



COURSE SYLLABUS
COURSE NAME: 6th Grade PE and Health
COURSE NUMBERS:

School:
Teacher's name:
Room number:
Best time to contact:
Phone number:
E-mail address:

Prerequisites: None

Number of credits: N/A

Course Description

6th Grade PE and Health Class will introduce fitness to students through many different activities, including team sports, individual sports, and organized fitness activities. The SPARK curriculum for middle school is used as the primary resource for physical education in middle school. The 6th Grade health curriculum includes physical, social, mental emotional health as well as the overall health and wellness of people.

Course Standards

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Standard 3: Participates regularly in physical activity.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Lifelong Learning Standards

School Board Policy 6418 outlines the following standards for lifelong learning: knowledgeable learner, complex thinker, effective communicator, self-directed learner, quality producer, and contributing citizen.

Essential Questions/Big Ideas

- Thinking and planning allows for performance in a shorter time period with less effort.
- Working together as a team, greater success can happen as opposed to working as individuals.
- People who are fit engage in physical activity on a regular basis.
- Participation in physical activities and/or sports will provide an opportunity for developing an understanding and respect for differences among people.
- Leadership is best shown through actions that encourage everyone to perform better.
- Positive decision making about fitness contributes to a healthy lifestyle.

Kenosha Unified School District School Board-Approved Instructional Materials

- SPARK
- Health SMART
- Glencoe Teen Health
- FitnessGram
- Infinite Campus
- Kenosha Unified School District Dress Code

Methods of Assessment

Multiple assessments—both formative and summative—will be used to help students achieve course standards. *Formative assessment* is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve a student's achievement of intended instructional outcomes. Formative assessments are seldom used as part of a final grade calculation. *Summative assessment* is designed to provide information regarding the level of mastery of the course standards.*

Examples of formative assessment used in this course:

- Fitness Testing
- Projects
- Daily Participation
- Quizzes
- Projects
- Observation Checklists

Examples of summative assessment used in this course:

- Fitness Gram
- Final Projects
- Written Exams

* Excerpts taken from "Distinguishing Formative Assessment from Other Educational Assessment Labels" by the Council of Chief State School Officers

The article can be viewed at: <http://www.ccsso.org/Documents/FASTLabels.pdf>.

Kenosha Unified School District School Board-Approved Grading Scale

A+=98% to 100%	B+=86% to 89%	C+=76% to 79%	D+=66% to 69%
A =93% to 97%	B =83% to 85%	C =73% to 75%	D =63% to 65%
A- =90% to 92%	B- =80% to 82%	C- =70% to 72%	D- =60% to 62%

KUSD School Board Policy on Make-Up Work

Students submitting work up to ten school days late without prior approval may receive up to two grades lower on the work than they would have received if the work had been submitted on time (i.e., B+ lowered to a D+). Student work submitted after ten school days without prior approval shall not be accepted for credit, and shall be recorded with a score of zero.

Upon returning to school after an absence, a student has the responsibility, within the number of days equal to the length of the absence or suspension, to meet with the teacher to develop a plan for making up missed work, quizzes, and examinations. A truant student has the responsibility, on the first day he or she returns to the course/class, to meet with the teacher to develop a plan for making up missed work, quizzes, and examinations. Lower grades may not be given for late work due to excused absences, suspension, or truancy unless the work is submitted later than agreed-upon deadlines.

Student and Parent Resources

- Syllabus
- Infinite Campus
- School Website
- Parent/Teacher Conferences
- www.sparkpe.org
- www.choosemyplate.com

Teacher/Parent Communication

Every effort will be made by the teacher to respond to inquiries from pupils and from parents or guardians of pupils by the end of the first school day following the day upon which the inquiry is received (developed as a parallel to State Statute 118.40(8)(d)3).

Posting of Grades

Every effort will be made by the teacher to post grades on the student information system for review by parents and students within five to seven school days. (Long-range major projects may require additional time for evaluation.) Missing work should be indicated within two school days of the due date.