Thomas Edison High School

TEAM SPORTS--SYLLABUS

Mr. Meyer
Gym
daniel.meyer@mpls.k12.mn.us

Course Description: Team Sports is designed to encourage the development of "intelligent performers" and to encourage students to understand the importance of participation in lifetime sports as it contributes balanced, healthy lifestyles. Students will develop knowledge, critical thinking and reflective skills and sense of responsibility. Students are introduced to the fundamentals of team and individual sports, which include skills, rules, and game strategy.

Minnesota State Standards and MYP Objectives

MN State Standards	MYP Aims
· **Motor Skills**: Students explore, develop, combine and refine body and spatial awareness, motor patterns, manipulation of objects, and rhythmical movements through a wide variety of physical activities. · **Movement Knowledge**: Students apply movement principles in developing efficient movement skills and demonstrate knowledge of safety procedures, rules, strategies, etiquette, history, origin and cultural perspectives in a variety of activities. · **Health-Related Physical Fitness**: Students understand the relationship of physical activity to fitness and health and achieve and maintain a health-enhancing level of fitness. · **Personal and Social Behavior**: Students demonstrate responsible personal and social behavior in a physical setting by developing self-control, cooperative skills, appropriate sports-related behavior, respect for individual differences and regard for safety. · **Personal Well-Being**: Students appreciate the benefits of play and develop values, attitudes and behaviors that encourage a physically active and healthy lifestyle.	· An appreciation and understanding of the value of physical education and its relationship to a healthy, · Balanced lifestyle · An interest in the promotion of health and wellness · The motivation to participate fully in all aspects of physical education · Their optimal level of physical fitness · Effective communication strategies, verbal, non-verbal and written · The skills and understanding necessary to participate successfully in a variety of physical activities, for · Example, learning, practicing, refining, adapting, thinking, interacting · The ability to reflect critically on all aspects of physical education, including being a critical performer · An understanding of international perspectives on physical activity, sport and health education · A lifelong interest in and enjoyment of physical activities as a participant.

Personal and Social Behavior Standard: Physical education is an interactive class that involves students working together to promote community. Everyone deserves a chance to succeed and win. Some examples of this include.....

1. Participating and following class procedures and rules by demonstrating "on-task" behavior with increased independence.
2. Accepting responsibility for ones own actions.
3. Seeking help when appropriate.
4. Cooperating with the teacher to promote learning team building.
5. Develop strategies to resolve conflict in physical setting. (apologize)
6. Demonstrate safety procedures for equipment, and playing conditions.
7. Recognize the contributions that a variety of cultures bring to sport, games.
8. Be inclusive of all students in a physical setting.
9. Demonstrate fair play, honesty in class activities and respect for equipment.
10. Demonstrate success and disappointment, or being a good Sport.
11. Participate willingly in all physical activities.

Overview of Units

As an IB World School, our units are organized around "inquiry questions" which help focus learning, develop curiosity, and promote critical thinking. Some of the units and inquiry questions we will study in this class include:

Units: Soccer, Flag Football, Softball, Volleyball, Basketball, Floor Hockey, Ultimate Frisbee, and Handball

Inquiry Questions:

- What is the connection and role of communication and teamwork?
- How can creativity play a role in development of games we play
- What is at the core of good teamwork?
- How does one person influence the team?
- How does my environment affect how I play a game?
- How and where can sports fit into my life and allow me to live healthier?
- How will effort or lack of effort impact my success in life?
- Why is goal setting beneficial?
- How are fitness and sport activities related?

Grading Policy: Please refer to the Thomas Edison Student Handbook for our school-wide assessment policy. Grades will directly reflect achievement of academic standards.

ACADEMIC PRACTICE: (20% Daily Points)

2 = On time, changed into athletic clothing, warm ups completed
2 = Work towards proficiency in skills, performance and knowledge
2 = Participates with best effort throughout the activity
2 = Positive attitude, respectful and cooperative
* Locker rooms will be locked 10 minutes after the start of class

ACADEMIC ACHIEVEMENT ASSESSMENTS: (80% Assessments)

- **SPORTS UNITS –** Skills Improvement Assessments, Game Performance Assessments, Sports Knowledge Written Exam, and Teamwork/Sportsmanship

MPS GRADE SCALE

RUBRIC SCORE	DESCRIPTORS	LETTER GRADE
7-8	**Excelling** Always Extended Innovative	**A/A-**
5-6	**Mastering** Often Completely Accurate	**B+/B/B-**
3-4	**Progressing** Sometimes Partially Imprecise	**C+/C/C-**
2	**Beginning** Rarely Minimal Limited	**D+/D/D-**
0-1		**F**

Class Procedures:

1. **Objective/Agenda:** Students will be required to review and read the daily agenda and know the objective for the lesson. This will allow the student to know where and what we will be doing for the class period, as well as what they should know by the end of class period.

2. **Attendance:** Attendance and participation are important parts of the student's grade. Absence and/or not participating will result in the reduction of the student's grade. It is the **student's** responsibility to make up any work he or she missed and to check and see what went on while he or she was absent.

Classroom Conduct

- No Food or Beverage in class.
- Be on time (5 Minutes to change).
  Locker room will be locked 10 minutes after the start of class.
- Be respectful and use time wisely.

Locker Procedures: Each student will receive a lock for use in gym locker room only. Lock your stuff up each and every day. Get in the habit of checking to make sure you have closed the lock. There is very little that can be done if something is stolen and you didn't lock your locker with the lock.

Academic Honesty Policy: Please refer to the Thomas Edison Student Handbook.

Tommie Creed and Learner Profile:

- **Team**: I will respect myself and others by being **open-minded** and a good **communicator**.
- **Opportunity:** I will prepare for college and the career of my choice by being a **thinker** and becoming more **knowledgeable**.
- **Make a Difference:** I will honor myself, my family and my school by being **principled**.
- **Make it Right:** I will restore my relationships and advocate for myself. I will be **caring** and try to understand others by being an **inquirer**.
- **Integrity:** I will make good decisions. I will stay **balanced** and be **reflective** about my choices.
- **Excellence:** I will do my personal best and a positive **risk-taker**.

***ELECTRONIC DEVICES*: SHOULD BE KEPT IN THE CLASSROOM CELL PHONE HOLDER. DEVICES SHOULD NOT BE OUT DURING CLASS, UNLESS OTHERWISE INSTRUCTED BY THE TEACHER.**

Key Definitions and Consequences:

Intervention: If a student refuses to comply with the guidelines despite reasonable requests by the teacher, then the student will be asked to go see their Dean / AP regarding the concern. If the student ultimately complies with the guidelines, the student remains in class, and the dean / AP will follow up with contacting families.

Offense: When an intervention is unsuccessful and the student refuses to comply with the guidelines.

1st Offense: Student removed from classroom; AP/dean contacts parent/guardian; devices may be retrieved by student at the end of the day from the main office.

2nd Offense: Student removed from classroom; AP/dean contacts parent/guardian; devices may be retrieved by student at the end of the day from the main office. Student is assigned to the **Alternative Instruction and Intervention Room (AIIR).**

3rd Offense: Student removed from classroom; AP/dean contacts parent/guardian; **devices may be retrieved by parent/guardian** at the end of the day from the main office (or a plan is made with parents). Student is assigned to the **Alternative Instruction and Intervention Room (AIIR).**

Further offenses: Student removed from classroom; AP/dean contacts parent/guardian; devices may be retrieved by parent at the end of the day from the main office (or a plan is made with parents). Student is assigned to the **Alternative Instruction and Intervention Room (AIIR). A parent meeting is scheduled to create a behavior plan.**