



2024-2025 RBHS
Physical Education Syllabus



Class expectations

Locker room:

- All students in physical education courses will start class and end class in the locker room. Students will be given 5 minutes in this space.
- Team rooms are not allowed to be used as a locker room during physical education.
- Students uncomfortable using the locker room space can discuss alternative options with their teacher.
- Cell phones are prohibited for use in the locker room and physical education spaces.
- Students are responsible for their own personal belongings and security of these items.
- Locks and lockers are available for check out, no outside or personal locker are allowed.
- If a lock is lost or stolen the student will incur a \$10 fee and can be provided a new one.
- Outside or personal locks are prohibited.
- Any concerns, incidents or issues should be reported to the monitoring teacher in the locker room space.

Attendance:

- It is important students attend class regularly as physical education classes will have assessments daily.
- Students who arrive later than 10 minutes into the block will be marked absent. Any shorter period will be marked tardy.
- Students who are unexcused are not allowed to make up assessments from that day.
- It is the responsibility of the student to review with their instructor work that needs to be made up during an excused absence.

Safety:

- There will be no tolerance for horseplay in any of the physical education spaces.
- Students are encouraged to bring their own water bottle as hydration is key for safety during bouts of physical activity.
- Food and drink items other than water are prohibited in physical education space (locker room, weight rooms, track/outdoor, gyms or other fitness areas).
- Students are responsible to dress in clothing and footwear that allows for full engagement and movement. Weather and type of activity as well as guidelines below when should be considered when selecting clothing to wear for class:

Lifetime Activities, Walking Fitness, Outdoor Education

Expectation	Prohibited
<ul style="list-style-type: none"> • Tennis shoes/rubber soles with laces • Socks 	<ul style="list-style-type: none"> • Cowboy boots, Flip flops, Slides, Crocs, any heeled shoe or boot

All Swimming, All Team Sports, All Strength and Conditioning, Innovative Fitness & Yoga and Mindfulness.

Expectation	Prohibited
<ul style="list-style-type: none"> • Tennis shoes/rubber soles with laces and proper heel and arch support • Socks • Athletic shorts, sweat pants, leggings allowing for hands-free, lower body movement • T-shirts (school dress code appropriate) long or short sleeves, covering midriff • (Pool) Swimsuit (one piece or long tops/tankinis), Trunks (speedo may be worn under trunks), Goggles, flip flops permitted on pool deck, swim caps optional, you may wear a t-shirt or shorts over your suit 	<ul style="list-style-type: none"> • Winter coats, hoodies, gloves, scarves • Socks only, Cowboy boots, Flip flops, Slides, Crocs, wheeled shoes • T-shirts cut to waist/beaters/tank tops/fringing of t-shirts, cut out neck, button-down shirts/flannels • Shirtless/skins • Short spandex/volleyball-XC bottoms, cargo shorts, denim jean shorts/cut off jeans, jeans, dresses/skirts • Jewelry and/or gages • (Pool) Bikini, underwear, revealing/distracting swimwear

- If these expectations are not met, students will stay in the supervision of their teacher and not participate. They will be given an alternative academic assignment.
- The student is responsible for making up any assessment as described in the grading portion below.
- If the student repeatedly has disruptive behaviors during non-participation (unsafe to participate or injury/illness) loss of privilege will be considered for future classes.

Standard-Focused Learning

Our structured curriculum guides students to master essential skills and knowledge and is standards focused. Our national standards guide our curriculum and are referenced as key components for a health and well individual.

National Physical Education Standards (updated 2024)

- **Standard 1:** Develops a variety of motor skills.
- **Standard 2:** Applies knowledge related to movement and fitness concepts.
- **Standard 3:** Develops social skills through movement.
- **Standard 4:** Develops personal skills, identifies personal benefits of movement and chooses to engage in physical activity.

Best practices & detailed benchmarks for K-12 of these standards can be found [here](#).

Assessments

Fitness Testing

- All physical education courses with freshman students will be required to complete the Fitnessgram test. Flexibility, muscular strength and endurance and aerobic capacity will be measured.
- Fitness testing scores will be reported in infinite campus and used for goal setting purposes only. There will be no grade attached for the performance of these fitness tests.

