**Minnesota Virtual Academy Online Syllabus for**

***Physical Education 1 (PE A)***

**Teacher Name: Michelle Andres**

**Teacher Phone Number: 1-218-297-4671**

**Teacher Skype Username: michelle.andres3**

**Teacher E-mail: michelle.andres@hps294.us**

**Class Connect Times: Mondays at 12 pm**

*Targeted Instruction: Wednesdays/Thursdays at 12 pm or by appointment each school day*

**Teacher Contact Time**

Class Connect sessions are designed to provide instructional, academic, and social support to our students. These sessions are provided to tie the lessons within the Online Learning System and the MN standards together to improve student achievement. Class Connects sessions are conducted via Blackboard. The times scheduled for Class Connects are listed above. ***Attendance for Class Connect sessions is mandatory.  Attendance is recorded by attending class live or by watching the recording and submitting the required documentation to your teacher.***

The instructor will respond to students within 24 hours on scheduled school days, Monday through Friday, unless the teacher has previously notified their students that they will be unavailable for a period of time. Non-verbal communication is the primary communication platform for MNVA-High School teachers, students, Learning Coach, and administration. Often, the information is time-sensitive, and many items require a specific response. Most communications to MNVA-High School students will be sent via e-mail. However, teachers might use other methods such as Skype or phone calls to contact students if that method is preferred.

Major projects or research papers submitted by the students will be processed and graded within a week.

**Student-to-Teacher Communications**

Students may contact the teacher using the following methods:

Teacher Skype Username: michelle.andres3

Teacher Phone and voicemail: 1-218-297-4671

Teacher E-mail: michelle.andrs@hps294.us

**Student Attendance Expectations**

**Attendance Policy**

The Minnesota Virtual Academy school year is 174 days in length and students should participate 6 hours a day for 5 days a week. The overall attendance should equate to 6 hours daily; the daily online lessons would be a large portion of this overall time. Daily, teachers will verify the attendance hours and active participation in the course and document additional attendance hours spent in curricular activities outside D2L to capture a student’s overall attendance. It is this overall attendance that should equate to 6 hours daily; the D2L hours would be a large portion of this overall time. For students who do not demonstrate adequate attendance hours and active participation in their course, teachers will notify parents/guardians of the attendance concern, discuss the situation, and record an absence(s), if warranted. For students who do not show improved attendance hours and active participation in their course, teachers, advisors, and administration will notify parents/guardians of the attendance concern, discuss the situation, and record an absence(s), if warranted.

**Absences**

Under Minnesota Compulsory Attendance law, children ages 7 – 18 must go to school every day. Children under age seven who are enrolled in kindergarten or a higher grade are also subject to the law. A student is considered absent if they miss 1 or more hours of a school day. ***Students are expected to participate in all classes assigned each day.*** Missing a class period, which generally fills one hour of school, will be reported as an unexcused absence, unless it meets the requirements for excused absences and the school has been notified in advance. **A school day is comprised of the following, and missing any of these will result in an absence for the day:**

a. The scheduled online lessons in the D2L

b. D2L lessons, equaling approximately 6 hours of school work (for full-time students) must be complete in the D2L (Minn. Stat. §120A.41)

c. Ideally students will complete each subject on a daily basis, or as scheduled weekly

within the default settings. If students wish to modify their assigned schedules, this

may be done if it is agreed upon by their assigned classroom teacher(s) involved in the modified schedule;

d. Online work must be verifiable. Work is verified by completing both online and offline

activities, assignments, and assessments. If online work should ever need verification

for authenticity, students and/or learning coaches must submit all paper copies of said activities, assignments and/or assessments to their assigned homeroom teacher by the due date given;

f. The scheduled direct service instruction provided by a special education teacher, English Learner teacher or other specialist, as outlined in the student’s service agreement.

