



Course Syllabus Report

PE3730 Health / Fitness 1.0 (PE3730)

MEETS GRADUATION REQUIREMENTS: Yes

DISTRICT APPROVED CURRICULA: Carone

STATE COURSE CODE: PE005

(Fitness/Conditioning Activities)

SIS COURSE CODE: PE3730

GRADE LEVELS: 9th Grade, 10th Grade, 11th Grade, 12th Grade

ALE COURSE GRADING SCALE:

A = 90%-100%

B = 89%-80%

C = 79%-70%

F = 69%-0%

NCAA APPROVED: No

CREDITS: 1.0

AVERAGE HOURS PER WEEK: 6

PREREQUISITES:

DEFAULT ALE CERTIFICATED TEACHER: Emily Linke

INSTRUCTIONAL MATERIALS NEEDED: Internet access, computer, printer, printer paper and ink, modern OS/software/web browser, headphones with microphone- if not built into the computer

DESCRIPTION This comprehensive health and PE course provides students with essential knowledge and decision-making skills for a

healthy lifestyle. Students will analyze aspects of emotional, social, and physical health and how these realms of health

influence each other. Students will apply principles of health and wellness to their own lives. In addition, they will study

behavior change and set goals to work on throughout the course. Other topics of study include substance abuse, safety

and injury prevention, environmental health, and consumer health.

This course is also designed to provide students with the basic skills and information needed to begin a personalized

exercise program and maintain an active and healthy lifestyle. Students participate in pre- and post-fitness

assessments in which they measure and analyze their own levels of fitness based on the five components of physical

fitness: muscular strength, endurance, cardiovascular fitness, flexibility, and body composition. In this course, students

research the benefits of physical activity, as well as the techniques, principles, and guidelines of exercise to keep them

safe and healthy. Throughout this course students participate in a weekly fitness program involving elements of cardio, strength, and flexibility.

ESSENTIAL LEARNINGS:

Physical Education

PS 1 1 Students will demonstrate competency in a variety of motor skills and movement patterns through lifetime activities.

PS 2 2 Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.

PS 3 3.A Students will demonstrate the knowledge and skills to achieve and maintain a health enhancing level of physical activity.

PS 4 3.B Students will demonstrate the knowledge and skills to achieve and maintain a health enhancing level of fitness.

PS 5 3.C Students will demonstrate the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness through physical activity and fitness planning.

PS 6 4 Students will exhibit responsible personal and social behavior that respects self and others.

PS 7 5 Students will recognize the value of physical activity for health, enjoyment, challenge, self expression, and social interaction

Health

PS 1 Explain how personal wellness is negatively affected when a dimension of health is neglected.

PS 2 Demonstrate the ability to use goal setting skills to enhance health.

PS 3 Demonstrate the ability to use decision making skills to enhance health.

PS 13 Identify types of stress, their causes and analyze how it relates to health.

PS 14 Analyze ways to prevent and cope with stress.

PS 15 Analyze the functions of the major nutrients.

SYLLABUS

ALE COURSE OBJECTIVES

Physical Education

PS 1 1 Students will demonstrate competency in a variety of motor skills and movement patterns through lifetime activities.

PS 2 2 Students will apply knowledge of concepts, principles, strategies, and tactics related to

movement and performance.

PS 3 3.A Students will demonstrate the knowledge and skills to achieve and maintain a health enhancing level of physical activity.

PS 4 3.B Students will demonstrate the knowledge and skills to achieve and maintain a health enhancing level of fitness.

PS 5 3.C Students will demonstrate the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness through physical activity and fitness planning.

PS 6 4 Students will exhibit responsible personal and social behavior that respects self and others.

PS 7 5 Students will recognize the value of physical activity for health, enjoyment, challenge, self expression, and social interaction

Health

PS 1 Explain how personal wellness is negatively affected when a dimension of health is neglected.

PS 2 Demonstrate the ability to use goal setting skills to enhance health.

PS 3 Demonstrate the ability to use decision making skills to enhance health.

PS 13 Identify types of stress, their causes and analyze how it relates to health.

PS 14 Analyze ways to prevent and cope with stress.

PS 15 Analyze the functions of the major nutrients.

ALE COURSE STANDARDS

<https://www.fwps.org/cms/lib/WA01919399/Centricity/Domain/796/Physical%20Education%209-12.pdf>

<https://www.fwps.org/cms/lib/WA01919399/Centricity/domain/796/6th-12th-grades/health/9th-10th-Grade-Health-Priority-Standards-PS2014.pdf>

FWPS PRIORITY STANDARDS CATALOG: [Standards Based Education / Priority Standards 6th -12th Grade \(fwps.org\)](#)

LEARNING REQUIREMENTS

Weekly Work Completion: Scholars will submit original work in all classes each week.

