

CENTURY MIDDLE SCHOOL PHYSICAL EDUCATION EXPECTATIONS

The following requirements must be met in all Physical Education classes.

UNIFORM REQUIREMENTS & DRESSING OUT

- 1.** All Students are required to wear a Century Middle School uniform. A uniform can be purchased from the PE department for \$15.00.
- 2.** Students may not share uniforms.
- 3.** Students may not layer their PE uniform over their school clothing.
- 4.** Students must wear athletic shoes. Laces must be tied, and shoes secure.
- 5.** Uniforms should be taken home at least once a week to be laundered.
- 6.** **Students are required to dress out daily.**
- 7.** Notes from a parent or doctor will be utilized to modify curriculum accordingly.
 - A.** All students will be expected to participate in the modified curriculum.
 - B.** Non-participation lasting more than 3 days will require a doctor's note.
 - C.** All students excused from all physical activity will complete a written assignment for everyday not participating in physical activity in order to receive full credit for the day.
- 8.** Students who do not come to class dressed out in their P.E. uniform will still need to participate in the activities for the day as well as be assigned a before school detention. This is part of the student's Criterion B progress!

****TO MEET THE STANDARD, YOU MUST HAVE THE REQUIRED PE
UNIFORM AND COME DRESSED OUT EVERY DAY****

P.E. LOCKERS

- 1.** Students are expected to use a P.E. locker to lock up their belongings daily.
- 2.** All students are required to provide a combination pad lock to use on the P.E. lockers.
- 3.** P.E. lockers are to be used for the duration of the class period only. Any locker left locked after the class period will be removed and the stuff inside will be placed in lost and found.
- 4.** All students are required to write their name on the back of their pad lock.

**CENTURY MIDDLE SCHOOL IS NOT RESPONSIBLE FOR LOST
OR STOLEN ITEMS.**

ITEMS SUGGESTED FOR P.E.

- 1.** Gym bag
- 2.** Jewelry container
- 3.** Deodorant
- 4.** Sweat pants and sweatshirt for cooler outdoor activity days. **(This does not replace the P.E. uniform)**

SAFETY RULES

1. For safety of the students, all jewelry must be removed for P.E. class. **(Stud/Post earrings are permitted.)**
2. Gum chewing can be a safety factor, in PE. Consequences for chewing gum are: **Loss of safety/daily points, Detention, Discipline Referral.**
3. Students need to stay in the locker room until dismissed by the teacher.
4. No food or drinks are allowed in the locker room or gym.
5. No glass containers are allowed in the locker room or gym.
6. Students are not allowed to bring cell phones or other electronic devices into the locker room or gym. **(Violation of this rule may result in a discipline referral and loss of cell phone until a parent comes to pick it up)**

PARTICIPATION

Participation in Physical education class means that students give their best effort during each activity. Citizenship involves following school and P.E. rules, dressing out appropriately, and being on time. When a student does not meet the requirements, it will impact their Criterion B progress.

ABSENCES

Students are expected to make-up missed days in P.E. when they are absent. Absences can be made up by attending fit club, intramurals, or by completing a RunKeeper app exercise specified by the teacher.

GRADING SCALE & POLICY

This course assesses on the 4 criteria below. We will grade all summative assessments with rubrics. In all courses, the higher the rubric score on a summative assessment, the better the student's demonstration of knowledge or performance. At the end of the semester and year, we will issue a Final MYP Mark. We will determine the MYP Final Mark by the knowledge and skill the student demonstrates throughout the semester and year in each criterion. As your teacher, we will consider summative assessments, formative assessments, observations, and student circumstances when giving an MYP Final Mark. To determine the MYP Final Mark, we add the trend score in each of my content area's criterion. We then give an MYP Final Mark based on a 1 through 7 scale provided by The International Baccalaureate. Again, the higher the 1-7 score, the better the mark.

PHYSICAL EDUCATION IB AIMS AND OBJECTIVES

CRITERION A	KNOWING AND UNDERSTANDING
CRITERION B	PLANNING FOR PERFORMANCE
CRITERION C	APPLYING AND PERFORMING
CRITERION D	REFLECTING AND IMPROVING PERFORMANCE

