



Course Title: 8th Grade ENS

Instructor: Stacey Swatek

Instructor Availability: Contact to make meeting, available after school

Instructor Contact: sswatek@gomperscharter.org; ENS Women's Office

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:

1. ENS Composition Book (Will be provided)
2. Access to Google Classroom (You will store your fitness data and find your readings here.)

Course Structure:

This course will be extremely interactive. Your role as a student is to fully engage yourself in the activities and participate to the best of your ability. Once a week we will be in a classroom and you will have a lecture style course that will help deepen your understanding of fitness and your personal health.

Course of Study:

UNIT 1: ENS CULTURE WEEK

August 28th- September 1st, 1 week

Content Standards	Learning Objectives	Assessment
<p>CA PHYS ED: 5.2 Organize and work cooperatively with a group to achieve the goals of the group. 5.4 Identify the contributions of members of a group or team and reward members for accomplishing a task or goal. 5.7 Model support toward individuals of all ability levels and encourage others to be supportive and inclusive of all individuals.</p> <p>COMMON CORE STANDARDS: <i>CCSS.ELA-LITERACY.SL.8.1.B</i> Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. <i>CCSS.ELA-LITERACY.SL.8.1.D</i> Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	<ol style="list-style-type: none"> 1. Students will be able to participate in team building exercises. 2. Students will be able to create classroom rules. 3. Students will be able to learn and analyze the 7 areas of wellness. 4. Students will be able to describe why having a balanced "wheel" is important and vital for living a long, healthy, and meaningful life. <p>Key Terms Occupational Wellness, Spiritual Wellness, Social Wellness, Emotional Wellness, Physical Wellness, Intellectual Wellness, Environmental Wellness</p>	<p>Short Essay: Explain, describe, and define the 7 areas of wellness. Analyze oneself and include interpretation of results. Include positive ways to increase health in all areas.</p> <p>Daily Mental Health Tracker</p>



UNIT 2: OLYMPICS

September 5th- October 6th, 5 weeks

Content Standards	Learning Objectives	Assessment
<p>CA PHYS ED: 1.4 Apply locomotor, nonlocomotor, and manipulative skills to team physical activities. 5.2 Organize and work cooperatively with a group to achieve the goals of the group. 5.4 Identify the contributions of members of a group or team and reward members for accomplishing a task or goal. 5.5 Accept the roles of group members within the structure of a game or activity. 5.7 Model support toward individuals of all ability levels and encourage others to be supportive and inclusive of all individuals.</p> <p>COMMON CORE STANDARDS: <i>CCSS.ELA-LITERACY.SL.8.1.B</i> Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. <i>CCSS.ELA-LITERACY.SL.8.1.D</i> Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	<ol style="list-style-type: none"> 1. Students will apply locomotor skills in Tribal Fitness Mission objective. 2. Students will model support toward individuals of all ability levels and encourage others. 3. Apply locomotor (sprints, long-jump), nonlocomotor (warm-up protocols), and manipulative skills (kneeling shot put) and strategies in team physical activities. 4. Students will accept the outcome of the game, and show appreciation toward participants. <p>Key Terms Relay, Broad Jump, Meters, Sprint, Handoff, Baton, Shot Put, Power, Locomotor, Nonlocomotor</p>	<p>Short Essay/Poster/Google Slide: Explain and define the difference between locomotor and nonlocomotor skills. Give examples of each.</p> <p>Group Project Poster: Explain the importance of the Olympics. Analyze and research one specific sport and present to class.</p> <p>Daily Mental Health Tracker</p>

UNIT 3: BASKETBALL

October 9th- November 3rd, 4 weeks

Content Standards	Learning Objectives	Assessment
<p>CA PHYS ED: 1.3 Demonstrate basic offensive and defensive skills and strategies in team physical activities. 1.4 Apply locomotor, nonlocomotor, and manipulative skills to team physical activities. 2.3 Explain how growth in height and weight affects performance and influences the selection of developmentally appropriate physical activity.</p>	<ol style="list-style-type: none"> 1. Students will be able to correctly shoot the one handed jump shot using proper, basic form. 2. Students will correctly shoot a right and left handed layup. 3. Students will show knowledge of offensive and defensive strategies and use these strategies in a game situation. 	<p>Basketball Form Assessment: Students will take a written assessment on basketball skills and team play.</p> <p>Daily Mental Health Tracker</p>



