Wellness 7
Instructor: Todd Gilman, 2019-2020

Course Overview: Health - Wellness - Physical Education

All students will be engaged individually, collaboratively and at times in small group activities in class space to maintain a daily routine which includes developing, comprehending, and applying key concepts to maintain an active and healthy lifestyle through initiatives which blend physical movement, fitness and classroom instruction.

Key Concepts include: Student’s developing strategies that create opportunities to access reliable information, make responsible decisions, set goals and manage outcomes and expectations. The Six Dimensions of Wellness which are Physical, Social, Intellectual, Spiritual, Emotional, and Occupational provide the foundation for all learning.

Units and Activities: What will we be learning about and doing in this course?

The 7th grade Wellness curriculum is designed to engage students in the classroom environment so they can state: I can define exercise and the benefits of exercise, I can identify influences, I can understand forms of communication, and I can analyze - cope; self manage physical and social behavior.

A key underlying foundation of the 7th grade curriculum is the vision of SHAPE America that states: “Our Vision: Healthy People-Physically Education and Physically Active.” Within this context, students can create opportunities within the Wellness Anchor Standards.

The Wellness curriculum that involves physical education activities is designed to engage and enlighten students to participate actively in the following units: Team based games; Collaboratively games; soccer, team handball, speedball, basketball, volleyball, badminton, ultimate frisbee, dance and Fitness Gram training.

Standards: What knowledge and skills will I gain by the end of this course?

This course will assess the knowledge and skills students build in key Anchor Standards and Content Standards.

Anchor Standards:

Analyzing Influences: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Accessing Valid and Reliable Information: Students will demonstrate the ability to access valid information and products and services to enhance health.

Interpersonal Communication: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
**Decision Making:** Students will demonstrate the ability to use decision-making skills to enhance health.

**Self-Management:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Content Standards:** This course builds student knowledge using the National Health and Physical Education standards. You can find the standards here: [https://www.shapeamerica.org/standards/default.aspx](https://www.shapeamerica.org/standards/default.aspx)

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**Assessment of Learning**

**Assessment Types:**
Three types of assessments will be used to determine if you have gained the necessary knowledge and skills of this course: Formative assessments, Summative assessments, and Habits of Work for Learning. Each is briefly described below:

- **Formative Assessments:** *Formative* = *Forming my knowledge and skills.* Formative Assessments receive a weight of .1 in the overall grade. Formative assessments are information for teachers, students, and parents on the progress students are making as they practice gaining knowledge and skills found in Anchor Standards. Teachers use the results of these assessments as data to understand individual student learning needs, adjust instructional pathways, and modify lessons to help students better meet course standards. Students use the results of these assessments to determine how they are progressing and to plan steps to ensure their success.

- **Summative Assessments:** *Summative* = *Summation of my knowledge and skills.* Summative Assessments can receive three different weights: 1, 1.5, or 2 depending on the size of the assessment, and therefore have the greatest impact on the Overall Course Mastery Grade. Summative assessments are used as a measure of independent student achievement in Anchor Standards. Throughout this course, summative assessments provide benchmark student achievement data. A summative assessment will always have clear scoring criteria for students to understand how they are performing.

- **Habits of Work for Learning:** Habits of Work for Learning (HOWLs) are skills and dispositions that are essential to the learning process but do not provide evidence of what a student knows or can do in relation to content. WUHSMS teachers work to foster Habits of Work for Learning in three categories: preparation, participation, and perseverance.