**Recording Attendance**

Good attendance is essential for school achievement and success**. If your child is ill or has a valid excuse for the absence, you must notify the school by reporting it on our online e-form, posted on our school website and made available through the school advisors and homeroom teachers.** Teachers are solely responsible for reporting unexcused absences. Daily, teachers will verify the attendance hours reported in D2L by reviewing the time spent on completed lessons and will document additional attendance hours spent in curricular activities outside the D2L platform to capture a student’s overall attendance. It is this overall attendance that should equate to 6 hours daily. For students who do not demonstrate adequate attendance hours and active participation in their coursework, unexcused absences will be reported for that day.

**Excused and Unexcused Absences**

**Parents or legal guardians must report all student’s absences to the attendance e-form prior to the student absences. Absences may be excused because of illness, religious observance or instruction, family emergency, funeral and bereavement, or for medical, dental, orthodontic or counseling appointments. All other absences are presumed to be unexcused (Minn. Stat. 120A.22, Subd. 12). Excessive excused absences for medical reasons may require doctor’s verification of the absences.**

If a student is having attendance or academic concerns, a meeting may be scheduled to discuss the situation. The school or the parents/guardians can request this meeting. Possible solutions might include: the child’s participation in an attendance plan, referral to a community agency for counseling, tutoring, mediation, modification of the child’s schedule, educational assessments, accompanying the child to Class Connects and attending virtual classes for one day, or referral of the child to alternative educational programs and services available in the district. If the school mandates that the student is to attend a virtual all-day work session (i.e. complete work in Black Board Collaborate under the supervision of teachers who can monitor and assist the student) and the student does not attend, it will be counted as an unexcused absence.

**Truancy**

A student who has missed three or more class periods for three or more days is considered a “continuing truant” under the law (Minn. Stat. §260A.02, Subd. 3). A student who is absent for one or more class periods for seven school days or more is considered an “habitual truant” under the law (Minn. Stat. §260C.007, Subd. 19. A parent or guardian must compel the attendance of a child at school pursuant to Minn. Stat. §120A.22. Failure to meet this obligation may result in legal action. In cases of habitual truancy, both a parent and child may be subject to juvenile court proceedings, if deemed necessary by the child’s resident county. If the child is referred to juvenile court for truancy (applicable to children age twelve and over), the child may be subject to a variety of court-ordered dispositions, including suspension, restriction or delay of the child’s driving privileges, pursuant to Minn. Stat. §260C.201.

If a student is having attendance concerns, parents may schedule a meeting with appropriate school personnel to discuss solutions to a child’s truancy. Possible solutions might include: the child’s

participation in an attendance plan, referral to a community agency for counseling, tutoring, mediation, modification of the child’s schedule, educational assessments, accompanying the child to school and attending classes for one day, or referral of the child to alternative educational programs and services available in the district.

**Vacations and Extended Breaks**

Families wishing to take vacations or extended breaks during the school year must notify either their student’s grade level advisor or homeroom teacher of the absences prior to the vacation. **Extended breaks must have approval from the Administration if the vacation is planned for more than three days.** Failure to notify the school personal in advance of the absence will result in the day(s) being marked as unexcused absences and subject to all Minnesota school attendance laws.

**School Closings**

Because MNVA is a virtual school, we are not subject to school closings due to inclement weather. Students are expected to log in and participate in their daily classroom schedule, even when Houston Public School’s traditional sites are closed.

**Academic Support Available**

Each student, in addition to the availability of scheduling one-on-one sessions with the instructor, homeroom teacher, and counselor assigned to offer assistance. The homeroom teacher will be monitoring individual class attendance, work with their homeroom students to complete the PLP (personalized learning plan) and checking in with their student to provide support in terms of academics and any school related issues. The counselors serve to ensure the student is enrolled in the necessary coursework, both for graduation requirements and preparation for pursuits beyond high school.