<p>5.1 Abide by the decisions of the officials, accept the outcome of the game, and show appreciation toward participants. 5.4 Identify the contributions of members of a group or team and reward members for accomplishing a task or goal.</p> <p>COMMON CORE STANDARDS: <i>CCSS.ELA.LITERACY.9-10.1</i> Initiate and participate effectively in a range of collaborative discussions with diverse partners on topics, texts, issues, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>4. Students will box out in order to prevent an opponent from getting a rebound. 5. Students will understand and use correct defensive positioning when playing man-to-man defense. 6. Students will exhibit responsible, personal, and social behavior 100% of the time that respects self, others, and equipment.</p> <p>Key Terms Balance, Biomechanics, Rebound Principles, Offense, Defense, Teamwork, Sportsmanship, Lay-Up, Free Throw, Turnover, Travel, Double Dribble, Carry, Box Out, Assist, Backboard</p>	
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UNIT 4: DISC SPORTS

November 6th- November 17th, 2 weeks

November 27th- December 15th, 3 weeks

Content Standards	Learning Objectives	Assessment
<p>CA PHYS ED: 1.4 Apply locomotor, nonlocomotor, and manipulative skills to team physical activities. 2.1 Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help learn another physical activity. 2.5 Diagram, explain, and justify offensive and defensive strategies in modified and team sports, games, and activities.</p> <p>COMMON CORE STANDARDS: <i>CCSS.ELA.LITERACY.W.8.1.B.</i> Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. <i>CCSS.ELA-LITERACY.W.8.2.A.</i> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aiding comprehension.</p>	<p>1. Students will learn how to throw a frisbee with the correct form. 2. Students will learn how to hit a moving target. 3. Students will move while hitting a moving target. 4. Students will learn the rules of ultimate frisbee. 5. Students will understand safety considerations when playing a team sport.</p> <p>Key Terms Abbreviations/Acronyms, Grips, Shots, Putting Terms, Handling Skills, Ultimate Frisbee, Disc Golf</p>	<p>Disc Game: Students will create their own game using at least one frisbee. Students will organize their ideas while explaining offensive and defensive strategies.</p> <p>Daily Mental Health Tracker</p>



UNIT 5: CIRCUIT TRAINING

January 9th- February 9th, 5 weeks

Content Standards	Learning Objectives	Assessment
<p>CA PHYS ED: 3.1 Assess the components of health-related physical fitness by using a scientifically based health-related physical fitness assessment. 3.2 Refine individual personal physical fitness goals for each of the five components of health-related physical fitness, using research-based criteria. 3.3 Plan and implement a two-week personal fitness plan in collaboration with the teacher. 3.5 Assess periodically the attainment of, or progress towards, personal physical fitness foals and make necessary adjustments to a personal physical fitness program. 3.6 Participate safely in moderate to vigorous physical activity when conditions are atypical (weather, travel, injury). 4.4 Identify and apply basic principles in weight/resistance training and safety procedures.</p> <p>COMMON CORE STANDARDS: <i>CCSS.ELA.LITERACY.W.8.1.B.</i> Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. <i>CCSS.ELA-LITERACY.W.8.4</i> Produce clear and coherent writing in which the development, organization, and style are appropriate to task purpose, and audience. <i>CCSS.ELA.LITERACY.RI.8.4.</i> Determine the meaning of words and phrases as they are used in a text, including figurative connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p>1. Students will be able to describe and apply the components of skill-related fitness (agility, balance, coordination, power, speed) to movement performance. 2. Students will be able to describe benefits of circuit training and how it can affect performance in different sports and life in general. 3. Students will be able to understand what comprises of a circuit training session and how to change programs for sport specific training. 4. Students will demonstrate knowledge of movement principles through aerobic participation in cardiovascular activity and proper technique in strength activity.</p> <p>Key Terms Muscular Strength, Muscular Endurance, Flexibility, Cardiovascular Endurance, Body Mass Index, Zumba, HIIT (High Intensity Interval Training), Heart Rate, Carotid Artery, Barbell, Dumbbell, Kettlebell, Exercise Terms</p>	<p>Personal Physical Fitness Goals Projec: Students will create short-term and long-term goals for each of the 5 components of health-related fitness using research based criteria. Also include cardiovascular, flexibility, and strength training goals.</p> <p>Personal Health and Wellness Goals Project: Students will create short and long term goals for each of the 7 areas of health and wellness.</p> <p>Daily Mental Health Tracker</p>

UNIT 6: PRESIDENTIAL/FITNESS GRAM

February 12th- March 16th, 5 weeks

Content Standards	Learning Objectives	Assessment
<p>CA PHYS ED: 4.1 Develop a two-week personal physical fitness plan specifying the proper warmup and cool-down activities and the principles of exercise for each of the five components of health related physical</p>	<p>1. Students will be able to establish a baseline from which students can set goals and check progress.</p>	<p>Fitness Plan: Students will create a 2-week personal fitness plan. Fitness plan will include</p>