Original Work Submissions: Scholars will only submit their original work. If a scholar uses outside sources in the creation of their original work, citations must be present in the format requested by their teacher.

Weekly Communication: Scholars will communicate weekly with their teachers regarding their academic progress.

Functioning Technology/Required Materials: Scholars will always have constant and consistent access to the functioning hardware, software,

technology, and required materials necessary to complete their coursework in all classes.

Academic Integrity: Academic integrity is essential to learning. scholars are expected to complete their own work. Copying, plagiarizing, cheating, or other methods of intentional deception are prohibited and could result in the scholar's removal from the class or iA entirely.

IA Policy 1st Offense: The scholar will be contacted by the teacher via phone call, the scholar will be made aware of the plagiarism and examples of how this can be avoided will be discussed. Direct instruction on plagiarism will be delivered by the teacher. iA Administration and other teachers will be made aware of the plagiarism. The work must be redone without plagiarism.

2nd Offense: The scholar and parents will be contacted by the teacher directly and the scholar will have to complete the plagiarized assignment without plagiarism before moving on in the course. iA Administration will be made aware.

3rd Offense: The scholar will be withdrawn from the course or iA depending on the severity and/or frequency of the plagiarism.

WAC (Weekly Academic Contact): State regulations require scholars in online programs to have weekly academic contact with each teacher. This occurs by engaging with the curriculum and online instruction, submitting assignments to make progress in learning, and successfully completing courses. Scholars have multiple opportunities and methods to achieve weekly academic contact and receive teacher assistance and feedback: email, message, live online sessions, assignments, phone, and/or face-to-face meetings by appointment when applicable and in accordance with social distancing guidelines. In accordance with new state law the iA Weekly Academic Contact policies are changing. To ensure the success of all iA scholars, Weekly Academic Contact is required to remain enrolled at iA.

1st week missed WAC= Notification of missed WAC that informs scholars and parents of the consequences of additional missed WAC. (Step 1)

2nd consecutive or 3rd cumulative week of missed WAC= The scholar and parent must conference with a designee to discuss the missed contact, administer a "screener", and develop a data-based interventions plan. (Step 2)

5th consecutive OR 6 cumulative of missed WAC= BECCA petition will be filed. (Step 3)

ACADEMIC GOALS

ALE COURSE

LEARNING ACTIVITIES

Projects., Text Books and/or Work Books., Activities., Hands-on Projects., Internet Research.

EVALUATION

ALE Course Evaluation Methods:

Monthly Progress Review: State law also requires enrolled scholars to maintain monthly forward progress toward completing classes with success. Scholars are expected to complete one monthly module of at-standard work or have completed the teacher-prescribed plan as assigned by the certificated teacher of that course. If the assigned at-standard work is submitted, the scholar will be considered having made Satisfactory Progress. If the assigned work is not submitted and/or is not at standard, the scholar will be considered having made Unsatisfactory Progress.

An overall Monthly Progress Review (MPR) score will be prepared in the ALE App and notification that they are ready to be viewed will be emailed to every family once a month by the Advisory/Homeroom teacher to communicate overall progress towards mastery and passing of the courses.

Scholars are either making Satisfactory Progress or Unsatisfactory Progress. If a scholar is considered having made Satisfactory progress (by the individual teachers in individual courses) in 50% or more of their courses, they will be considered having made Satisfactory progress overall. If a scholar is considered having made Unsatisfactory progress (by the individual teachers in individual courses) in more than 50% of their courses they will be considered having made Unsatisfactory Progress overall. If a scholar is determined to have made Unsatisfactory Progress for consecutive months, the Advisory/Homeroom teacher will include escalating intervention plans each month in the Monthly Progress Review. If a scholar reaches 3 months of Unsatisfactory Progress they may be withdrawn by the administration.

TIMELINES

OCTOBER Complete all lessons and assignments in the October module on your "modules" page in Canvas.

NOVEMBER Complete all lessons and assignments in the November module on your "modules" page in Canvas.

DECEMBER Complete all lessons and assignments in the December module on your "modules" page in Canvas.

JANUARY Complete all lessons and assignments in the January module on your "modules" page in Canvas.

FEBRUARY Complete all lessons and assignments in the February module on your "modules" page in Canvas.

MARCH Complete all lessons and assignments in the March module on your "modules" page in Canvas.

APRIL Complete all lessons and assignments in the April module on your "modules" page in Canvas.

MAY Complete all lessons and assignments in the May module on your "modules" page in Canvas.

JUNE Complete all lessons and assignments in the June module on your "modules" page in Canvas.