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| **Technical Support Available**  If a student is using his/her home computer, the student is responsible for computer hardware and software issues. If a technical need arises in regard to course material or a course CD, the student should contact K12 Technical Support at (866) 512-2273 and the technical support staff will assist him/her with the issue. If an MNVA-HS student is experiencing difficulties with an MNVA-HS-supplied computer, the student should contact K12 Technical Support immediately at (866) 512-2273 so the repair can begin promptly. The student should contact his/her teachers and the MNVA-HS office toll-free at (866) 215-2292 option 4 if he/she is experiencing technical issues. |

**Communications with Resident District for Part-time Students**

**Format and Frequency of Reports:**

The Lead Academic Advisor faxes grades at mid-semester and the end of the semester to the local school contact person, the parent and the student. If requested by the enrolling district, progress reports are faxed on a more regular basis.

**Format and Frequency of Communication:**

The Lead Academic Advisor phones or emails the enrolling district if any of the following issues arise:

Plagiarism

Lack of Attendance

Lack of Progress toward Course Completion

Compliance requirements due to 504 Plans or IEPs.

**Final Grades and Submission:**

The Lead Academic Advisor faxes final grades within 10 days of the end of the semester unless the enrolling district has requested the grades earlier.

**Course Outline**

**Course Name: Physical Education 1 (OTHO2OA)**

**Course Credits:1**

**Course Prerequisites: none**

**Course Description:**

This course combines online instructional guidance with student participation in weekly cardiovascular, aerobic, muscle-toning, and other activities. Students fulfill course requirements by keeping weekly logs of their physical activity. The course promotes the value of lifetime physical activity and includes instruction in injury prevention, nutrition and diet, and stress management.

**Topic Outline:**

**Unit 1: Health Benefits of Physical Fitness**

Students receive an overview of why physical fitness is important and how to prepare for workouts through stretching. Students read online content in Lesson 1, and engage daily in a physical activity of their choice for at least 30 minutes, recording what they’ve done in an activity log, which is then signed by a parent or other responsible adult and submitted to the teacher.

**Unit 2: Create Your Physical Fitness Plan**

Students create a personalized, semester-long exercise and fitness program tailored to their specific interests and abilities. Students read online content in Lesson 1, and engage daily in a physical activity of their choice for at least 30 minutes, recording what they’ve done in an activity log, which is then signed by a parent or other responsible adult and submitted to the teacher.

**Unit 3: Cardiovascular and Respiratory Health**

Students learn how regular cardiovascular exercise can help keep them fit for life. They find out how to measure their heart rate and gauge the effectiveness of their aerobic workout. Students read online content in Lesson 1, and engage daily in a physical activity of their choice for at least 30 minutes, recording what they’ve done in an activity log, which is then signed by a parent or other responsible adult and submitted to the teacher.

**Unit 4: Muscle Strength, Endurance, and Flexibility**

Students learn about the body’s major muscle groups and how to exercise them safely and effectively. Students read online content in Lesson 1, and engage daily in a physical activity of their choice for at least 30 minutes, recording what they’ve done in an activity log, which is then signed by a parent or other responsible adult and submitted to the teacher.

**Unit 5: Nutrition and Hydration**

Students learn what nutrients their body needs and how their body processes different types of food. Students read online content in Lesson 1, and engage daily in a physical activity of their choice for at least 30 minutes, recording what they’ve done in an activity log, which is then signed by a parent or other responsible adult and submitted to the teacher.

**Unit 6: Safety and Treating Sports Injuries**

Students learn safety techniques and what to do in case of an injury. Students read online content in Lesson 1, and engage daily in a physical activity of their choice for at least 30 minutes, recording what they’ve done in an activity log, which is then signed by a parent or other responsible adult and submitted to the teacher.

**Unit 7: Judging Media Images and Marketing Claims**

Sports equipment companies promote idealized and sometimes unrealistic body images; other manufacturers tout their supplements, powders, or pills as a fast track to physical fitness. Students learn to distinguish between fact and fantasy. Students read online content in Lesson 1, and engage daily in a physical activity of their choice for at least 30 minutes, recording what they’ve done in an activity log, which is then signed by a parent or other responsible adult and submitted to the teacher.

**Unit 8: Selection and Maintenance of Fitness Equipment**

Students learn how to make good decisions in choosing what equipment to buy and how to take care of it. Students read online content in Lesson 1, and engage daily in a physical activity of their choice for at least 30 minutes, recording what they’ve done in an activity log, which is then signed by a parent or other responsible adult and submitted to the teacher.

