

Pojoaque Valley Middle School

7th Grade Physical Education/ 8th Grade Fitness & Conditioning

Instructor: Bob Koski

Experience and Credentials:

Level II Instructor: 20 years of certified teaching experience
Level II Coach: 22 years of certified coaching experience
USA Track & Field Certified Coach
Certified Strength & Conditioning specialist
Certified Sports Nutritionist and Personal Trainer
Head Varsity Boys & Girls Track Coach
New Mexico AAA State Team Champions
New Mexico Track & Field Coach of the Year
Coached 33 New Mexico State Champions
Former professional Track & Field decathlete
Developed and instructed over 19,000 training sessions

Physical Education prepares students to develop and maintain a healthy, active lifestyle.

Why participate in Physical Education?

Physical Education plays a critical role in educating the *whole* student. Physical education contributes directly to development of physical competence and fitness. It also helps students to make informed choices and understand the value of leading a physically active lifestyle. The program provides students with opportunities to learn motor skills, develop fitness, and gain understanding about physical activity. In the middle school, the student is ready to experience a wide variety of applications of fundamental movements including traditional sports, as well as lifetime or leisure-oriented activities. This is the time when students are capable of refining, combining and applying a variety of sport-related and lifetime skills.

What will we focus on in Middle School Physical Education?

Physical Education offers a variety of activities to increase ability with movement concepts in modified versions of team and individual sports. These activities are offered in both cooperative and competitive settings. Seventh grade students apply similar concepts from one sport or movement setting to another. Students can observe another individual's performance and notice key elements for success. At this grade level, students participate in physical activity both in and out of school while maintaining an appropriate level of fitness as their bodies grow and change. Their knowledge of safety and the ability to manage their own behavior is reinforced. Students are introduced to physical fitness components through participation in health-related fitness activities. The ultimate goal in this course is to gain satisfaction and enjoyment from participation in physical fitness through a variety of activities.

Course Objectives:

To educate students towards developing physical competence, health-related fitness, self-esteem, and overall enjoyment of physical activity. These objectives enable students to make informed decisions and choices about leading a physically active lifestyle.

The physically educated student will:

- Demonstrate physical competency in exercise-related activities
- Participate in moderate to vigorous physical activities on a regular basis
- Know and apply the principles and components of health-related fitness
- Match personal physical activities to fitness components
- Make appropriate changes in performance based on feedback
- Analyze various movement concepts and applications
- Coordinate movements with teammates to achieve team goals

- Demonstrate knowledge of rules and safety during physical activity
- Combine skills competently to participate in modified versions of team and individual sports
- Demonstrate responsible behavior with respect to equipment and facilities
- Demonstrate good sportsmanship and encourage others
- Demonstrate individual responsibility during group physical activities
- Demonstrate cooperative skills during structured group physical activity

Course Requirements/Assessments:

Pre-Test/Post-Test:

Pre-testing takes place in August and is used to determine a baseline fitness level of each student. The numbers are then analyzed and used to determine appropriate training programs. Pre-test includes: 120-yd shuttle, 300-yd shuttle, Flexed-arm hang, and 2 minute Sit-ups test. These events will cover the Muscular-Endurance, Speed-Endurance, and Cardio-Respiratory Endurance components to achieve overall fitness. At the conclusion of the Pre-test, each student will receive their overall composite Fitness Test score ranging from 0-1000. This is not their grade. A post-test is given in May to determine overall improvement. Scores are then graphed and used to measure the success of program design and implementation.

Grading:

Students will receive a daily grade. They can earn up to 10 points everyday based-on dressing out and their level of participation. Students who do not dress-out in their assignment P.E. uniform (greens and grays) will earn an automatic zero and will not be allowed to participate in street clothes. Any absence will be marked a zero unless the student brings in a signed agenda with their absence marked “excused. A one page article summary is required for 10 points credit for all excused absences. The article and summary must be sports or fitness related. All unexcused absences will remain a zero.

To earn the daily 10 points full credit, all students must be fully dressed and give full participation in all assigned activities. If at any time a student choose to not participate or opt-out, their daily point total will be deducted. If a student quits the day’s activities, they will be sat out and receive a “zero” for their lack of effort.

Grading periods are 9-weeks in duration. Each 9-week grade will count as 50% of the student’s semester grade. At roughly the middle of each grading period, progress reports will be given. Progress reports will be a percentage grade and all absences and all tardies will be indicated.

Grading scale: 90%-100%=A, 80%-89%= B, 70%-79%= C, 60%-69%= D, 59% and below = F

Fitness Tests:

At the beginning of each month, students will be given a Fitness Test. The Fitness Test will cover the 120-yd shuttle, 300-yd shuttle, Flexed-arm hang, and 2 minute Sit-ups test. Students are graded based-on their overall improvement from their composite Fitness Test score. The goal throughout the school-year is to steadily improve every month.

Expectations of Behavior:

Students will be required to dress-out every day in the locker rooms wearing their own P.E. uniform. In the locker rooms, proper behavior is expected during the three-minute changing time. Any signs of horseplay will result in the loss of locker room privileges for one month. During this time, students will be required to dress-out in the multi-purpose restrooms. Lockers are available for daily and/or yearly student use. A combination lock is required for yearly use. It is recommended that students do not share a locker with another student. Students may use the restroom during class with permission. The multi-purpose restrooms will be available during class time, but no one is permitted in the locker rooms during class.

Students who choose to not dress-out during a given class period will sit at a table to do a written assignment. Students who choose to misbehave before, during, and after each class period will be dealt with accordingly. Minor infractions on the 1st offense will result in a warning. For a 2nd and 3rd offense, the student’s parents will be notified via e-mail or by phone. Each offense will be documented as per our PVMS Discipline policy. After the 3rd offense and for major infractions will result in a Discipline Action Report and be sent to our school’s Discipline Officer. No horseplay, bullying, cursing, or vandalism will ever be tolerated in the gym, locker room, or multi-purpose areas.

Modifications:

I reserve the right to make modifications in this syllabus to better meet the needs and interests of the students.