PHYSICAL EDUCATION IB AIMS & OBJECTIVES

Year 1/2 In order to reach the aims of physical and health education, students should be able to:	Year 2/3 In order to reach the aims of physical and health education, students should be able to:
OBJECTIVE A: KNOWING AND UNDERSTANDING	
<p>i. outline physical health education factual, procedural and conceptual knowledge</p> <p>ii. identify physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations</p> <p>iii. apply physical and health terminology to communicate understanding.</p>	<p>i. describe physical health education factual, procedural and conceptual knowledge</p> <p>ii. apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations</p> <p>iii. apply physical and health terminology effectively to communicate understanding.</p>
OBJECTIVE B: PLANNING FOR PERFORMANCE	
<p>i. construct and outline a plan for improving health or physical activity</p> <p>ii. describe the effectiveness of a plan based on the outcome.</p>	<p>i. design and explain a plan for improving physical performance and health</p> <p>ii. explain the effectiveness of a plan based on the outcome.</p>
OBJECTIVE C: APPLYING AND PERFORMING	
<p>i. recall and apply a range of skills and techniques effectively</p> <p>ii. recall and apply a range of strategies and movement concepts</p> <p>iii. recall and apply information to perform effectively</p>	<p>i. demonstrate and apply a range of skills and techniques</p> <p>ii. demonstrate and apply a range of strategies and movement concepts</p> <p>iii. outline and apply information to perform effectively</p>
OBJECTIVE D: REFLECTING AND IMPROVING PERFORMANCE	
<p>i. identify and demonstrate strategies to enhance interpersonal skills</p> <p>ii. identify goals and apply strategies to enhance performance</p> <p>iii. describe and summarize performance.</p>	<p>i. describe and demonstrate strategies to enhance interpersonal skills</p> <p>ii. outline goals and apply strategies to enhance performance</p> <p>iii. explain and evaluate performance.</p>

CRITERION A: KNOWING AND UNDERSTANDING

ACHIEVEMENT LEVEL	YEAR ONE/TWO LEVEL DESCRIPTORS	YEAR TWO/THREE LEVEL DESCRIPTORS
0	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.
1-2 Does Not Meet the Standard	The student: <ul style="list-style-type: none"> I. recalls some physical health education factual, procedural conceptual knowledge II. identifies physical and health education knowledge to outline issues III. recalls physical and health terminology. 	The student: <ul style="list-style-type: none"> I. recalls physical and health education factual, procedural and conceptual knowledge II. identifies physical and health education knowledge to outline issues and suggest solutions to problems set in familiar situations III. applies physical and health terminology to communicate understanding with limited success.
3 Approaching the Standard	The student: <ul style="list-style-type: none"> I. recalls physical health education factual, procedural and conceptual knowledge II. identifies physical and health education knowledge to outline issues and suggest solutions to problems set in familiar situations III. applies physical and health terminology to communicate understanding with limited success. 	The student: <ul style="list-style-type: none"> I. states physical and health education factual, procedural and conceptual knowledge II. identifies physical and health education knowledge to describe issues and to solve problems set in familiar situations III. applies physical and health terminology to communicate understanding.
4 Meets the Minimum Standards	The student: <ul style="list-style-type: none"> I. states physical health education factual, procedural and conceptual knowledge II. identifies physical and health education knowledge to outline issues and solve problems set in familiar situations III. applies physical and health terminology to communicate understanding. 	The student: <ul style="list-style-type: none"> I. outlines physical and health education factual, procedural and conceptual knowledge applies physical and health education knowledge to describe issues to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations II. applies physical and health terminology consistently to communicate understanding.
5-6 Meets the Standard	The student: <ul style="list-style-type: none"> I. outlines physical health education factual, procedural and conceptual knowledge II. identifies physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations III. applies physical and health terminology consistently to communicate understanding. 	The student: <ul style="list-style-type: none"> I. describes physical health education factual, procedural and conceptual knowledge II. applies physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations III. applies physical and health terminology consistently and effectively to communicate understanding.
7-8 Exceeds the Standard	The student: <ul style="list-style-type: none"> I. outlines physical health education factual, procedural and conceptual knowledge II. identifies physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations III. applies physical and health terminology consistently to communicate understanding. 	The student: <ul style="list-style-type: none"> I. describes physical health education factual, procedural and conceptual knowledge II. applies physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations III. applies physical and health terminology consistently and effectively to communicate understanding.