**Unit 9: Revise Your Physical Fitness Plan**

At the halfway point in the semester, students examine their progress, reassess their goals, and—if necessary—revise their plan. Students read online content in Lesson 1, and engage daily in a physical activity of their choice for at least 30 minutes, recording what they’ve done in an activity log, which is then signed by a parent or other responsible adult and submitted to the teacher.

**Unit 10: Individual Physical Activities/Sports**

Students learn benefits of working out on their own and individual sports. Students read online content in Lesson 1, and engage daily in a physical activity of their choice for at least 30 minutes, recording what they’ve done in an activity log, which is then signed by a parent or other responsible adult and submitted to the teacher.

**Unit 11: Team Sports and Competitive Activities**

Students learn about team sports and the thrill of competing. Students read online content in Lesson 1, and engage daily in a physical activity of their choice for at least 30 minutes, recording what they’ve done in an activity log, which is then signed by a parent or other responsible adult and submitted to the teacher.

**Unit 12: Rules and Strategies**

Students examine one individual and one team sport in greater detail. They research the history, rules, strategies, and health benefits of the two sports. Students read online content in Lesson 1, and engage daily in a physical activity of their choice for at least 30 minutes, recording what they’ve done in an activity log, which is then signed by a parent or other responsible adult and submitted to the teacher.

**Unit 13: Personal and Social Behavior**

Students learn what constitutes good sportsmanship. Students read online content in Lesson 1, and engage daily in a physical activity of their choice for at least 30 minutes, recording what they’ve done in an activity log, which is then signed by a parent or other responsible adult and submitted to the teacher.

**Unit 14: Diversity and Multiculturalism**

Students learn about how those of different backgrounds and abilities have made the most of their opportunities in sports and physical activities. Students read online content in Lesson 1, and engage daily in a physical activity of their choice for at least 30 minutes, recording what they’ve done in an activity log, which is then signed by a parent or other responsible adult and submitted to the teacher.

**Unit 15: Skill Enhancement: Motor Skills and Movement Patterns**

Students learn the principles of biomechanics and movement patterns, and gain an understanding of how basic physical laws govern athletic performance. Students read online content in Lesson 1, and engage daily in a physical activity of their choice for at least 30 minutes, recording what they’ve done in an activity log, which is then signed by a parent or other responsible adult and submitted to the teacher.

**Unit 16: Career Options**

Students learn the wide variety of job opportunities that exist in sports and fitness fields. Students read online content in Lesson 1, and engage daily in a physical activity of their choice for at least 30 minutes, recording what they’ve done in an activity log, which is then signed by a parent or other responsible adult and submitted to the teacher.

**Required Texts and / or educational materials**

**No text required. All materials needed are online.**

**Minimum Technical Requirements**

***Phones and tablets cannot run all necessary programs at MNVA***

Students may use either a Mac or PC with the following capabilities:

 Speed: 1.8 GHz or better

 RAM: 512 MB (minimum)

 Disk space: 20 GB or more

 CD-ROM or DVD drive

 Monitor: 15-inch flat panel

 Audio: 16-bit sound card

 Modem: 56 kbps (minimum)

 Microphone and speakers

 Operating system: Windows XP SP2 or better

 Microsoft® Internet Explorer version 6.0

 Adobe® Reader®

 Macromedia Flash™

 Shockwave™

 QuickTime®

Students are expected to be competent in using current technology appropriate for this class. Such technology may include word processing, spreadsheet, and presentation software. Ability to use the Internet and e-mail, download files from e-mails and the Internet, and attach files to e-mails and upload files is also required.

