



Indian Trail High School and Academy Personal Fitness Course Syllabus

Teacher: Mr. Kresse

Room Number: Field House/Weight room

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Best Time to Contact: 2:06 to 3:00 Monday Thru Thursday, and 1:17 to 2:00 Fridays

Course Description: Personal Fitness class is primarily held in the school's fitness center/weight room. The class will introduce and incorporate a fitness plan for students to follow and transition into each student developing and implementing his/ her own personalized fitness plan. Where appropriate, SPARK curriculum will be incorporated into lessons.

Course Standards:

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Standard 3: Participates regularly in physical activity.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Lifelong Learning Standards: School Board Policy 6418 outlines the following standards for lifelong learning: Knowledgeable Learner, Complex Thinker, Effective Communicator, Self-Directed Learner, Quality Producer, Contributing Citizen.

Big Ideas/Essential Questions:

- Personal Fitness class introduces and incorporates a fitness plan for students to follow and transitions into each student developing and implementing their own personalized fitness plan.
 - Thinking and planning allows for performance in a shorter time period with less effort.
 - Working together as a team, greater success can happen as opposed to working as individuals.
 - People who are fit engage in physical activity on a regular basis.
 - Participation in physical activities and/or sports will provide an opportunity for developing an understanding and respect for differences among people.
 - Leadership is best shown through actions that encourage everyone to perform better.
 - Positive decision making about fitness contributes to a healthy lifestyle.
 - How are mature forms of complex motor skills demonstrated?
 - How will I choose the proper skill to accomplish the given task?
 - What skills will be needed to reach my goal?
 - What methods are needed to develop a personal activity plan?
 - How can I apply and analyze scientific principles to physical activities?
 - Why should I choose to be physically active?
 - Why is it important to pick physical activity over sedentary lifestyle?

- What physical goals are needed to maintain an active lifestyle?
- How will I maintain healthy behaviors to improve my physical fitness?
- What will I need to know in order to achieve a healthy lifestyle?
- What will make me the best teammate possible?
- Which positive and negative influences will affect the learning environment?
- How will physical activity provide value to me?
- What benefits (socially and physically) will I achieve through physical activity?

KUSD School Board-Approved Instructional Materials:

- SPARK Curriculum
- FitnessGram
- Infinite Campus
- Kenosha Unified School District Dress Code

Methods of Assessment: Evidence of both formative and summative assessments will be collected and recorded. In all assessment scenarios, students are expected to provide evidence in a timely manner, reflect on their own work and use feedback to assess their progress and make improvements, provide feedback to teacher to improve assignments and methods, and actively participate in the assessment process.

- Formative Assessments are student assignments that are designed to help students acquire skills and gauge/track their progress toward learning standards. They provide evidence of student progress, encourage risk-taking, and help students prepare for summative assessments.
- Summative Assessments are final products and/or performances to evaluate student achievement of standards within a grading period.

Formative Assessments (10% of Coursework Grade)	Summative Assessments (90% of Coursework Grade)
<ul style="list-style-type: none"> • See PE Policies 	<ul style="list-style-type: none"> • See PE Policies

Indian Trail Grading Scale:

A+ = 98 - 100%	B+ = 86 - 89%	C+ = 76 - 79%	D+ = 66 - 69%
A = 93 - 97%	B = 83 - 85%	C = 73 - 75%	D = 63 - 65%
A- = 90 - 92%	B- = 80 - 82%	C- = 70 - 72%	D- = 60 - 62%

Notes on Student Scores:

- All **missing or unattempted formative assessments** will be marked as **M** and calculated at 0%.
- Scores that fall below 40% for **attempted summative assessments** will be entered as **U** and calculated at 40%. Work will be considered attempted when the majority of the task is completed with quality work (work that makes sense and is representative of genuine effort for the student).

- The **missing work flag** (M) will be used for **missing and unattempted formative and summative assessments**, and remain flagged until the assessment is completed. When the missing work flag is marked, the assessment is scored as a 0%.

Indian Trail Policy on Late Work:

- **Formative Assessments:** Students are expected to turn in all work by the due date to support their own learning. After 10 school days, without prior approval, the work will remain a “M” in the gradebook (scored as a 0%). Teachers may decide to give alternate and equivalent assignments for late formative work within the 10-day period.
- **Summative Assessments:** Late summative assessments will be accepted and graded based on the format of the assessment.
 - **In-Class Test:** If a student is absent on the day of a test, students must make a plan with their teacher to make up the test upon returning from the absence. The test must be taken before the end of the following unit. If a student is present on the day of the assessment but the test is unattempted, the teacher and student will follow the department redos/retakes policy. If tests are not made up on the agreed upon timeline, test can only be made up following parent discussion.
 - **Project/Essay/Lab/Take-Home Test:** If a student is absent on the day a project/essay/lab/take-home test is due, they are to turn in the work on the day they return. In situations that warrant an extension, a plan will be made between the student and teacher with the goal of completion prior to the end of the next unit. If a student is present on the due date, but does not turn in the assessment (without prior discussion with the teacher), the assessment will be graded with a reduction in points (1-5 school days late = 10 percentage points; 6-10 school days late = 20 percentage points; more than 11+ school days late = M)

All formative and summative assessments must be submitted prior to final exams or the grade stands as it was originally marked.

Policy on Redos/Retakes: The goal of redos/retakes is to allow students to show growth and learning. This should not create excessive burden for the student or the teacher. Teachers must be willing to have conversations about learning and growth and allow students to show their learning and understanding in a way that makes sense for both the teacher and student.

- **Summative Assessments:** Students wishing to redo an assessment must first demonstrate the necessary skills for the summative assessment. This can be done through: a conversation with the teacher, completing practice assignments or classwork on the tested knowledge and skills, or completing an assigned tutoring session to learn the knowledge and skills required for the assessment. The assignments can be previous work that received low scores or new work provided by the teacher. Once the student can demonstrate proficiency on the required knowledge and skills, the student is allowed to reassess. All students can choose to reassess, not just those who failed the initial assessment. The summative assessment given during a retake session may vary from the original assessment, but will assess the same knowledge and skills.
- **Formative Assessments:** Not all formative assessments lend themselves to retakes. In order to support student learning of material, students will be allowed to redo formative assessments at the discretion of the individual classroom teacher whenever possible. Redos may include fixing

errors to the original work, completing a similar assignment, or having a conversation with the teacher to demonstrate knowledge.

- **Timeline and Scoring:** Plans for redos/retakes must be made with the teacher and completed by the end of the following unit (or prior to the final exam for units falling at the end of the semester). Redos on assessments will be scored at full credit.

Student and Parent Resources:

- MyBigCampus: www.mybigcampus.com
- Syllabus
- Infinite Campus: www.infinitecampus.com
- School Website
- Parent/Teacher Conferences
- Achieve 3000
- Google Docs
- Fitness Gram: www.fitnessgram.net
- www.sparkpe.org
- www.choosemyplate.com

Teacher/Parent Communication: Every effort will be made by the teacher to respond to inquiries from students and from parents/guardians by the end of the first school day following the day upon which the inquiry is received.

Posting of Grades: Every effort will be made by the teacher to post grades on Infinite Campus for review by parents and students within five to seven school days. (Long-range, major projects may require additional time for evaluation.) Missing work should be indicated within two school days of the due date.

Notes from TEACHER NAME: