



School Year/Semester 2020-2021

Course Name	7th Grade Physical Education	Course Code	PE 36.00800 7 th
School Name	Henderson Middle School	Teacher Name	Coach Diane Black
School Phone Number	(678)874-2902	Teacher Email	diane_black@dekalbschoolsga.org
School Website	http://www.hendersonms.dekalb.k12.ga.us/	Teacher Website	http://hendersonms.dekalb.k12.ga.us/DianeBlack.aspx

Course Description

This course provides students the opportunity to learn through a developmentally appropriate, comprehensive sequentially planned physical education program aligned with the Georgia Performance Standards. In 7th grade, the content standards emphasize meeting challenges and making decisions while working cooperatively to achieve a common goal to further refine, combine, and vary fundamental motor skills (e.g., running, skipping, throwing, striking). The focus of this course is to increase the physical competence, health-related fitness, self-responsibility, and enjoyment of physical activity for all students so that they can be physically active for a lifetime. The development of movement skill combinations and movement skill knowledge; maintenance of physical fitness to improve health and performance, and the requisite knowledge of physical fitness concepts, principles and strategies; and the application of psychological and sociological concepts, including self-responsibility, positive social interaction, and group dynamics, in the learning and performance of physical activity. Units of activity include: physical fitness (activities and assessment, concepts, development and maintenance); mature pattern throwing and catching skills (including flying disc skills) applied during small-sided games (team handball/Ultimate Frisbee/softball); golf (with golf ball-size whiffle balls) skills or disc golf skills applied in golf or disc-golf lead-up games; volleying skills applied in small-sided games (2-on-2 or 3-on-3 volleyball); dribbling skills (hand dribble and foot dribble) applied in small-sided lead-up games (no larger than 4 on 4); and multicultural dance

Curriculum Overview

The following academic concepts will be covered. **THIS IS ONLY A GUIDE AND IS SUBJECT TO CHANGE.**

****** The teacher reserves the right to adjust the course work and or/ differentiate the instruction as needed to meet the needs of students and ensure academic success******

CURRICULUM OVERVIEW
Rituals / Routines / Expectations / Navigating Virtually
Unit 1 – Fitness / Individual / Outdoor Activities
Unit 2 – Rhythm / Dance
Unit 3– Invasion / Target
Unit 4 - Net / Wall

GRADING SYSTEM: The DeKalb County School District believes that the most important assessment of student learning shall be conducted by the teachers as they observe and evaluate students in the context of ongoing classroom instruction. A variety of approaches, methodologies, and resources shall be used to deliver educational services and to maximize each student’s opportunity to succeed. Teachers shall evaluate student progress, report grades that represent the student’s academic achievement, and communicate official academic progress to students and parents in a

GRADING CATEGORIES	*GRADE PROTOCOL		
Formative and Diagnostic Assessments – 0%	A	90 – 100	~ P (pass)
Assessment Tasks (Skills & Homework) – 25%	B	80 – 89	~ F (fail)
Classwork (Guided, Independent, and Group Practice) – 45%	C	71 – 79	
Quizzes, Tests, and Projects – 30%	D	70	
	F	Below 70	

Notes:

*English Learners (ELs) must not receive numerical or letter grades for the core content areas in elementary and middle school during their first year of language development. A grade of CS or CU must be assigned. This rule may be extended beyond the first year with approval from the EL Studies Program. English Learners must receive a grade for ESOL courses.

~Elementary schools will utilize P (pass) and F (fail) in Health/Physical Education, Music, World Languages, Visual Arts and Performing Arts.

