

OHHS Physical Education Department

Course Syllabus



Course Name: Foundations of Physical Education

Course Code: HFO---

Course Description:

The Foundations of Physical Education course will give freshmen or any student entering into physical education classes for the first time a foundation of activities, procedures, expectations, and routines to set them up for success in any class offered in the physical education department. The variety of topics, techniques and equipment used will allow students to experience many different ways to exercise and workout, which will lead to them finding exercises they enjoy and want to continue performing after completing the course. Students will also learn how to create their own Health and Fitness plans that work towards specific health, fitness and career goals.

This course applies the principles, practices and emphasizes the importance of lifelong fitness. Students will focus on rules, etiquette, and skill technique for a variety of sports and recreational activities. Fitness evaluations will be completed to determine fitness goals with the intention of improving overall fitness and health. Students will be able to apply the connection between overall wellness and regular physical activity after completing this course. This course cannot be repeated.

The students will participate daily in dynamic functional movement, cardiovascular endurance, and muscular endurance activities during this class. The ability to work well with others and participate at a high level daily is expected. The course will also include major projects and assignments.

Prerequisites

None.

Course Resources

Students Provide:

Folder

Pencil
Sweatshirt/T-Shirt
Tennis(Athletic)Shoes
Sweats/Shorts

Course Fees

None

Course Outline/Instructional Units

PERFORMANCE BASED CURRICULUM

The Foundations of Physical Education class involves physical activity designed to improve the student's fitness and knowledge of maintaining a healthy lifestyle. The curriculum is performance-based and all students will have an opportunity to demonstrate knowledge, competency and skill development in each of our curricular areas.

1. The Foundations of Physical Education Curriculum focuses on developing & improving expectations to our programs here at Oak Harbor High School with an emphasis on introducing students to the concepts of **Health Related Fitness** which includes Muscular Strength, Muscular Endurance, Cardiovascular Endurance, Flexibility and Improved Body Composition. Also, **Skill Related Fitness** which includes Agility, Balance, Coordination, Speed, Reaction Time and Explosive Power.
 - a. Demonstrates a variety of dynamic and functional movement techniques.
 - b. Develops realistic short and long term personal fitness goals.
 - c. Monitors physical activity through the use of a pedometer, heart rate monitor and/or physical activity log.
 - d. Assesses and maintains appropriate levels of physical fitness in terms of: cardiovascular endurance, muscular strength and endurance, flexibility and body composition necessary for a healthy and productive life.
 - e. Make enlightened personal choices for engaging in physical activity over the life span, recognizing the influence of age, disability, gender, race, ethnicity, socioeconomic status and culture.
 - f. Identifies reasons to participate in physical activity (e.g. health, enjoyment, challenge, self-expression, and social interaction)

- Training methods for speed, strength & Power

Flexibility Training

- The role of flexibility in performance
- Flexibility & injury prevention
- Flexibility & muscle performance
- Acquiring flexibility
- Types of stretching (Static, Ballistic, Dynamic, PNF)

Recording Progress

- Fitness Journals
- Recording Sets, Reps & Weight

F.I.T.T Principle

- Frequency
- Intensity
- Time (Duration)
- Warming up
- Cooling down
- Stretching

Medical Considerations

- Managing injuries (types of injuries, preventing injuries, treating & rehabilitating injuries).
- Overtraining, preventing overtraining and treating overtraining

Major Assessments

1. Formative Daily Assessments
 - a. Students will be assessed on their daily participation, quality of work and the completion of assigned tasks. The most successful student will be able to demonstrate:
 - b. the mastery of physical skills, knowledge, leadership and teamwork necessary to participate in a High School based Physical Education and Team Sports Program.
 - c. their best effort/performance on a daily basis.
 - d. responsible, respectful and accountable behavior.
 - e. a positive work ethic and a mature level of self-motivation and self-direction.

- f. the ability to work independently, with other students and the ability to follow directions.
 - g. a consistent pattern of being prepared to perform each day in class.
 - h. a non-apathetic, but energetic student ready to face the many challenges ahead of them.
 - i. proper exercise and sport skill techniques, safety procedures as well as proper use of the equipment.
2. Written tests
 - a. Content Standard Proficiency Scales
 3. Skills tests
 - a. Standard One Skill Checklists/Rubrics
 4. Fitness Assessments
 - a. Fitness, Form, and Exercise Rubrics
 - b. FitnessGram
 - c. Heart Rate Rubrics
 5. Daily Journal
 - a. Completion and Consistency Scores
 6. OSPI CBA

Extra Help

Teachers will provide information regarding tutoring in classroom procedures. Students are encouraged to take advantage of tutoring opportunities and assistance will be offered in class.

RE-DO POLICY:

OHHS is an effort based school where we believe all students can learn. We also know that students learn at different rates. Thus, we are implementing a re-do policy that recognizes the needs of individual learners.

- 100% Re-do
 - Assessments (with exception of the Final semester exam)
 - Key Assignments: Evidence that demonstrates mastery of a standard
- Teachers may:
 - require completion of supporting assignments prior to re-do opportunities for students to show they can meet the standard.
 - require students to complete re-do of work outside of class time.
 - limit the number of re-do opportunities for each assignment.
 - assign zero grades when students choose not to do key assignments and/or assessments to standard.
- All opportunities for re-do work will come with a deadline as assigned by the teacher.

Weighted Categories

Set department categories and weighting

Category	Percentage of Overall Grade
Daily Formative Assessment	70%
Projects/Presentations	20%
Unit Summative Assessments	10%

Grading Scale:

Regular Scale	
Letter Grade	Percentage
A	93% and Above
A -	90%-92.99%
B+	87%-89.99%
B	83%-86.99%
B-	80-82.99%
C+	77%-79.99%
C	73-76.99%
C-	70-72.99%
D+	67%-69.99%
D	60%-66.99%
F	59.99% and Below

OHHS PLAGIARISM POLICY:

Any student, who knowingly turns in any work that has been done by someone other than himself or herself, and fraudulently represents it as his/her own, shall be considered to have cheated. Cheating also includes: aiding someone else in cheating, the use or preparation of written, pictorial, electronic or other materials not authorized by the instructor during a test or assignment, the use of testing materials obtained previous to the test date, or plagiarism of any kind. Students found cheating will also be subject to an office referral, which could result in a suspension. As an effort based school, students

who have plagiarized/cheated must still demonstrate their learning. Thus, students will be given the opportunity to complete the work. This will fall under the “Late Work Policy” of the teacher where total possible points may be reduced.