Welcome! This program at Challenger High School is designed to create individualized fitness plans for students in activities that align with the five components of fitness and the national health and fitness standards. We believe that all students can improve their level of fitness and we provide opportunities and for all students, regardless of fitness level.

**Units Per 9 Week Course:**

**Intro:** Impact of Exercise on the Brain and Baseline Fitness Testing

**Unit 1:** Five Components of Fitness, FITT, Training Principles and Goal Setting

**Unit 2:** Proper Lifting Form and Fitness Improvement

**Unit 3:** Intensity Level, Heart Rate, and Pyramid Training

**Unit 4:** Muscular System/Skeletal System

**Unit 5:** Performance Nutrition

**Unit 6:** Personal Training Fitness Planning

**Unit 7:** Careers in Fitness

**Unit 8:** Injury Prevention and RICE

Be Ready to be Actively Engaged in Class!

**Expectations**

- Attend class daily (5 hours). Classwork at home (7.5 hours) is expected and will be available via Canvas.
- Wear appropriate fitness attire and closed toe/heel gym shoes. Appropriate footwear is essential for your safety. A sweatshirt is recommended for outside activities.
- Bring a water bottle daily.
- Teachers are NOT responsible for lost, stolen, or broken technology devices or belongings.

Be Ready to Demonstrate your Learning!

**Standards Based Grading**

- **Portfolio** - You will complete a Canvas portfolio that includes fitness scores (pre and post), health and fitness challenge lessons, graphic organizers and literacy assignments, and cognitive rehearsal activities.
- **Daily Activities** – You are expected to participate in group and individual activities that promote fitness and health.
- **Midterm/Health and Fitness CBA** – You will take unit quizzes, a midterm, and a final exam. All of the work that you do during the semester will be addressed on the exams. **There are no retakes on the final exam.**
- **Grading Rubrics** – Standards based rubrics will be used to evaluate your progress on formative and summative assessments. You will be evaluated daily on a 4 point Employability Rubric. In order to score a 4 on the rubric, you must suit up, work to improve your fitness, and recognize modifications and safety for yourself and others (See Canvas for Rubrics).
- **Progress** - Your progress is monitored weekly. Progress is at the discretion of the certificated teacher based on weekly evaluations and the students’ ability to complete the required learning benchmarks for that month. If a student fails to make collective progress for all weeks, then monthly progress is unsatisfactory. Student monthly progress is specifically evaluated against progress benchmarks, which are clearly defined in the course for each
month. In addition to the course schedule, these benchmarks may also come in the form of lesson, unit, assignment and/or assessment completion dates. These established progress benchmarks will allow teachers and students to assess the students’ educational progress in meeting the course learning standards. At a minimum, students must turn in at least one assignment per week to maintain a status of “making monthly progress,” but will need to complete all the instructor is asking for each week in order to complete the course on time.

• **Standards** - this course meets the State and School District graduation requirements. This course met the Common Core Standards for Washington State and the National Physical Education Standards.

• Common Core (Math and ELA) [http://www.corestandards.org/](http://www.corestandards.org/)


### ***Example Standards Based Rubric***

<table>
<thead>
<tr>
<th>Standards</th>
<th>Health/Fitness</th>
<th>Emerging 1</th>
<th>Approaching 2</th>
<th>Meeting 3</th>
<th>Exceeding 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 2</td>
<td>They physically tolerate individual applications and tactics related to movement and performance</td>
<td>• Present in class</td>
<td>• Attempts to engage in the learning, but is distracted often.</td>
<td>• Usually engages in the learning and applies the knowledge and skills of the unit to improve performance</td>
<td>• Consistently engages in the learning and applies the knowledge and skills of the unit.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Rarely engaged</td>
<td>• Attempts to apply knowledge and skills of the unit to performance in class and activities.</td>
<td>• Usually collaborates with peers and teacher to improve performance</td>
<td>• Collaborates with peers and teacher to improve performance</td>
</tr>
<tr>
<td>Standard 4</td>
<td>The physically tolerate person exhibits responsible personal and social behavior that respects self and others.</td>
<td>Exhibits less than 2 of the below:</td>
<td>Exhibits less than 5 of the below:</td>
<td>Exhibits most of the below:</td>
<td>Exhibits all of the below:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Exhibits personal responsibility by:</td>
<td>• Exhibits personal responsibility by:</td>
<td>• Exhibits personal responsibility by:</td>
<td>• Exhibits personal responsibility by:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ In the locker room by the bell</td>
<td>□ In the locker room by the bell</td>
<td>□ In the locker room by the bell</td>
<td>□ In the classroom by the bell</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Wearing fitness attire</td>
<td>□ Wearing fitness attire</td>
<td>□ Wearing fitness attire</td>
<td>□ Wearing fitness attire</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Listening when teacher talking</td>
<td>□ Listening when teacher talking</td>
<td>□ Listening when teacher talking</td>
<td>□ Listening when teacher talking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Following directions and norms</td>
<td>□ Following directions and norms</td>
<td>□ Following directions and norms</td>
<td>□ Following directions and norms</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Exhibits social responsibility by:</td>
<td>• Exhibits social responsibility by:</td>
<td>• Exhibits social responsibility by:</td>
<td>• Exhibits social responsibility by:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Modeling positive interactions</td>
<td>□ Modeling positive interactions</td>
<td>□ Modeling positive interactions</td>
<td>□ Modeling positive interactions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Consistently contributes to an academic environment</td>
<td>□ Consistently contributes to an academic environment</td>
<td>□ Consistently contributes to an academic environment</td>
<td>□ Consistently contributes to an academic environment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Engaging in the activity</td>
<td>□ Engaging in the activity</td>
<td>□ Engaging in the activity</td>
<td>□ Engaging in the activity</td>
</tr>
</tbody>
</table>

**Redo/Late Work Policy** - Our focus is on student learning how to create individual life long fitness plans. Some students progress at different speeds. We believe that students should have more than one opportunity to demonstrate what they have learned. With this in mind, we have developed the following policy for retaking tests:

1. Any student who wishes to improve their test grade may retake any exam, except the final exam.
2. A test or assignment must be redone during the quarter grading period and prior to the final turn in date.
3. All assignments can be accessed in Canvas and turned in via canvas, email, or in hard copy.

**Be Proactive about your Health and your Class Work!**

**Absences and Medical Excuses**

• You may make up a missed day that is an excused absence (Up to 5 missed days). Unexcused absences may not be made up.

• If you have a medical excuse, you must bring a note from your doctor or parent/guardian. We encourage you to **suit up and modify your activity** (for up to a full 4 points on the rubric) rather than sit out. Please call the school if an injury will be keeping you out of PE for an extended period of time. Other arrangements will be made to accommodate you.

**Signature Page**

I have read and understand the course requirements for Challenger High School’s Introduction to Fitness Program. Please fill out the below information, sign, and return the signature page to your teacher. Thank you!

**STUDENT INFO:**
Student Name (Printed):______________________________Signature:________________________Date:______

Student Email:__________________________________________

GUARDIAN INFO:

Guardian Name:__________________________Signature:___________________________Date:______

Guardian Email:___________________________________________

Home Phone:___________________________________Alternate Phone:________________________

***Email and Twitter are the best ways to communicate with the teacher. Please provide an email address.

Teacher Email: mwidmann@bethelsd.org

@MissyWidmann

Questions, Comments, Concerns?

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

Please circle the appropriate statement below if you have written down a question, comment, or concern:

☐ Just letting you know. We can talk later.

☐ Please contact me as soon as possible via phone or email.

☐ I/We would like a guardian meeting as soon as possible.