DISTRICT EXPECTATIONS FOR SUCCESS	
STUDENT PROGRESS	Semester progress reports shall be issued four and a half, nine and thirteen and a half weeks into each semester. The progress of students shall be evaluated frequently and plans shall be generated to remediate deficiencies as they are discovered. Plans shall include appropriate interventions designed to meet the needs of the students. See Board Policy IH.
ACADEMIC INTEGRITY	Students will not engage in an act of academic dishonesty including, but not limited to, cheating, providing false information, falsifying school records, forging signatures, or using an unauthorized computer user ID or password. See the Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook.
HOMEWORK	Homework assignments should be meaningful and should be an application or adaptation of a classroom experience. Homework is at all times an extension of the teaching/learning experience. It should be considered the possession of the student and should be collected, evaluated and returned to the students. See Board Policy IHB.
MAKE-UP WORK DUE TO ABSENCES	When a student is absent because of a legal reason as defined by Georgia law or when the absence is apparently beyond the control of the student, the student shall be given an opportunity to earn grade(s) for those days absent. Make-up work must be completed within the designated time allotted. See Board Policy IHEA.
VIRTUAL SCHOOL EXPECTATIONS FOR SUCCESS	
CLASSROOM EXPECTATIONS	<p>PROMPT:</p> <ul style="list-style-type: none"> -Log in to your class on time. -Mute your microphone. -Remain in the class entire period. <p>PREPARED:</p> <ul style="list-style-type: none"> -Set up your device in a place that is quiet and free as possible from distractions. -Charge your device at night so that you will be able to maintain connected to class. -Make sure your internet is working so that you can log in on time. -Dress appropriately for class so that you are camera ready. <p>PRODUCTIVE:</p> <ul style="list-style-type: none"> -Maximize learning time by staying engaged an on task during synchronous instruction -Assume responsibility for your learning -Refrain from engaging in distracting behavior, such as texting or posting to social media

	<p>-Actively engage in Complete assignments during asynchronous instruction -Complete assignments and submit them on time.</p> <p>POLITE:</p> <ul style="list-style-type: none"> -Be respectful at all times and use Virtual Class Etiquette -Respect yourself, your peers, and your teacher at all times-raise your virtual hand to ask questions and participate in discussions without interrupting the teacher or other students. -Avoid abbreviations such as LOL, TTYL, WYD, etc when sharing responses -Be nice or neutral to everyone -Swearing (cursing), teasing, talking back, and bullying will NOT BE TOLERATED -Honor the rights of others to speak, listen and to learn -Be positive and respectful to class members and encourage others to do the same <p>-Respect the property of others.</p> <p>PATIENT:</p> <ul style="list-style-type: none"> -Wait respectfully and calmly for your turn -Refrain from blurting out or complaining -Listen and stay engaged when someone is talking.
MATERIALS AND SUPPLIES	Device with Wi-Fi connection, charger.
EXTRA HELP	<p>Tips for being successful</p> <ul style="list-style-type: none"> • Visual aids such as handouts and video links of age-appropriate activities will be provided. • Make a weekly "class schedule" to help keep yourself on track. <p>If each teacher assigns you two classwork assignments in this learning format, it requires much more discipline and independence from your peers, because you will not have your:</p> <ul style="list-style-type: none"> • Reach out to your teachers for help when you need it, Wednesdays are allocated as "Office/Tutoring" days. • Review written feedback from your teachers and check your grades regularly
PARENTS AS PARTNERS	<p>--Research shows that family involvement promotes student success. Students with involved parents are more likely to:</p> <ul style="list-style-type: none"> • Earn higher grades and pass their classes, • Attend school regularly and have better social skills, • Go on to postsecondary education. <p>--When families, schools, and communities work together:</p> <ul style="list-style-type: none"> • Student achievement improves, • Teacher morale rises, • Communication increases, • Family, school, and community connections multiply. <p>The following are suggestions which can help develop a partnership:</p> <ul style="list-style-type: none"> * Attend parent meetings and participate in at least one committee. * Volunteer at the school on a regular basis. * Participate in the decision-making process about school policies, curriculum, and budgets

PLEASE SIGN BELOW AND RETURN.

I have read the syllabus.

Student Signature_____

Parent/Guardian Signature_____

Date_____

Additional information to support continued contact:

Information	Parent/Guardian
Day Time Phone Number	
Cellular Phone Number	
Home Phone Number	
Email Address	