



Course Title: ENS High School Course 1

Instructor: Mr. Lake

Instructor Availability: (Tue.-Fri. 6am-7am & 3pm-3:30pm)

Instructor Contact: alake@gomperscharter.org

(619) 263-2171 ext. 2201 office

(619) 263-2171 ext. 2061 weight room

Course Description:

This course is designed to combine physical education, health, and life management skills over a period of two semesters. The curriculum will be covered through classroom instructions as well as outside activities and allow students the opportunity to learn and apply the core concepts of health science and physical education. The course is designed to provide the student the knowledge and ability to attain and maintain an active healthy lifestyle through our physical education and common core standards based health science curriculum. Students will learn and practice the skills, techniques, strategies, and rules needed to effectively participate in individual and dual activities, personalized and group fitness, gymnastics and tumbling and dance. Students will engage in learning that will motivate and inspire them to remain physically active throughout his or her lifetime.

GPA Grading Guidelines:

Category	Grading Criteria	Percentage
Classwork	<ul style="list-style-type: none">Completion/Quality <p>(Must have a minimum of 1 weekly grade)</p>	30%
Demonstrations of Learning	<ul style="list-style-type: none">Key Course Assignments <p>(See course syllabus for Unit Key Assignments)</p>	35%
Homework/Independent Learning	<ul style="list-style-type: none">Any work assigned to a student in which they complete on their own outside of class. <p>(Must have a minimum of 1 weekly grade)</p>	10%
Quarter Finals	<ul style="list-style-type: none">Quarter finals are course specific, standards based exams that cover content from the 9 week quarter.	25%

* Classwork/Participation and Homework/Independent Learning will be updated weekly.



Prerequisites: N/A

Course Materials: GPA issued ENS uniform: shorts/sweats & blue ENS tshirt; ENS journal (to be provided)

Course Structure: The class will be a mixture of lecture based, interactive discussions, group work and hands on activities. Learning will take place both inside and outside the classroom. Typically Mondays will be classroom days (lectures, discussions, reflections, readings and test/quizzes) and Tuesday-Friday will physical activity days outside.

Course of Study:

Culture Camp + Olympics (6 WEEKS - 12 LESSONS)

Content Standards	Learning Objectives	Key Assignments/Exams
<p>(1.12) Demonstrate independent learning of movement skills (3.1) <i>Self Responsibility</i> - Accept personal responsibility to create and maintain a physically and emotionally safe and nonthreatening environment for physical activity (3.5) Develop personal goals to improve one's performance in physical activities</p> <p><u>Reading - Informational Texts:</u> CCSS.ELA-LITERACY.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text</p> <p><u>Speaking & Listening:</u> CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas</p>	<ol style="list-style-type: none"> 1. Participate in all track & field sport events throughout the ENS Olympic Games 2. Demonstrate independent learning of all track & field events including the the 4x100 relay, broad jump, 100 meter sprint, 1600 meter run and kneeling shot put 3. Develop and perform a class dance during the Olympic Opening Ceremony 4. Accept personal responsibility to create and maintain a safe and positive environment for your team and others during the Olympic Games 5. Build a safe, efficient and fun learning environment through the introduction of classroom themes and team building activities 6. Develop personal fitness goals to improve individual performance in physical activities 7. Understand the key expectations, protocols and objectives for ENS High Course 1 	<ol style="list-style-type: none"> 1. Welcome to ENS Handout 2. ENS Data Card 3. Locker Room Contract 4. Olympic Event Data Card (Math shown) 5. Self Assessment of Sportsmanship 6. Physical Fitness Assessment #1: Curl-Ups



and expressing their own clearly and persuasively.		
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Circuit Training (4 WEEKS - 8 LESSONS)

Content Standards	Learning Objectives	Key Assignments/Exams
<p>(1.1) Combine and apply movement patterns, simple to complex, in aquatic, rhythms/dance, and individual and dual activities</p> <p>(1.9) Create or modify practice/training plans based on evaluative feedback of skill acquisition and performance in aquatic, rhythms/dance, and individual and dual activities.</p> <p>(1.12) Demonstrate independent learning of movement skills</p> <p>(2.2) Participate in enjoyable and challenging physical activities that develop and maintain the five components of physical fitness</p> <p><u>Reading For Literacy in Science and Technical Subjects</u> (1) Cite specific textual evidence to support analysis (2) Determine central ideas or conclusions of a text</p> <p><u>Speaking and Listening</u> (1.A) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas</p>	<ol style="list-style-type: none"> Analyze and explain the common myths associated with strength training for females Analyze, demonstrate and critique the proper form of a variety of weight room exercises Demonstrate proper form of exercises during a fitness circuit that maintains the five components of fitness Analyze and understand the benefits of high intensity interval training and participate in a HIIT workout Demonstrate knowledge of health-related fitness by creating their own personal HIIT circuit Demonstrate knowledge of health-related fitness by analyzing and implementing various exercises into personal HIIT workouts Analyze heart rate training zones and demonstrate knowledge of health-related fitness by participating in a circuit training workout 	<ol style="list-style-type: none"> Creation of personalized high intensity interval training workout plan Component #1 of Fitness Project Physical Fitness Assessment #2: Modified Pull-Up <i>Benefits of HIIT</i> Article + Fill in the Blank Notes <i>4 Myths About Strength Training</i> Article + Notes HIIT Workout Ideas Heart Rate Calculation



