



We, the members of the Crosby High School Community are committed to providing a safe and welcoming environment that promotes a creative, innovative, and intellectually challenging learning experience to ensure that all students are prepared to become college and career ready in order to be productive members of a diverse society.

CROSBY HIGH SCHOOL COURSE SYLLABUS

Crosby Course Number & Title: HPE 843 Physical Education Elective

Instructor's Name: Kyle Tehan

Semester & Year: Semester 1&2 2018-2019

COURSE DESCRIPTION

Prerequisites: Health & Conditioning and Specialized Sports Skills This course is designed to offer students a wide range of sports skill development activities in order to promote lifelong participation in athletic and fitness related pursuits. Students will acquire knowledge and skills for a variety of sports and games, including rules, strategies and recreational opportunities both within school, and throughout the wider community. Interdisciplinary instruction focusing on developmentally appropriate literacy and numeracy skills embedded within values and character education themes are integral instructional delivery systems for this course of study.

COURSE GOALS/LEARNING OBJECTIVES

Standard 9

Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities

The intent of this standard is development of the physical skills needed to enjoy participation in physical activities. Mastering movement fundamentals establishes a foundation to facilitate continued motor skill acquisition and gives students the capacity for successful and advanced levels of performance to further the likelihood of participation on a daily basis.

Standard 10

Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities

The intent of this standard is facilitation of learners' ability to use cognitive information to understand and enhance motor skill acquisition and performance. It enhances the ability to use the mind to control or direct one's performance. This includes the application of concepts from disciplines such as motor learning and development, sport psychology and sociobiology, and biomechanics and exercise physiology.

Standard 11

Participate regularly in physical activity

The intent of this standard is the establishment of patterns of regular participation in meaningful physical activity. This standard connects what is done in the physical education class with the lives of students outside the classroom. Although participation within the physical education class is important, what the student does outside the physical education class is crucial to developing an active, healthy lifestyle that has the potential to help prevent a variety of problems among future generations of adults. Students make use of the skills and knowledge learned in physical education class as they engage in regular physical activity outside the physical education class. They demonstrate effective self-management skills that enable them to participate in physical activity on a regular basis.

Standard 12

Achieve and maintain a health-enhancing level of physical fitness

The intent of this standard is the development of students' knowledge, skills and willingness to accept responsibility for personal fitness, leading to an active, healthy lifestyle. Students develop higher levels

of basic fitness and physical competence as needed for many work situations and active leisure participation. Health-related fitness components include cardio-respiratory endurance, muscular strength and endurance, flexibility and body composition.

Standard 13

Exhibit responsible personal and social behavior that respects self and others in physical activity settings. The intent of this standard is the achievement of self-initiated behaviors that promote personal and group success in activity settings. These include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior and positive social interaction. Key to this standard is developing respect for individual similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, physical characteristics (e.g., strength, size, shape), gender, age, race and socioeconomic status.

Standard 14

Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. The intent of this standard is development of an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning. Physical activity provides opportunities for self-expression and social interaction and can be enjoyable, challenging, and fun. These benefits develop self-confidence and promote a positive self-image, thereby enticing people to continue participation in activity throughout the life span.

REQUIRED TEXTBOOK AND MATERIALS

Athletic Sneakers

Changes of clothes for activity

COURSE POLICIES

- Attendance and Tardy Policy
 - Attendance Policy: Please refer to the district policy located on the Crosby website or in the student handbook (<https://goo.gl/nSz4er>)
 - Students who are tardy to a class 3 times will serve a detention issued by the classroom teacher. Each subsequent tardy will be a referral to the office for disciplinary action.
- Late Work Policy
 - Refer to district grading policy or see the link at the bottom of the page.
- Academic Dishonesty - Academic dishonesty shall in general mean conduct which has as its intent or effect the false representation of a student's academic performance, including but not limited to:
 - a. Cheating on an examination
 - b. Collaborating with others in work to be presented, contrary to the stated rules of the course
 - c. Plagiarizing, including the submission of others ideas or papers (whether purchased, borrowed or otherwise obtained) as one's own
 - d. Stealing or having unauthorized access to examination or course materials
 - e. Falsifying records, laboratory or other data
 - f. Submitting, if contrary to the rules of a course, work previously presented in another course
 - g. Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other

activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students should not give or receive aid during examinations, quizzes, tests or lab assignments. Students should not use answers to examinations, quizzes and tests written on cheat sheets, clothing or body parts, or obtained from others who have taken the same test prior to them. Students should not use in any written work, without proper acknowledgement, the wording of any sentence or part of a sentence of another author without acknowledgement of the original author. Students should not use calculating devices during tests where calculators are not permitted.

Plagiarism according to The American Heritage Dictionary of the English Language, Fourth Edition, 2000, is “1. A piece of writing that has been copied from someone else and is presented as being your own. 2. The act of plagiarizing: taking someone’s words or ideas as if they were your own.” If you copy another’s work in a paper, for instance, you must put the copied material in quotation marks and footnote or endnotes. If you restate the language or thoughts of another in your own words, you are paraphrasing. Omit the quotation marks, but footnote or endnote the original source. Not to attribute the idea to the original person is to plagiarize. In general, it is better to acknowledge too many sources than too few.

Plagiarism, as defined above, is considered a serious academic offense. According to Connecticut statute, plagiarism is a criminal act and classified as a Class “B” misdemeanor. The teacher, in conference with an administrator, will exercise his/her professional judgment when determining an appropriate penalty for a project that has been plagiarized. The nature of the penalty should be relative to the magnitude of the offense. Examples of penalties that will be invoked are: a zero for the project, an “F” for the course, and/or referral to the proper authorities. The teacher and administrator will determine if the student may be permitted to complete the paper properly, or write an entire new paper properly. These and other penalties will not be imposed when the classroom teacher determines that the sources in a paper have been mis-cited. The teacher with the administration will determine the extent of grade reduction and possible suspension or referral to authorities. (Obtained from Tunxis Community College Handbook)

CODE OF CONDUCT

- Profanity
 - The use of profanity in school is unacceptable and can result in an office referral.
- Cell Phone Usage Policy
 - Cell phones **MUST BE** off and away other than when approved by the teacher for academic purposes
 - 1st offense: Confiscate, warning and notify parent, return to student at the end of the school day.
 - 2nd offense: Confiscate, in school suspension or after school detention, item to be returned to parent/legal guardian only at the end of the school day.
 - 3rd offense: Confiscate, out of school suspension, item to be returned to parent/legal guardian only at the end of the school day. (<https://goo.gl/FMxNyt>)
- Disposition Toward Learning

COURSE GRADING (Per District Policy)

60% Assessments

20% Classwork

10% Disposition Toward Learning

10% Homework

Student/Parent Handbook: <https://goo.gl/rsFr95>