**Assessment Scoring:**
Teachers will provide framing for summative assessment scores using proficiency level scoring criteria for grading similar to the example below:

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### Anchor Standard: Computational Modeling

| Course Standards: NGSS HS-L2-1 Use mathematical and/or computational representations to support explanations of factors that affect the carrying capacity of ecosystems at different scales. NGSS HS-LS2-4 Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem. |
|---|---|---|---|---|---|---|---|
| 1.0* | 1.3* | 1.7* | 2.0 | 2.3 | 2.7 | 3.0 | 3.3 | 3.7 | 4.0 |
| NC* | NC* | NC* | C | C+ | B- | B | B+ | A- | A |
| Beginning | Approaching | Proficient | Distinguished |
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<table>
<thead>
<tr>
<th>Representation</th>
<th>I can identify the components of a system.</th>
<th>I can represent the components of a system using numbers or variables.</th>
<th>I can show connections between components of a system using a computational model.</th>
<th>I can use mathematics and/or a computational representation to make predictions about how changing one variable or component will affect the system.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computational Modeling &amp; Analysis</td>
<td>I can use a given computational model to explore relationships between components of a system.</td>
<td>I can use a given computational model as evidence to support a claim or explanation of a system.</td>
<td>I can create and/or revise a computational model and use it as evidence to support a claim or explanation of a system.</td>
<td>I can expand the computational model to illustrate how a change in a system component can impact all other relevant components.</td>
</tr>
</tbody>
</table>

*scores in the “Beginning range” are well below proficient and thus they are below passing.

**HOWL Scoring:**
HOWLs will be scored at least once per checkpoint, and will be based on the frequency with which students demonstrate each of the habits: preparation, participation, and perseverance.

**How is my Overall Course Grade Determined?**
Overall course grades will be reported as letter grades and will be comprised of:
- Formative & Summative Scores: 95%
- HOWLs: 5%

For more information, please see the WUHSMS student handbook.

**Communication:**

**How Do I Know My Grades?**
- On Summative Assessments, a teacher will provide both a 4-point grade and a letter grade.
- You can monitor your progress in the following ways:
  - By reading feedback and scoring returned to students on summative assessments
  - By monitoring the scores and Overall Course Mastery Grade in the Parent/Student portal on JumpRope
  - By monitoring the grades sent home quarterly through report cards

**Where Can I Find This Syllabus during the School Year?**
- This syllabus will be available on the school website in each subject’s department tab once the school year is up and running.

**How Do I See What’s Due?**
- Summative assessment due dates and handouts are posted to the blue “Upcoming Assessment” section of the JumpRope Parent/Student Portal on or before the day they are assigned to students.

**How Do I See What’s Past Due?**
- If a student is missing an assessment, it will be listed in the red “Missing Assessment” section of the JumpRope Parent/Student Portal along with any attachments.

**Best Way to Contact Me:**
Please contact me via email and I will return and email to you as soon as possible. Please email me at tgilman@wcsu.net

802-457-1317 X1110

**Materials:**

_Students should arrive in class with a notebook for Wellness. Students should also have a 3 ring binder where handouts for each class can be organized. Lastly, each student should have a small package of 3x5 lined index cards, pencils and pens._

**Schoolwide Procedures:**

_Please see the Student Handbook for Procedures and Policies related to: Due dates and deadlines, extra credit, retaking assessments, and turnaround time for grade entry._

**Personal Mobile Devices:** This class will follow the procedures outlined in the student handbook

**Classroom Expectations:**

_Wellness expectations are as follows: Please arrive at class on time and prepared for the days lesson. Student’s are expected to be engaged and work with the teacher to create a class Mission Statement in September outlining our new classroom environment. Gym space expectations are as follows: Please arrive at class on time and prepared for the days lesson. Students are expected to have proper footwear and gym clothes in order to successfully participate in classroom activities._

**Teacher Contact Information:**

_Here, state your availability, phone number with extension, tgilman@wcsu.net 802-457-1317 X1110_

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**KEEP TOP PORTION FOR YOUR RECORDS AND RETURN THIS PORTION TO (Todd Gilman) BY (September 5th, 2019)**

I have read this syllabus, and I have contacted the teacher with any questions I have.

Student name (printed): __________________________________________________________

Student Signed: __________________________ Date: __________________________