**10th Grade Fit4Life Syllabus**

Mr. Phil Lambe

Lambepg@milwaukee.k12.wi.us

2015-2016

**Course Description**:

This course is designed for 10th grade classes. This is the second of the core PE courses in MPS. Depending on individual school facilities/staffing, these coeducational courses emphasize health related fitness. At the conclusion of the subject offerings, students will have experienced a wide variety of fitness activities outside of traditional sports that they will be able to replicate on their own. Emphasis is on activities that has students who are moderately to vigorously active for 60% of the class time vs the traditional 40%. Students will have an understanding of their own fitness level, how to assess their fitness and how to improve their health related fitness. Classes will consist of: dynamic warm-ups, cardio work-outs, skills practices, cool-downs, journaling and enrichment activities.

**Other Key Concepts:**

* Students will understand their health related fitness strengths and weaknesses through the use of FITNESSGRAM.
* Students will create a fitness/workout plan based on a personal assessment and individual goals.
* Greater focus on cardiovascular fitness. Research is showing that cardiovascular fitness has the greatest impact on improved academic performance.
* Students will learn a minimum of eight health related physical fitness activities that they will be able to use to improve or maintain fitness levels.
  + - * Students will understand the need and benefits of daily exercise
* Understanding sportsmanship, fair play, communication, preparation, cooperation and team work.
* Personal well being

|  |  |
| --- | --- |
| **Potential Units:**  Due to facilities or equipment at schools some units may be omitted or modified. | |
| * Aerobics (including step aerobics) * Body Pump/Body Flow * Cardio Kickboxing/Tae Bo * Circuit Training (not traditional weight room circuit training) * Dance * Fitness Center Activities | * FitnessGram * Jump Roping * Pilates * Resistance Training * Stability Balls Training * Walking/Power Walking * Yoga |

**Grading Structure:**

Students will be graded on the following 6 standards (each worth 1/6 of their overall grade). Rubrics will be used to assess student’s performance for each unit within the course. Quizzes and exams will be used to assess student’s performance for each unit within the course.

|  |  |  |
| --- | --- | --- |
| **Standard** | **Code** | **Grade Level Outcome** |
| **Standard 1:**  **Motor Skill Development**  The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. | S1.H1.L2 | Refines activity-specific movement skills in one or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games). |
| S1.H2.L1 | Demonstrates competence in one form of dance |
| S1.H3.L2 | Demonstrates competency in two or more specialized skills in health-related fitness activities. |
| **Standard 2:**  **Movement Concepts**  The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. | S2.H2.L1 | Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. |
| S2.H3.L1 | Creates a practice plan to improve performance for a self-selected skill. |
| S2.H4.L2 | Compares similarities and differences in various dance forms. |
| **Standard 3:**  **Regular Participation and Fitness Knowledge**  The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. | S3.H1.L2 | Investigates the relationships among physical activity, nutrition and body composition. |
| S3.H3.L2 | Applies rates of perceived exertion and pacing. |
| S3.H11.L2 | Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement). |
| **Standard 4:**  **Respect**  The physically literate individual exhibits responsible personal and social behavior that respects self and others. | S4.H1.L1 | Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed. |
| S4.H5.L | Accepts others’ ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects. |
| S4.H5.L1 | Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules). |
| **Standard 5:**  **Values Physical Activity**  The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. | S5.H1.L1 | Analyzes the health benefits of a self-selected physical activity. |
| S5.H3.L2 | Identifies the uniqueness of creative dance as a means of self-expression. |
| S5.H4.L2 | Evaluates the opportunity for social interaction and social support in a self-selected physical activity or dance. |

**Grading Scale**

Grades will be assigned as follows**:**

|  |  |
| --- | --- |
| Advanced (AD) | The student consistently exceeds course expectations on standards as demonstrated by a body of evidence that shows depth of understanding and flexible application of course concepts. |
| Proficient (PR) | The student consistently meets course expectations on standards as demonstrated by a body of evidence that shows independent understanding and application of course concepts. |
| Basic (BA) | The student performs just below course expectations on standards as demonstrated by a body of evidence that shows incomplete/inconsistent understanding and application of course concepts. |
| Minimal (MI) | The student performs far below course expectations on standards as demonstrated by a body of evidence that shows limited understanding and application of course concepts. |

**Student Responsibilities:**

* Students are expected to be present and participate in class and turn in homework by assigned due date.(Assignments will be considered late if turned in **any time** after collected at beginning of class. Late work will only be accepted one week late and will be given a one level grade deduction.)
* When students miss class it is his/her responsibility to meet with the teacher to find out what they’ve missed.
* Students are expected to be prepared for and complete exams in class.

**Class rules include:**

* No put-downs
* No talking during class when someone else is talking, or disrupting class
* No mean, rude, or inappropriate comments
* Respect stuff that’s not yours
* No switching seats
* No working on other work during Health
* **No headphones or cell phones allowed in the classroom!!**

**Make-Up/ Extra Credit Assignment Guidelines**

If a student misses a day they will be allowed to do up to 3 make up assignments per quarter to earn participation points (1 make up assignment is worth 1 day of participation). The following assignment can also be completed for **extra credit** up to 3 times per quarter. Make up assignment must be turned in **within 7 days** of the class you missed, unless otherwise discussed.  
  
**Directions:**  
Choose, read, and print an article from one of the news feeds (including Mr. Lambe's twitter feed) on Mr. Lambe’s PE & Health website (link below). On a separate piece of paper, write or type answers to the following questions and hand in before class. Students should be prepared to give a 1-2 minute summary of their article in class.

1. Summarize the article in one paragraph (5-7 sentences).
2. Explain why you chose this article/topic.
3. Identify 3 things you've learned from this article.
4. Personal reaction: What do you think about this article?
5. Was this article discussing a local, national, or international issue?
6. What questions do you have after reading this article? What would you like to learn more about.

**Mr. Lambe’s PE & Health Website**

**Link:** [**www.phillambe.weebly.com**](http://www.phillambe.weebly.com)

This website was created to serve as an additional learning resource for students and also to keep parents updated on what’s going on throughout the semester. **Students may be required to access the site for class work or homework and will need to access the site to complete make up and extra credit assignments**. The site includes:

**Home page:** A new awareness topic each month with information and a link to learn more about it, Mr. Lambe’s Health & Fitness Twitter feed and a comment/feedback box.

**PE and Health pages: I**nformation on our current unit, exam dates, etc., class highlights, PE and Health ‘Question of the Month, news feeds and links to additional resources, Calendar of external health/fitness activities, a private forum for students to ask health related questions and a link to the text book website which features an online version of the text, quizzes, flashcards, and more!

**Other Pages include:** About Me, Fitness Club and Athletics pages.