Formative assessments (160 points throughout semester)

- As part of the course grade, students will have four point daily assessments.
- The nature of these assessments will be specific to the course and the fitness and wellbeing proficiency scale used for these assessments can be found below.
- When there is a substitute for the course, they will be provided with the proficiency scale to complete.
- Three daily assessments will be excused from the gradebook for school related excused absences. These include things such as athletic events or field trips. Students must make up classes for reasons other than school related excused absences.
- After the fourth excused absence for a school related event, students can make up their daily assessments by attending another physical education class during advisory or AUT. If possible, this should be done with the student's teacher. It is the student's responsibility to coordinate this.

Summative Assessments (160 points throughout semester)

- Students will be asked throughout the course to demonstrate learning through bodies of evidence.
- Each course will have 6-8 summative assessments that will be specific to the physical education course taken.
- The proficiency scales used to assess students' skills and knowledge will vary based on the course and are available upon request from the instructor.
- Summative assessments should be done with your teacher in class. It is the student's responsibility to arrange a time to do this with their teacher.

Excuses and Make-ups

- Any assessments done during an unexcused absence cannot be made up.
- After an IPR, no formative or summative assessments missed may be made up to that date. Deadlines will be the following: October 8, November 19 and December 20 for first semester and February 18, April 15 and May 9 (seniors) or May 16 for second semester.

Injury & Illness

- When injury/illness occurs, the student should communicate directly with their teacher.
- The injury will be considered either a short term or long-term injury. Medical documentation must be provided for either.
- Medical documentation must include at least: description of the injury/illness, dates students are excused from activity, expected length of time to heal and restrictions/limitations and/or alternatives (such as rehabilitation exercises).
- It is the student/parent responsibility to provide written information from the doctor with all information above. New documentation may be requested after a period.
- A short-term injury can be reclassified into a long term injury after a period of time.
- **Short term injury** is an injury preventing participation in the course less than or equal to two weeks. Students with a short term injury must be progressing toward recovery to fully participate to remain in the class.
 - Students who choose to remain in the course will be given an alternative academic assignment. The assignment must be completed by the next class period.
 - Students who do not meet this expectation will go to the nurse the next class period.
 - During the third insubordination, the student will be referred to loss of privilege
- **Long Term injury:** is an injury extending longer than a two week period. In these cases, students will be dropped without penalty from the course and alternative options will be found by the student support team.

24-25 Physical Education Daily Assessment Rubric

Points	Physical Education Standards & examples of student actions
4 points	<p><i>Students will be able to independently demonstrate the following:</i></p> <ol style="list-style-type: none"> 1. Applies best practices for participating safely in physical activity. (3.12.6) <ul style="list-style-type: none"> ○ Use of proper footwear (tennis shoes; no flip flops, bare feet, construction/western boots, heels/pumps, crocs, etc). ○ Prepared for class with proper attire allowing for free movement in physical activity. ○ Actively participates and engages in warm up, cool down and all portions of the lessons (game/workout). ○ Uses or working towards proper form, alignment and technique for given activity including spacing tactics and order of play/participation. 2. Designs and implements a plan that applies knowledge of aerobic, strength and endurance, and flexibility training exercises. (2.12.8) <ul style="list-style-type: none"> ○ Self-Reflects and responds to corrective feedback on daily activity, fitness tests, SMART goals, participation, skill performance, questioning and feedback and teacher observations. 3. Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity. (3.12.2) <ul style="list-style-type: none"> ○ Demonstrate sportsmanship/positive attitude toward teachers and peers. ○ Following rules of the game/activity. ○ Uses equipment safely and respectfully (including PE spaces). ○ Demonstrates awareness of others’ safety, emotions and perspectives. 4. Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. (4.12.9) <ul style="list-style-type: none"> ○ Analyzes and applies self-selected techniques to manage one’s emotions in a physical activity setting.
3 points	Student meets three standards with independence.
2 points	Student meets two standards with prompts from the teacher.
1 point	Student meets one standard with multiple prompts from the teacher.
M	Student does not have consistent attendance in class to be able to assess.

Workplace Readiness

Expectation	Prohibited
<ul style="list-style-type: none"> ● Engagement in course content and activity ● Language of inclusivity and kindness ● Acceptance of varying fitness levels and movement practices ● No judgment of any type ● Encouraging, supportive language ● Teamwork/collaboration between peers and adults ● Respect of people, equipment, and facilities 	<ul style="list-style-type: none"> ● Offensive language ● Criticisms or put downs ● Intentional destruction or damage of equipment and/or property/facilities