



Course Name	Instructor	Instructor E-mail & Availability
Health & Activity for Life	Mr. Able Mr. Heldart Mr. Lundy Ms. Ryan Ms. Tomsovic	aaable@aurorak12.org mlheldart@aurorak12.org emlundy@aurorak12.org rmryan@aurorak12.org rstormsovic@aurorak12.org
Course Website	Class Meeting Times & Location:	Prerequisites
N/A	Gymnasium	N/A

Course Description

To maximize the student's' skill, cognitive, anaerobic and aerobic fitness levels in physical education. This objective will be met through the use of proper demonstrations, instruction, exercise time and positive reinforcement.

Standards

1. Movement Competency and Understanding
2. Emotional and Social Wellness
3. Physical and Personal Wellness
4. Prevention and Risk Management

Learning Outcomes by Quarter

Quarter 1

- 2.2A Identify and access physical activity opportunities in the communities (DOK 1-3)
- 3.1C Practice conflict management and listening skills in a competitive atmosphere
- 3.2B Initiate responsible behavior, and function independently and cooperatively
- 3.3.C Accept the diversity and individual differences in participation in physical activity
- 4.1E Explain Strategies for the prevention of injuries when engaging in physical activity
- 4.2.B Describe emergency procedures for a physical education setting
- 3.3A Engage in Physical activity with others

Quarter 2

- 1.1B Identify, explain, and apply the skill-related components of balance reaction time, agility, coordination, explosive power, and speed that enhance performance levels in aquatic, rhythms/dance, combatives, outdoor adventure activities, and lifelong sports and games
- 1.2E Demonstrate the ability to use cognitive information to understand and enhance motor skill acquisition and performance (i.e. left/right dominance factor)
- 2.1B Design and participate in activities that improve all components of health-related fitness
- 2.1C Assess the components of health-related physical fitness
- 2.2A Identify and access physical activity opportunities in the communities

2.3A Participate willingly in a variety of physical activities appropriate for maintaining or enhancing a healthy lifestyle

3.2G Implement cooperative learning strategies to achieve group goals

Quarter 3

2.2A Identify and access physical activity opportunities in the communities (DOK 1-3)

3.1C Practice conflict management and listening skills in a competitive atmosphere

3.2B Initiate responsible behavior, and function independently and cooperatively

3.3.C Accept the diversity and individual differences in participation in physical activity

4.1E Explain Strategies for the prevention of injuries when engaging in physical activity

4.2.B Describe emergency procedures for a physical education setting

3.3A Engage in Physical activity with others

Quarter 4

1.1B Identify, explain, and apply the skill-related components of balance reaction time, agility, coordination, explosive power, and speed that enhance performance levels in aquatic, rhythms/dance, combatives, outdoor adventure activities, and lifelong sports and games

1.2E Demonstrate the ability to use cognitive information to understand and enhance motor skill acquisition and performance (i.e. left/right dominance factor)

2.1B Design and participate in activities that improve all components of health-related fitness

2.1C Assess the components of health-related physical fitness

2.2A Identify and access physical activity opportunities in the communities

2.3A Participate willingly in a variety of physical activities appropriate for maintaining or enhancing a healthy lifestyle

3.2G Implement cooperative learning strategies to achieve group goals

Required Supplies

Gym Shoes, Gym Clothing, Padlock, Deodorant

Grading

Students will be graded on a 4 point scale for all assignments

Point	Letter Grade	Explanation
3.0-4.0	A	In addition to the performance score of 3.0, the student demonstrates in depth inferences and applications that extend beyond what was taught.
2.5-2.99	B	There are no major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught. This level is mastery
2.0-2.49	C	There are no major errors or omissions regarding the simpler details and processes, but there are major errors or omissions regarding the more complex ideas and processes.
1.0-1.99	D	With help, the student demonstrates a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
Below 1.0 or No Evidence	F	Even with help, the student cannot demonstrate understanding of the simple details.

School Policies

REQUESTS FOR HOMEWORK

Students requiring homework assignments due to extended excused absences (three days or more) should initially contact the attendance office. The attendance office will notify teachers and collect assignments from individual teachers. Assignments should be ready for pick up 24 hours after a request has been made. Please call the attendance office to check homework status.

MAKE-UP WORK DURING ABSENCES

Any time a student misses a class for any reason whatsoever, that student will be expected to contact each teacher and complete the make-up work in order to achieve the learning objective. This includes field trips, school activities, suspensions, group sessions, truancies, and the like. Make-up work is required and students who have been absent from class must request make-up work from the teacher no later than the next class meeting. Teachers will determine a reasonable amount of time for make-up work when students are absent, using a two days for every one day absent guideline.

Teachers may provide an "alternative" learning experience for make-up work to any student who requests it upon returning to class. For example, a student may have been absent from a class at which the daily learning objective was achieved by means of a class discussion. At the teacher's sole discretion, students who were absent during that discussion might be assigned a two or three-page written essay due three or four days after the student's return to class as an 'alternative' learning experience for that objective.

Teachers will give academic credit to all make-up work that complies with the above guidelines. The only exception is that teachers have the choice whether or not to give academic credit to the make-up work from an unexcused absence. If the absence was unexcused, the teacher should provide feedback but is not required to give credit for the work.

TARDY POLICY

After three tardies teachers will conference with the student and contact home. After 5 tardies students can be referred to the Learning Center and additional consequences may be assigned.

PASSES

Students who leave the classroom or are excused from class must have a pass with correct validation by the teacher. School officials may send for a student using an authorized Administrative Pass. Students who are without official passes will be subject to disciplinary action. Passes will not be given in the first 10 minutes or last 10 minutes of class.

NON-ACADEMIC TECHNOLOGICAL DEVICES

Aurora Public Schools believes in providing environments that optimize learning and teaching and are safe, secure, and well maintained. As such, all personal electronic devices* shall not be seen nor heard during the school day in academic areas of the building from 7:30 A.M. to 3:45 P.M. *Cell phones, iPods, headphones, portable speakers, MP3s, tablets, cameras, etc. Aurora Central High School is not responsible for lost, stolen or damaged electronic devices. This includes electronic devices that are confiscated by staff. Aurora Central High School reserves the right to not investigate lost, stolen or damaged electronic devices.

Classroom Policies

- Cell phone use is prohibited during class time.
- Be respectful to the people and equipment used in the class.
- Use appropriate language at all times.
- Ask for permission before leaving class.
- Participation is required.

Tear off and return THIS PAGE only and return to _____(teacher).

I have carefully read the expectations of this course and agree to support the goals and initiatives of the course. I will show up, speak up, stand up and go further than I ever thought possible.

Student name: _____(print)

Grade _____ Period _____

Student Signature: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Parent/Guardian Phone Number: _____

Parent/Guardian Email: _____