**Minnesota Virtual Academy Online Syllabus for**

***Physical Education 2 (PE B)***

**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 1 pm**

*Targeted Instruction: Wednesdays/Thursdays at 1 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 2 (OTHO2OA)**

**Course Credits:1**

**Course Prerequisites: PE 1**

**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 participating in their choice of physical activity along with research, discussions, quizzes, and projects on several different physical education topics to meet the national physical education standards. The course promotes the value of lifetime physical activity and includes instruction in goal setting, aquatics, outdoor pursuits, fitness activities, nutrition and diet, rhythmic activities/dance, and stress management. Students may enroll in the course after they have met the requirements of PE 1.

**Topic Outline:**

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| **Unit 1** | **Intro and creating a Personal Fitness Plan** |
| **Unit 2** | **Cardiovascular and Respiratory health**  Students will calculates THR (target heart rate and applies information to their fitness plan. Students will identify issues associated with exercising in heat, humidity, and cold. |
| **Unit 3** | **Outdoor Pursuits and Fitness Activities** |
|  | Students will demonstrate competency in 1 or more specialized skills in health-related fitness activities. Students will apply the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics, and/or outdoor pursuits. |
| **Unit 4** | **Rhythmic Activities/Dance** |
|  | Students will demonstrate competency and/or refines activity-specific movement. Students will demonstrate competency in dance forms used in cultural and social occasions and demonstrate competency by choreographing or performing. Students will identify examples of social and technical dance forms. Students will compare similarities and differences in various dance forms. Students will exhibit proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance.  Students will identify the uniqueness of creative dance as a means of self-expression. |
| **Unit 5** | **Nutrition** |
|  | Students will investigate the relationship among physical activity, nutrition, and body composition. Students will relate physiological responses to individual levels of fitness and nutritional balance.  Students will identify the different energy systems used in selected physical activity (adenosine triphosphate and phosphocreatine, anaerobic glycolysis, aerobic). Students will create a snack plan for before, during, and after exercise that addresses nutrition needs for each phase. |
| **Unit 6** | **Self-Assessment & Revising Fitness Plan** |
|  | Students will create a practice plan to improve performance for a self-selected skill. |
| **Unit 7** | **Technology and Physical Activity**  Students will analyze and apply technology and social media as tools for supporting a healthy, active lifestyle.  Students will adjust pacing to keep heart rate in the target zone, using available technology (pedometer, heart rate monitor) to self-monitor aerobic intensity. |
| **Unit 8** | **Aquatics** |
|  | Students will demonstrate competency and/or refines activity-specific movement skills in 2 or more lifetime activities. Students will refine activity specific movement skills in 1 or more lifetime activities. |
| **Unit 9** | **Weightlifting (muscular strength, endurance, and flexibility)** |
|  | Students will demonstrate appropriate technique in resistance training machines and free weights. Students will design and implement strength and conditioning program that develops balance in opposing muscle groups and supports a healthy active lifestyle.  Students will identify types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive, neuromuscular facilitation (PNF), dynamic) for personal fitness and development (strength, endurance, range of motion). Students will identify the structure of skeletal muscles and fiber types as they relate to muscle development. |
| **Unit 10** | **Stress Management Strategies & Physical activity** |
|  | Students will identify stress-management strategies (mental imagery, relaxation techniques, deep breathing, aerobic exercise, and meditation) to reduce stress. Students will apply strategies from above. |
| **Unit 11** | **Lifelong Physical Fitness Opportunities in your Community** |
|  | Students will discuss befits of a physical active lifestyle as it relates to college or career productivity. Students will evaluate the risks and safety factors that might affect physical activity preferences throughout the life cycle.  Students will analyze the impact of life choices, economics, motivation, and accessibility on exercise adherence and participation in physical activity in college or career settings. Students will create and implement a behavior modification plan that enhances a healthy, active lifestyle in college or career setting.  Students will design a fitness program, including all components of health-related fitness, for a college student and an employee in the learner's chosen field of work.  Students will analyze the components of skill-related fitness in relation to life and career goals and designs an appropriate fitness program for those goals. |
| **Unit 12** | **Summarize Physical Fitness Experience and Final Reflection** Students will demonstrate competency and/or refines activity-specific movement skills in 2 or more lifetime activities. Students will refine activity specific movement skills in 1 or more lifetime activities. Students will evaluate - according to their benefits, social support network, and participation requirements - activities that can be pursed in the local environment. Students will identify the opportunities for social support in a self-selected physical activity or dance. Students will evaluate the opportunity for social interaction and social support in a self-selected physical activity or dance. |

**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)**  **Final reflections will be due by 3pm on the last day of the semester along with the physical education quiz.** |

**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.

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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 |  | |

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|  | **Assignments for each unit are listed below**  *\*In addition to the assignments listed below there will be a weekly* ***Class Connect*** *session you are required to attend for Physical Education 2. You have the option to attend live or watch the recording. You will earn* ***5 points*** *for submitting your exit ticket to the corresponding submission folder.* |  |
| **Unit 1** | Syllabus Quiz (5 pts ) | **35 pts** |
|  | Personal Fitness Plan (20 pts)  \* Vocabulary quiz (10 pts for completion – same quiz will be the final) |  |
| **Unit 2** | Heart rate worksheet (10 pts)  Quiz ( 5 pts) | **15 pts** |
| **Unit 3** | Outdoor pursuits form and discussion board (20 pts) Fitness activities form submitted (15 pts) | **35 pts** |
| **Unit 4** | Discussion board (10 pts) Creating a dance/video (10 pts) Quiz (10 pts) | **30 pts** |
| **Unit 5** | Nutritious Choices (10 pts) Ted Talk Discussion (10 pts) 1 day healthy food log (10) | **30 pts** |
| **Unit 6** | Paragraph with plan for improvement /reflection (10 pts) | **10 pts** |
| **Unit 7** | Technology assignment (10 pts) Discussion Board (10 pts) | **20 pts** |
| **Unit 8** | Swimming checklist (10 pts) Discussion board (10 pts) | **20 pts** |
|  | Demonstration video (10 pts)  Quiz (10 pts) | **30 pts** |
| **Unit 9** | Circuit training plan/weightlifting plan share on DB (10 pts) |  |
| **Unit 10** | Paragraph/reflection implementation of stress management strategies (10 pts) | **20 pts** |
|  | Assignment/Quiz (10 pts) |  |
| **Unit 11** | DB (10 pts)  Behavior modification/fitness plan for college/career setting (10 pts) | **20 pts** |
| **Unit 12** | 1. Opportunities in community (10 pts) 2. **Final Reflection (DB) 20 pts**  \* Final: Vocabulary Quiz (10 pts) | **40 pts** |
|  | ***There will be opportunities throughout the course for extra credit***  ***There could be changes to these over the course of the semester.*** |  |

**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 1-4 will be due by mid-semester cutoff.*** The remainder of the course units (4-12) 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. |