<p>fitness. 4.3 Identify ways of increasing physical activity in routine daily activities. 4.6 Explain the different types of conditioning for different physical activities.</p> <p>COMMON CORE STANDARDS: <i>CCSS.ELA.LITERACY.W.8.1.B.</i> Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. <i>CCSS.ELA.LITERACY.W.8.2.</i> Write informational/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <i>CCSS.ELA.LITERACY.RI.8.4.</i> Determine the meaning of words and phrases as they are used in a text, including figurative connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p>2. Students will be able to experience and better understand the components of health related fitness. 3. Students will be able to create an individualized physical activity program that can help students in areas where they may need improvement. 4. Students will be able to self-assess their fitness levels and interpret their results.</p> <p>Key Terms Aerobic Capacity, Anaerobic Capacity, Healthy Fitness Zone, Body Composition, Aerobic Sports, Anaerobic Sports</p>	<p>warm-up, main activity, and cool-down. Fitness plan will include principles of exercise for each of the five components of health related physical fitness. Students will include different exercises for specific muscles along with exercises to reach their goals from their personal physical fitness goals project.</p> <p>Daily Mental Health Tracker</p>
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GPA DANCE

April 3rd-6th, 1 week

UNIT 7: SQUARE DANCING

April 9th- May 11th, 5 weeks

Content Standards	Learning Objectives	Assessment
<p>CA PHYS ED: 1.1 Identify and demonstrate square dance steps, positions, and patterns set to music. 1.2 Create and perform a square dance. 5.7 Model support toward individuals of all ability levels and encourage others to be supportive and inclusive of all individuals.</p> <p>COMMON CORE STANDARDS: <i>CCSS.ELA.LITERACY.RI.8.4.</i> Determine the meaning of words and phrases as they are used in a text, including figurative connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p>1. Students will be able to learn a variety of square dances. 2. Students will be able to listen to square dance calls and process the steps in time to the music. 3. Students will be able to learn and demonstrate proper social interaction with classmates. 4. Students will be able to learn the fundamental steps in square dance. 5. Students will be able to learn fundamental vocabulary in square dance.</p> <p>Key Terms Do-Si-Do, Allemande, Promenade, Swing, Break, Dive Thru, Patter Call</p>	<p>Square Dance iMovie: Students will create a square dance with a group. Group members will demonstrate and perform steps, positions, and patterns set to music of choice.</p> <p>Daily Mental Health Tracker</p>



UNIT 8: QUIDDITCH

May 14th- June 15th, 5 week

Content Standards	Learning Objectives	Assessment
<p>CA PHYS ED: 1.3 Demonstrate basic offensive and defensive skills and strategies in team physical activities. 1.4 Apply locomotor, nonlocomotor, and manipulative skills to team physical activities. 2.1 Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help learn another physical activity. 2.5 Diagram, explain, and justify offensive and defensive strategies in modified and team sports, games, and activities. 5.2 Organize and work cooperatively with a group to achieve the goals of the group. 5.4 Identify the contributions of members of a group or team and reward members for accomplishing a task or goal. 5.6 Describe leadership roles and responsibilities in the context of team games and activities.</p> <p>COMMON CORE STANDARDS: <i>CCSS.ELA.LITERACY.W.8.1.B.</i> Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. <i>CCSS.ELA.LITERACY.W.8.2.</i> Write informational/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <i>CCSS.ELA-LITERACY.W.8.2.A.</i> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aiding comprehension.</p>	<ol style="list-style-type: none"> 1. Students will be able to come familiar with the basic rules of quidditch. 2. Students will be able to learn an unusual sport which may bring together players who don't have much in common off of the field. 3. Students will be able to demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical education. 4. Students will be able to exhibit responsible personal and social behavior 100% of the time that respects self, others, and equipment as assessed by observation. <p>Key Terms Seeker, Chasers, Beaters, Keeper, Snitch, Quaffle, Bludgers, Hufflepuff, Slytherin, Ravenclaw, Gryffindor</p>	<p>Final Assessment- Lifelong Physical Activity: Students will identify preferences for lifelong physical activity preferences. Students will showcase these preferences while expressing skill development, knowledge of concepts, and how to achieve life-long fitness.</p> <p>Daily Mental Health Tracker</p>

END OF YEAR ACTIVITIES

June 18th- June 26th, 1.5 weeks



Course Specific Student 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.
- Communicate with your teacher
- 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 belongings – do not leave anything unlocked.
- Do not share lockers or combination information.
- Check your grade/conduct weekly online or with the teacher.

Be Appropriate

- Treat classmates and teacher with respect and kindness at all times.
- Work out differences in a calm and mature manner.
- Name calling or put downs WILL NOT BE TOLERATED
- Use mature language at all times - refrain from inappropriate use of language

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:

Homework Completion - As a College Prep school, 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.

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: _____

