve the class standards. Letter must be signed by the parent and returned to us by the student. Parents may also contact their child's teacher by e-mail.

Ms. Cardina: mcardina@buffaloschools.org

Mr. Holms: kholme@buffaloschools.org

Communication with a student usually occurs on an individual basis, private and at an appropriate time. Administration is involved if necessary.

**Extra Help Opportunities :*

Students are encouraged to participate in the after school activities offered through the Physical Education Department.

**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.