

<b>Course Name</b>	6th, 7th, and 8th grade PE
<b>School Name</b>	Peachtree Middle School
<b>Coaches</b>	Coach McGee, Coach Nash, Coach Roman, Coach Savage, and Coach Walker
<b>School phone number</b>	678-676-7702
<b>Team site</b>	<a href="https://sites.google.com/dekalbschoolsga.org/pcmshealthpedept/home">https://sites.google.com/dekalbschoolsga.org/pcmshealthpedept/home</a>

### Course Description

#### 6th Grade

This course provides students the opportunity to learn through a developmentally appropriate, comprehensive sequentially planned physical education program aligned with the Georgia Performance Standards. In 6th grade, the content standards emphasize working cooperatively to achieve a common goal. The focus of this course is the development of movement skill combinations and movement skill knowledge; the assessment and maintenance of physical fitness to improve health and performance, and the requisite knowledge of physical fitness concepts, principles and strategies; and the application of psychological and sociological concepts, including self-responsibility, positive social interaction, and group dynamics, in the learning and performance of physical activity. Units of activity include: physical fitness (activities and assessment, concepts, development and maintenance); cooperative activities; throwing and catching skills and lead-up games (team handball and/or flag football); volleying skills and lead-up games (volley tennis and/or small-sided volleyball games); racket skills and lead-up games (paddle tennis, pickle ball, or tennis); dribbling skills (hand dribble and foot dribble) and lead-up games (3-on-3 basketball and small-sided soccer games); folk and line dance; stunts and tumbling.

#### 7th Grade

This course provides students the continuing opportunity to learn through a developmentally appropriate, comprehensive sequentially planned physical education program aligned with the Georgia Performance Standards. In 7th grade, the content standards emphasize meeting challenges and making decisions. The focus of this course is the application of movement skills and knowledge to individual and dual physical activities; the assessment and maintenance of physical fitness to improve health and performance, and the requisite knowledge of physical fitness concepts, principles and strategies; and the application of psychological and sociological concepts, including self-responsibility, positive social interaction, and group dynamics, in the learning and performance of physical activity. Units of activity include: physical fitness (activities and assessment, concepts, development and maintenance); cooperative activities (including introductory adventure/outdoor activities, such as orienteering); mature pattern throwing and catching skills (including flying disc skills) applied during small-sided games (team handball/Ultimate Frisbee/softball); track and field skills (including long jump, shot put, high jump, sprints, and relays); golf (with golf ball-size whiffle balls) skills or disc-golf skills applied in golf or disc-golf lead-up games; volleying skills applied in small-sided games (2-on-2 or 3-on-3 volleyball); racket skills applied in lead up games (paddle tennis/pickle ball/tennis); dribbling skills (hand dribble and foot dribble) applied in small-sided lead-up games (no larger than 4 on 4); and multicultural dance.

#### 8th Grade

This course provides students the continuing opportunity to learn through a developmentally appropriate, comprehensive sequentially planned physical education program aligned with the Georgia Performance Standards. In 8th grade, the content standards emphasize working as a team to solve problems. The focus of this course is the application of movement skills and knowledge (including defensive and offensive strategies) to team physical activities, gymnastics/tumbling, and square dance; the assessment and maintenance of physical fitness to improve health and performance; the requisite knowledge of physical fitness concepts, principles and strategies to improve health and performance; and the application of psychological and sociological concepts, including self-responsibility, positive social interaction, and group dynamics, in the learning and performance of physical activity. Units of activity include: physical fitness

(activities, assessment, concepts, development and maintenance); cooperative activities; movement skills and strategies applied in modified games of: flag football; soccer or lacrosse; volleyball; basketball or floor hockey; soccer; softball; team handball/ultimate Frisbee; dance; stunts and tumbling.

**\*\*Students are expected to dress out into the Peachtree gym uniform. Students will be required to participate in aerobic activity inside and/or outside. If there is a medical issue that limits this, please communicate with your students teacher and provide documentation.\*\***

**Curriculum Overview**

The following academic concepts will be covered. **THIS IS ONLY A GUIDE AND IS SUBJECT TO CHANGE.**

<b>CURRICULUM OVERVIEW</b>	
Unit 1 –	FITNESS/INDIVIDUAL/OUTDOOR
Unit 2 -	INVASION/TEAM
Unit 3-	NET/WALL
Unit 4-	RHYTHM/DANCE

**BOARD-APPROVED INSTRUCTIONAL MATERIALS**

Title	
ISBN	
Replacement Cost	
Online book and/or resources	
Online student access code (school specific)	

**GRADING SYSTEM:** The DeKalb County School District believes that the most important assessment of student learning shall be conducted by the teachers as they observe and evaluate students in the context of ongoing classroom instruction. A variety of approaches, methodologies, and resources shall be used to deliver educational services and to maximize each student’s opportunity to succeed. Teachers shall evaluate student progress, report grades that represent the student’s academic achievement, and communicate official academic progress to students and parents in a timely manner through the electronic grading portal. **See Board Policy IHA.**

<b>GRADING CATEGORIES</b>	<b>*GRADE PROTOCOL</b>		
<b>Formative and Diagnostic Assessments – 0%</b> <b>Assessment Tasks (Skills &amp; Homework) – 25%</b> <b>Classwork (Dressing out, Guided, Independent, and Group Practice) – 45%</b> <b>Quizzes, Tests, and Projects – 30%</b>	<b>A</b>	90 – 100	<b>~P</b>
	(pass)		
	<b>B</b>	80 – 89	<b>~F (fail)</b>
	<b>C</b>	71 – 79	
	<b>D</b>	70	
	<b>F</b>	Below 70	

**Notes:**

\*English Learners (ELs) must not receive numerical or letter grades for the core content areas in elementary and middle school during their first year of language development. A grade of CS or CU must be assigned. This rule may be extended beyond the first year with approval from the EL Studies Program. English Learners must receive a grade for ESOL courses.