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| **Final Exam (Date, Time and Location)**  **No final exam** |

**Extra Credit Option (If available)**

**There will be different options over the course of the semester. Please read your email and class announcements for extra credit opportunities.**

**Assessment of Student Work**

**Grading**

During online courses, students will receive grades for homework assignments, quizzes, tests, projects, participation and other activities. **Students will be able to see their grades at any time by going to their grade books.** If students have questions about grading procedures, they should contact their instructors. ***Students are required to save their work throughout the semester.*** By saving their work, students will be able to retrieve any assignments in question and review them with their teachers in the event of a dispute or question over a grade.

*It is important for you to understand how this course is designed and how points will be awarded as you progress through the course or material. Your participation in all the different assignments is crucial to your success. Review the information below and be sure to ask if you have any questions you may have regarding how your grade will be calculated.*

### Grading Information for Physical Education 1

It is important for you to understand how this course is designed and how points will be awarded as you progress through the course or material. Your participation in all the different assignments is crucial to your success. Review the information below and be sure to ask if you have any questions you may have regarding how your grade will be calculated.

| **Activity** | **% of Total** |
| --- | --- |
| Daily quizzes and Exit Tickets from Class Connect sessions | 48% |
| Research report | 3% |
| Journal (also called activity log) | 49% |
| Total | 100% |

### Detailed Grading Information

All assignments are important to your learning and success in this course. Be sure to use the gradebook to keep track of your scores.

You will receive points in this class from 3 sources:

**1. Daily quizzes**

**2. Weekly journals**

**3. Exit Tickets from Class Connect sessions**

**4. Research Report**

* Daily quizzes (2 points each): Each ***school day*** you need to be physically active for 30 minutes. Your choice of physical activity is up to you. Pick activities you enjoy and try some new activities too. Please ask if you are unsure what to do for your minimum of 30 minutes of physical activity each school day. The 30 minutes can be broken up into two 15 minute segments. The 30 minutes doesn’t have to be completed all at the same time. The daily quiz is one T/F question asking you if you were active for 30 minutes.
* Weekly Journal (10 points each): At the end of each week/unit you will submit your journal (activity log) to the drop box. **The activity log is a detailed description of what you did each school day.** The template can be found in the drop box for the unit, under course materials, and on your calendar/plan. You need to complete all areas of the activity log/journal (activity type, intensity level, duration, and location), ***including the unit question***.
  + ***Each unit has a separate question about the content covered. You will need to answer in the notes section of the template (found at the bottom).*** Incomplete answers for the unit question (each unit has a different question) will result in 2-point deduction in your journal/activity log. All the questions are listed below.
  + ***Every Monday we will start a new unit.*** At the end of each week the unit will be due. ***\*New this year…some units will have 5 school days and some units will have less, depending on the school calendar and holidays/non-school days.***
* Exit Tickets (5 points): Each week we have a class connect session. You are required to attend live or watch the recording. At the end of the class connect session there will be a question (exit ticket). You answer the question (exit ticket) by uploading your answer to the submission folder (like an assignment).
* Research report (10 points): Unit 12 has an additional assignment called the research report on 2 different sports. More details to come when we are working on unit 12.

#### Unit/weekly questions:

Answer each of these in your journals you submit at the end of the week.

#### Week 1 In the notes section of your journal/activity log share with me what type of physical activities you enjoy and/or ones you haven’t tried and would be interested in learning more about those activities.

#### Week 2 In the notes section of your journal tell me what your goal is for the semester and what your plan is for this class and reaching your goal.

#### Week 3 In the notes section of your journal share with me your **target heart rate. Refer to the content reading day 1 (3.01 reading) for help.**

#### Week 4In the notes section of your journal you need to tell me **1 strength training exercise discussed from lesson 4.01** that you tried. You can pick more than one, but you need to **pick one, practice the movement with good form, and then tell me about it.** Was it hard? Would you keep doing the exercise and other details from the activity?