Tumbling/Gymnastics (5 WEEKS - 10 LESSONS)

Content Standards	Learning Objectives	Key Assignments/Exams
<p>(1.1) Combine and apply movement patterns, from simple to complex, in combative, gymnastics/tumbling and team activities</p> <p>(1.3) Explain the skill-related components of balance, reaction time, agility, coordination, explosive power and speed that enhance performance levels in combative, gymnastics/tumbling and team activities and apply those components in performance</p> <p><u>Writing For Literacy in Science and Technical Subjects</u> (10.2) Write informative and/or explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes (10.2B) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic</p> <p><u>Speaking and Listening</u> (1.A) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas</p>	<ol style="list-style-type: none"> 1. Demonstrate proficiency in the balance exercises (frog stand, tripod & headstand), twist exercises (180/360), advanced jumps and leaps, backbend and side tumbling 2. Understand how to perform the front roll, back roll, basic leaps, basic jumps, backbend, cartwheel and roundoff 3. Understand how to create and perform 3-skill combinations 4. Combine skills learned from simple to complex in tumbling patterns 5. Combine and apply movement patterns, from simple to complex, in group tumbling routine 6. Apply the skill-related components that enhance performance levels throughout tumbling routine 	<ol style="list-style-type: none"> 1. Tumbling Routine & Performance Assessment 2. Tumbling Academic Language Quiz 3. Component #2 of Fitness Project 4. Physical Fitness Assessment #3: Sit & Reach 5. Physical Fitness Assessment #4: Trunk Lift 6. Made in America Documentary Notes 7. Tumbling Routine Checklist 8. Academic Language Exit Tickets



Flag Football (5 WEEKS - 9 LESSONS)

Content Standards	Learning Objectives	Key Assignments/Exams
<p>(1.4) Explain and demonstrate advanced offensive, defensive, and transition strategies in aquatic and individual and dual activities (3.9) <i>Group Dynamics</i> - Recognize and evaluate the role of cooperation and positive interactions with others when participating in physical activity</p> <p><u>Reading - Informational Texts:</u> CCSS.ELA-LITERACY.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text</p> <p><u>Speaking & Listening:</u> CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	<ol style="list-style-type: none"> 1. Demonstrate proficiency in the football pass using proper grip technique 2. Explain the five steps to passing a football 3. Demonstrate proficiency in the receiving the football using both the low catch and high catch technique 4. Explain the difference between the basket catch and triangle catch 5. Demonstrate proficiency in route running 6. Explain the difference between the four basic running routes (fade, post, curl and slant) 7. Demonstrate proficiency in the offensive strategies of cutting and spinning to avoid a defender 8. Demonstrate proficiency in punting a football 9. Explain the offensive and defensive strategies used in 21 football 10. Explain the basic rules involved in a flag football game 11. Demonstrate the the use of offensive, defensive and transition strategies during a game of ultimate football 12. Recognize the role of cooperation and positive interactions during the run-pass-punt competition 	<ol style="list-style-type: none"> 1. Culminating Unit Test 2. Self Evaluation of Cooperative Learning 3. Physical Fitness Assessment #5: PACER 4. Component #3 of Fitness Project 5. Daily Journal Entry Questions 6. Vocabulary Crossword Puzzle 7. Teamwork Article

Physical Fitness Tests (5 WEEKS - 5 LESSONS)

Content Standards	Learning Objectives	Key Assignments/Exams
<p>(2.3) Meet health-related physical fitness standards established by a</p>	<ol style="list-style-type: none"> 1. Understand how to perform the curl-up, modified pull-up, sit and 	<ol style="list-style-type: none"> 1. Fitnessgram Physical Tests



