

Inderkum High School Physical Education Policy

I. Philosophy

PE Course 1

The major emphasis for the 9th grade physical education classes will be on the development of training and conditioning techniques, and health-related physical fitness. The physical education program will also provide emphasis on combining and applying movement patterns relating to individual and dual activities. Fitness will be assessed and results used to improve personal fitness.

PE Course 2

The physical education program will provide emphasis on the value of lifetime fitness and lifetime activity. Students will have the opportunity to explore a variety of physical activities in search of one they can enjoy and participate in for a lifetime. Students will develop proficient movement skills in each area of physical education; they expand their capabilities for independent learning; and they examine practices that allow for sound decision making to enhance successful participation in movement activities.

II. Physical Education Goals

- A. To develop each student's' level of physical fitness
- B. To help students understand the need for exercise in daily living.
- C. To develop individual knowledge and performance of skills
- D. To develop an appreciation and interest in lifetime sports and activities
- E. To practice and master social skills

III. Grade Policy

- A. Participation: A student can receive full participation points by doing to following:
 - Dressing in proper physical education attire
 - Full participation with great effort
 - Staying on task with good citizenship
 - Daily cardiovascular/fitness activities
- B. Assessments: Any of the following may be given for each unit and each individual teacher will determine the point value:
 - Skill tests appropriate to each unit of activity.
 - Written tests and homework on each unit.
 - Long term written and/or performance assignments.
- C. Grading Scale:
 - A = 90 -100%
 - B = 80-89%
 - C = 70 -79%
 - D = 60-69%
 - F = 0-59%

IV. Participation Policy

Students are expected to participate on a daily basis. Students can only earn points on days they are present. Students who have excused absences can do makeup work.

- A. Sick Days: In case of illness, students are allowed to use up to 6 sick days per semester, without a parent note. However, students will still be required to dress in PE uniform these days. Please note: Student will NOT be excused, points will need to be made up in 1 week or student will receive a ZERO for that day. Students are advised to use the sick days wisely as they are not to be used for reasons other than illness.
- B. Medical Note: If a student has a doctor's note he/she will be excused from activity, per doctor's request. If the doctor says the student cannot participate in PE or has limited participation, please ask for a note at that time, as the PE teacher will need a copy. Even if the student is not participating their teacher may require them to dress. Points will need to be made up, with an alternate activity. **If the student is unable to participate for 6 weeks or longer in one semester, the student will receive NO CREDIT for the semester. This includes having separate medical notes that add up to 6 weeks or longer.**
- C. Uniform / Locker room policy
- a. Suiting up correctly for physical education is expected (see guidelines below). The PE uniform is available for purchase in the student store. Students who do not dress out receive a non-suit.
 - b. Though the physical education uniform is available in the student store, if students don't want to purchase it, they must follow the following dressing guidelines: navy blue/black athletic shorts/pants, navy blue shirt/sweat shirts or any color Inderkum affiliated shirt/sweat shirts, tennis shoes, and socks. **ALL CLOTHING MUST BE LABELED WITH THE LAST NAME AND FIRST INITIAL CLEARLY FOR IDENTIFICATION PURPOSE.** Students are expected to take home clothes on Friday, launder them and return them to school on Monday.
 - i. NO ATHLETIC UNIFORMS ARE ALLOWED.
 - c. **Students are required to supply their own lock and keep clothes and backpacks locked on a daily basis. BACKPACKS NOT ALLOWED IN CLASS PERIOD!!! WE ARE NOT RESPONSIBLE FOR VALUABLES LOST OR STOLEN FROM LOCKER ROOM. IF A LOCK IS NOT ON THEIR ASSIGNED LOCKER THEN IT WILL BE CUT, AS OTHER STUDENTS NEED THE LOCKERS. LONG LOCKERS ARE TO BE USED DURING THEIR PE CLASS ONLY.**

If you have any questions please contact your physical education teacher please using the following email address.

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Assessment

As an IB World School for the Middle Years Programme, students will be assessed on four MYP criteria (A, B, C, and D) for all subject areas. Teachers will use IB MYP rubrics to assess the knowledge, understanding, and skills of each student's performance and not an average of points for these assessments.

The four criteria for Health and Physical Education are :

Criterion A: Skills tests/Knowledge based quizzes

Criterion B: Planning for performance

Criterion C: Physical performance

Criterion D: Journal Entries and other reflections

MYP assessments will be scored on a scale from 0-8. These 0-8 scores will be converted to a percentage that reflects the appropriate letter grade. Without this conversion, a student receiving a 4 on an MYP assessment would receive a 50%. MYP, however, does not consider a 4 to be an F.

The grade conversion will be as follows for (insert subject area here):

Rubric Score	Grade conversion
8	A
7	A-
6	B+
5	B-
4	C+
3	C-
2	D
1	D-
0	F

Students will be assessed using MYP rubrics for all MYP objective strands at least once per semester and twice per academic year. These achievement level scores will be reported in Infinite Campus.

Final grades

Students will receive a traditional letter grade (A-F) and a final MYP grade (1-7) for their achievement at the end of the course.

To determine the final MYP grade, teachers will add together the student's final achievement levels in all criteria (A+B+C+D) of the subject group. That sum total will determine the MYP final grade.

The table below provides the MYP grade descriptors for the MYP grades:

Grade	Boundary guidelines	Descriptor
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real- world situations, often with independence.
7-8	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

MYP rubrics should be included in your syllabus or you should communicate to families where to find them. They will be posted on the school website.