#### Week 5 In the notes section of your journal you need to tell me what **a healthy lunch would look like for an active teenager**. (Remember the importance of vegetables and make sure you include something to drink)

#### Week 6

**In the notes section of your journal you need to explain to me what RICE stands for in-terms of sports injuries and when you would use RICE. Also, there is a new acronym many in the sports rehab area are using. Do you know what that is?**

#### Week 7

In the notes section of your journal you need to **explain why or why not we should believe the marketing claims of many nutritional supplements and weight loss/gain commercials.**

#### Week 8

In the notes section of your journal you need to **explain what a person should keep in mind when shopping for personal fitness equipment. For example, clothes and or shoes.**

#### Week 9

In the notes section of your journal **please reflect back over the first quarter of the semester and tell me how the course has gone for you. Have you been working toward your goal you set at the beginning of the year?  Do you need to adjust and/or modify your goal?  If so, what changes are you going to make?**

#### Week 10

In the notes section of your journal please tell me **why you would or wouldn’t recommend a team sport to a friend. What are the benefits of an individual sport?**

#### Week 11

In the notes section of your journal tell me some positive aspects of team sports and negatives aspects of team sports.

#### Week 12

In the notes section of your journal share with me what your thoughts on the research report experience.  Did you enjoy researching?  How would you change the project/report?

#### Week 13

In the notes section of your journal tell me if you would rather be a star on a sports team which hasn't won a game or an athlete who doesn't get to play very much on a team which is unbeaten.  Why or why not.

#### Week 14

In the notes section of your journal share with me which athlete in history (from the reading in the unit) you admire the most any why.

#### Week 15

In the notes section of your journal tell me what bio-mechanics are and why they are important for sports.

#### Week 16

In the notes section of your journal tell me some career ideas/options you are interested in for your future.

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| **MNVA-HS Grading Scale**   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | 93-100 = A | 4.0 | 83-86 = B | 3.0 | 73-76 = C | 2.0 | 63-66 = D | 1.0 |  | | 90-92 = A- | 3.7 | 80-82 = B- | 2.7 | 70-72 = C- | 1.7 | 60-62 = D- | 0.7 |  | | 87-89 = B+ | 3.3 | 77-79 = C+ | 2.3 | 67-69 = D+ | 1.3 | 0-59 = F | 0 |  | |

**Late Work Policy:**

Graded assignments—whether teacher scored or computer scored—must be completed and submitted no later than midnight on the due date. Zeros will be entered for assignments not submitted by due dates. ***Students will be given the opportunity to submit late work for full credit with the exception of all work for units 1-7 will be due by mid-semester cutoff.*** The remainder of the course units (8-16) will be due by the last day of the semester. Please reach out to me if you need an extension before the due dates.

If extenuating circumstances prevent you from completing work before a deadline, please contact your teacher in advance. The late policy may be adjusted on a case by case basis at the discretion of the teacher. Students with IEPs and 504 Plans may be subject to a different policy as stated in their IEP or 504.

**Policy for Addressing Academic Dishonesty**

If a student is found plagiarizing or cheating, disciplinary action will be taken. The student will be notified by the teacher regarding the plagiarism. The teacher will also send notification of the plagiarism to the MNVA-HS office to be placed in the student’s file.

●**First offense**: the student will be required to redo the assignment. Based on the teacher’s syllabus, the student’s grade will reflect a reduction of points for the plagiarized assignment.

●**Second offense**: the teacher will notify the student and his/her learning coach and arrange a meeting to discuss plagiarism and establish a system to ensure the behavior stops. The student will receive a zero on the assignment or be asked to redo it for partial credit.

●**Third offense**: a meeting will be called between the student, learning coach, teacher, advisor and administrator to address the recurrent plagiarism and discuss an academic plan to correct the problem and increase the student’s understanding of academic integrity.

***Repeated offenses may result in the recommendation that the student be removed from the course. Removal from a course is subject to authorization by administration and, where necessary, will result in a failing grade in the course for the semester.***

**Minnesota Academic Standards Alignment (If no Minnesota Academic Standards exist, alignments follow national professional standards.)**

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| The Physical Education class aligns with the elements of the National Academic Standards of Physical Education.  **Standard 1** - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.  **Standard 2** - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.  **Standard 3** - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.  **Standard 4** - The physically literate individual exhibits responsible personal and social behavior that respects self and others.  **Standard 5** - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. |