<p>scientifically based health-related fitness assessment. (2.4) Use physical fitness test results to set and adjust goals to improve fitness</p> <p><u>Reading: Informative Texts</u> - CCSS.ELA-LITERACY.RI.9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><u>English and Language Arts: Speaking & Listening</u> - CCSS.ELA-LITERACY.SL.9-10.1.A - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas</p>	<p>reach, trunk lift and pacer fitness assessments</p> <ol style="list-style-type: none"> 2. Demonstrate proficiency in flexibility, muscular strength, muscular endurance and cardiovascular endurance assessments and record individual scores in each 3. Demonstrate proficiency in muscular strength and endurance assessments and record individual scores in each 4. Compare state standards and individual collected data 5. Utilize fitness tests results develop personalize fitness and health goals 	<ol style="list-style-type: none"> a. Pacer b. Sit-and-Reach c. Trunk Lift d. Curl-Up e. Modified Pull-Up f. Height/Weight (BMI) <ol style="list-style-type: none"> 2. Fitnessgram Data Sheet (record of scores) 3. Health & Fitness Goals Project 4. Component #4 of Fitness Project 5. How to Perform Each Fitnessgram Test 6. Daily log of Fitnessgram scores
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Disc Sports (5 WEEKS - 10 LESSONS)

Content Standards	Learning Objectives	Key Assignments/Exams
<p>(1.1) Combine and apply movement patterns, simple to complex, in aquatic, rhythms/dance, and individual and dual activities (1.9) Create or modify practice/training plans based on evaluative feedback of skill acquisition and performance in aquatic, rhythms/dance, and individual and dual activities (3.4) Describe the enjoyment, self-expression, challenge, and social benefits experienced by achieving one's best in physical activities</p>	<ol style="list-style-type: none"> 1. Learn fundamental throws and catches used with Frisbee's 2. Work cooperatively as a teacher and a learner by teaching teammates basic throwing techniques 3. Apply skills in a game situation, play defense and move to throw/catch 4. Demonstrate proficiency in basic throwing, catching and coordination skills by using Spin Jammers as the Frisbee 5. Apply skills in an Ultimate Frisbee game and to use rules and apply them in the game 	<ol style="list-style-type: none"> 1. Frisbee Practice Plan 2. Frisbee Self Reflection Timed Writing 3. Frisbee Key Concepts Quiz 4. Component #5 of Fitness Project 5. Frisbee Program Practice Sheet 6. Daily Journal Reflections



<p><u>Language - Vocabulary Acquisition & Use:</u> CCSS.ELA-LITERACY.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies CCSS.ELA-LITERACY.L.9-10.4.C - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology</p> <p><u>Writing for Science & Technical Subjects:</u> CCSS.ELA-LITERACY.WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p>	<p>6. Be exposed to a Frisbee Golf course and experience scoring a Frisbee Golf course</p>	
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Basketball (5 WEEKS - 7 LESSONS)

Content Standards	Learning Objectives	Key Assignments/Exams
<p>(1.5) Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, opposition, and buoyancy); apply the principles to achieve advanced performance in aquatic, rhythms/dance, and individual and dual activities; and evaluate the performance based on the use of the principles (3.10) Identify and utilize the potential strengths of each individual in physical activity</p>	<ol style="list-style-type: none"> 1. Identify and utilize the potential strengths of each individual on your basketball team 2. Evaluate basketball performance based on the use of biomechanical principles 3. Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, opposition, and buoyancy) as they apply to basketball 4. Apply the principles of biomechanics to achieve 	<ol style="list-style-type: none"> 1. Biomechanics Basketball Skill Project 2. Final Fitness Project Due 3. Peer Player Performance Evaluation 4. Individual Performance Video + Reflection 5. Daily Participation Review Questions



<p><u>English Language Arts for Science & Technical Subjects:</u> CCSS.ELA-LITERACY.RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p><u>Writing for Science & Technical Subjects:</u> CCSS.ELA-LITERACY.WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p>	<p>advanced performance in basketball</p> <p>5. Understand how to perform and demonstrate proficiency in basketball handling, dribbling, passing, shooting, defensive and rebounding techniques</p>	
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Course Specific Student Expectations:

Gompers Preparatory Academy ENS Expectations:

Be Prepared

Must have GPA issued ENS uniform (GPA ENS shirt [MS - green, HS - blue], GPA ENS shorts/sweats and athletic shoes) daily – dress out always
Classroom homework completed on time and bring ENS classroom journal daily
Eat well; get plenty of sleep and come to class with a POSITIVE attitude

Be Engaged

Participate to the BEST of your ability daily
Communicate with your teacher if you cannot participate fully PRIOR to class
Be active in class activities and discussions
Be willing to take a leadership role when asked

Be Accountable

Focus on your own learning and actions
Complete homework on time
Have good attendance and be on time
Bring a note from a parent/doctor if you cannot participate fully; note must have a signature, date and contact information
Complete teacher assigned make-up work for missed days due to excused absences or medicals



Make sure to lock up your valuables (phones, money, etc.) and belongings – do not leave anything unlocked

Do not share lockers, combinations information or uniforms

Check your grade/citizenship weekly on the PowerSchool app

Follow all locker room protocols and expectations

Be Appropriate

Treat classmates and teacher with respect and kindness at all times. Exercise positive communication.