CRITERION B: PLANNING FOR PERFORMANCE

ACHIEVEMENT LEVEL	YEAR ONE/TWO LEVEL DESCRIPTORS	YEAR TWO/THREE LEVEL DESCRIPTORS
0	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.
1-2 Does Not Meet the Standard	The student: <ul style="list-style-type: none"> I. states plans for improving health or physical activity II. states the effectiveness of a plan. 	The student: <ul style="list-style-type: none"> I. outlines a plan for improving physical performance and health II. states the effectiveness of a plan based on the outcome.
3 Approaching the Standard	The student: <ul style="list-style-type: none"> I. outlines a basic plan for improving health or physical activity II. states the effectiveness of a plan based on the outcome. 	The student: <ul style="list-style-type: none"> I. constructs and outlines a plan for improving physical performance and health II. outlines the effectiveness of a plan based On the outcome.
4 Meets the Minimum Standards		
5-6 Meets the Standard	The student: <ul style="list-style-type: none"> I. outlines a plan for improving health or physical activity II. identifies the effectiveness of a plan based on the outcome. 	The student: <ul style="list-style-type: none"> I. constructs and explains a plan for improving physical performance and health II. describes the effectiveness of a plan based on the outcome.
7-8 Exceeds the Standard	The student: <ul style="list-style-type: none"> I. constructs and outlines a plan for improving health or physical activity II. describes the effectiveness of a plan based on the outcome. 	The student: <ul style="list-style-type: none"> I. designs and explains a plan for improving physical performance and health II. explains the effectiveness of a plan based on the outcome.

CRITERION C: APPLYING AND PERFORMING

ACHIEVEMENT LEVEL	YEAR ONE/TWO LEVEL DESCRIPTORS	YEAR TWO/THREE LEVEL DESCRIPTORS
0	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.
1-2 Does Not Meet the Standard	The student: <ul style="list-style-type: none"> I. recalls some skills and techniques II. recalls some strategies and movement concepts III. applies information to perform with limited success. 	The student: <ul style="list-style-type: none"> I. recalls and applies skills and techniques with limited success II. recalls and applies strategies and movement concepts with limited success III. recalls and applies information to perform.
3 Approaching the Standard	The student: <ul style="list-style-type: none"> I. recalls skills and techniques II. recalls strategies and movement concepts III. applies information to perform. 	The student: <ul style="list-style-type: none"> I. demonstrates and applies skills and techniques with limited success II. demonstrates and applies strategies and movement concepts with limited success III. identifies and applies information to perform.
4 Meets the Minimum Standards		
5-6 Meets the Standard	The student: <ul style="list-style-type: none"> I. recalls and applies skills and techniques II. recalls and applies a range of strategies and movement concepts III. applies information to perform effectively. 	The student: <ul style="list-style-type: none"> I. demonstrates and applies skills and techniques II. demonstrates and applies strategies and movement concepts III. identifies and applies information to perform effectively.
7-8 Exceeds the Standard	The student: <ul style="list-style-type: none"> I. recalls and applies a range of skills and techniques II. recalls and applies a range of strategies and movement concepts III. recalls and applies information to perform effectively 	The student: <ul style="list-style-type: none"> I. demonstrates and applies a range of skills and techniques II. demonstrates and applies a range of strategies and movement concepts III. outlines and applies information to perform effectively.

CRITERION D: REFLECTING AND IMPROVING

ACHIEVEMENT LEVEL	YEAR ONE/TWO LEVEL DESCRIPTORS	YEAR TWO/THREE LEVEL DESCRIPTORS
0	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.
1-2 Does Not Meet the Standard	The student: I. states a strategy to enhance interpersonal skills II. states a goal to enhance performance III. describes performance.	The student: I. identifies strategies that enhance interpersonal skills II. lists goals to enhance performance III. summarizes performance.
3 Approaching the Standard	The student: I. lists strategies to enhance interpersonal skills II. states a goal and applies strategies to enhance performance III. summarizes performance.	The student: I. identifies and demonstrates strategies that enhance interpersonal skills II. identifies goals to enhance performance III. outlines and summarizes performance.
4 Meets the Minimum Standards		
5-6 Meets the Standard	The student: I. identifies strategies to enhance interpersonal skills II. lists goals and applies strategies to enhance performance III. outlines and summarizes performance.	The student: I. outlines and demonstrates strategies that enhance interpersonal skills II. identifies goals and applies strategies to enhance performance III. outlines and evaluates performance.
7-8 Exceeds the Standard	The student: I. identifies and demonstrates strategies to enhance interpersonal skills II. identifies goals and applies strategies to enhance performance III. describes and summarizes performance.	The student: I. describes and demonstrates strategies that enhance interpersonal skills II. outlines goals and applies strategies to enhance performance III. explains and evaluates performance.

CONTACT INFORMATION FOR THE PHYSICAL EDUCATION STAFF

Jonna Noonan at Jonna.Noonan@adams12.org 720-972-5275

Cody Lahman at Cody.L.Lahman@adams12.org 720-972-5274

Jeremy Wilson at Jeremy.Wilson@adams12.org 720-972-5264