~Elementary schools will utilize P (pass) and F (fail) in Health/Physical Education, Music, World Languages, Visual Arts and Performing Arts.

<b>DISTRICT EXPECTATIONS FOR SUCCESS</b>	
<b>STUDENT PROGRESS</b>	Semester progress reports shall be issued four and a half, nine and thirteen and a half weeks into each semester. The progress of students shall be evaluated frequently, and plans shall be generated to remediate deficiencies as they are discovered. Plans shall include appropriate interventions designed to meet the needs of the students. <b>See Board Policy IH.</b>
<b>ACADEMIC INTEGRITY</b>	Students will not engage in an act of academic dishonesty including, but not limited to, cheating, providing false information, falsifying school records, forging signatures, or using an unauthorized computer user ID or password. <b>See the Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook.</b>
<b>HOMEWORK</b>	Homework assignments should be meaningful and should be an application or adaptation of a classroom experience. Homework is at all times an extension of the teaching/learning experience. It should be considered the possession of the student and should be collected, evaluated and returned to the students. <b>See Board Policy IHB.</b>
<b>MAKE-UP WORK DUE TO ABSENCES</b>	When a student is absent because of a legal reason as defined by Georgia law or when the absence is apparently beyond the control of the student, the student shall be given an opportunity to earn grade(s) for those days absent. Make-up work must be completed within the designated time allotted. <b>See Board Policy IHEA.</b>
<b>VIRTUAL SCHOOL EXPECTATIONS FOR SUCCESS</b>	
<b>CLASSROOM EXPECTATIONS</b>	<b>5P's</b>
	<p><b>PROMPT –</b> Log in to your class on time. Mute your microphone. Remain in the class entire period.</p> <p><b>PREPARED –</b> Set up your device in a place that is quiet and free as possible from distractions. Charge your device at night so that you will be able to maintain connected to class. Make sure your internet is working so that you can log in on time. Dress appropriately for class. PE uniform and running shoes. No slides,</p> <p><b>PRODUCTIVE –</b> Maximize learning time by staying engaged an on task during synchronous instruction Assume responsibility for your learning Refrain from engaging in distracting behavior, such as texting or posting to social media Actively engage in Complete assignments during asynchronous instruction Complete assignments and submit them on time.</p> <p><b>POLITE –</b> Be respectful at all times and use Virtual Class Etiquette Respect yourself, your peers, and your teacher at all times - raise your virtual hand to ask questions and participate in discussions without interrupting the teacher or other students. Avoid abbreviations such as LOL, TTYL, WYD, etc when sharing responses Be nice or neutral to everyone Swearing (cursing), teasing, talking back, and bullying will NOT BE TOLERATED Honor the rights of others to speak, listen and to learn Be positive and respectful to class members and encourage others to do the same Respect the property of others.</p> <p><b>PATIENT –</b> Wait respectfully and calmly for your turn</p>

	Refrain from blurting out or complaining Listen and stay engaged when someone is talking.
<b>MATERIALS AND SUPPLIES</b>	Device with Wi-Fi connection, charger, athletic tennis shoes, comfortable clothes for activity.
<b>EXTRA HELP</b>	<p><b>Tips for being successful</b></p> <ul style="list-style-type: none"> <li>• Make a weekly "class schedule" to help keep yourself on track.</li> </ul> <p>If each teacher assigns you two classwork assignments in this learning format, it requires much more discipline and independence from your peers, because you will not have your</p> <ul style="list-style-type: none"> <li>• Reach out to your teachers for help when you need it, Wednesdays are allocated as "Office/Tutoring" days.</li> <li>• Review written feedback from your teachers and check your grades regularly</li> </ul>
<b>PARENTS AS PARTNERS</b>	<p>Research shows that <b>family involvement</b> promotes student success. Students with involved parents are more likely to:</p> <ul style="list-style-type: none"> <li>• Earn higher grades and pass their classes,</li> <li>• Attend school regularly and have better social skills,</li> <li>• Go on to postsecondary education.</li> </ul> <p>When families, schools, and communities work together,</p> <ul style="list-style-type: none"> <li>• Student achievement improves</li> <li>• Teacher morale rises,</li> <li>• Communication increases,</li> <li>• Family, school, and community connections multiply.</li> </ul> <p>The following are suggestions which can help develop a partnership:</p> <ul style="list-style-type: none"> <li>* Attend parent meetings and participate in at least one committee.</li> <li>* Volunteer at the school on a regular basis.</li> <li>* Participate in the decision-making process about school policies, curriculum, and budgets</li> </ul>

**PLEASE SIGN BELOW AND RETURN.**

I have read the syllabus.

Student Signature \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_

Additional information to support continued contact:

<b>Information</b>	<b>Parent/Guardian</b>
<b>Day Time Phone Number</b>	
<b>Cellular Phone Number</b>	
<b>Home Phone Number</b>	
<b>Email Address</b>	