Work out differences in a calm and mature manner

Name calling or put downs WILL NOT BE TOLERATED

Use mature and academic language at all times - refrain from inappropriate use of language

Respect each other's space and belongings in the locker room

Respect all ENS equipment and space

Take pride in GPA - clean up after yourself in ENS areas and locker rooms

Accommodations/Modification and Supports:

Any student who requires accommodations, modifications or additional supports should contact me as early as possible so that we may arrange accommodations, modifications and supports.

GPA Student Expectations:

School-wide Attendance: All students are expected to be punctual and in their classroom seat, ready to learn for each day. Under California law (Ed. Code 48200) all children between the ages of six and eighteen are required to be enrolled and in regular attendance at school. GPA families know that school attendance is the critical first step to make sure that each student receives an education that will help them on their path to college. Students cannot learn what they need to be prepared for the next grade level, if they are not in school. The more absences from school a student has, the more they fall behind in their classes and the more difficult it will be to make it to college.

Planner Use: All students are expected to write all assignments in their GPA planner daily. Your first GPA planner will be provided by the school to support organization and time management.

Homework Completion: As a school working toward college preparation, all GPA students are expected to complete their daily/weekly assignments. Students who fail to complete their homework assignments on time, and are unexcused, will be required to attend lunch and after school tutoring support daily until completed. Until all assignments are completed, students may not be eligible for athletics, clubs, and other extracurricular activities. Work that is turned in three or more days late will not be accepted.



Electronic Device Policy: Cell phones, smart watches, and other electronic communication devices that can send and/or receive data are not permitted to be visible, heard, or used in any manner during school hours except by approval of school authorities. Any violation and/or disruption of the learning process will result in the confiscation of the item. The parent/guardian must pick up the confiscated item from the Office of Student Conduct or the teacher.

Computer/Internet Usage Policy: Students may not use computers and/or the GPA network without proper adult supervision. The teacher/staff will choose resources on the Internet that are appropriate for classroom instruction and/or research for the needs, maturity, and ability of their students.

Acceptable Use-

- Access to any site that provides information relevant to current class assignments
- Access to college or university websites
- Use of teacher approved educational software (games, instructional tools, etc.)

Academic Integrity: Honest behavior is an expectation for all students at Gompers Preparatory Academy. Our goal is to create and maintain an ethical academic atmosphere. Acts of academic dishonesty that will not be tolerated at GPA are listed below:

- Cheating on any classroom assignment, test, or quiz
- Plagiarism - copying or representing another's ideas, words, or work as one's own, without properly citing the source. Plagiarism includes the misuse of published material, electronic material, and/or the work of other students. The original writer who intentionally shares his/her work for another to copy, without the permission of the teacher, is also engaged in plagiarism.
- Fabrication (any falsification or invention of date, citation, or other authority in an assignment); theft or alteration of materials
- Unauthorized collaboration
- Unauthorized use of electronic devices

Students found in violation of GPA's Academic Integrity Policy will be disciplined appropriately which may lead to formal suspension. Consequences for offenses may include, but are not limited to, detention, *lowering of academic and citizenship grade and/or suspensions/exclusion from extracurricular activities.*



Standards/Format for Writing Papers - MLA Format:

The standard format for all papers follows the MLA formatting rules:

1. Typed, double-spaced: TIMES NEW ROMAN, 12 font, including title

2. Heading: 4 lines - UPPER LEFT corner

Student name: "Sammy Gompers"

Teacher name: Ms. Teacher

Course name, period: English I, Period 3

Date 06 February 2009

3. All pages numbered: upper right corner, last name and page number; no punctuation, no "p." or "pg."

4. Title: centered, upper and lower case

5. Work Cited/ Documentation Format: It is necessary to credit any source that is used in a paper or project. Plagiarism is considered cheating. All sources must be documented. Citing sources in a paper must be thorough and accurate. MLA formatting for in text citations and works cited is mandatory

Important Dates:

Quarter 1:

- Q1 Finals Week: October 23rd and 27th
- Parent Conferences: October 23rd - 27th
- End Date: October 30th

Quarter 2:

- Q2 Finals Week: January 22nd - 26th
- Parent Conferences: January 16th - 22nd
- End Date: January 31st

Quarter 3:

- Q3 Finals Week: April 9th - 13th
- Parent Conferences: April 16th - 20th
- End Date: April 23rd

Quarter 4:

- Q4 Finals Week: May 29th - June 1st
- End Date: June 26th

Student Signature : _____ Parent/Guardian Signature: _____

Date: _____

