

# PE Rules & Guidelines



West Point Middle School  
2008-2009  
938-2923  
PHYSICAL EDUCATION

## Vision

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DoDEA envisions students moving competently, enjoying physical activity, developing physical fitness, and pursuing wellness as part of lifelong learning. The DoDEA Physical Education curriculum is based on a planned sequence of experiences in a wide variety of developmentally appropriate learning activities beginning with basic movement concepts and skills and progressing toward more complex game, sport, dance, and other forms of movement and physical fitness activities. Physical education addresses a student's fundamental need for regular physical activity to remain healthy and promotes many of the attitudes and behaviors that reduce health risks, including development of an understanding of the need for appropriate nutrition and physical activity.

## CLASS RULES

1. **BE ON TIME.** When the second bell rings you should be in the locker-room. Five minutes after that you should be changed and **waiting** in the gym. **NO HORSEPLAY** is to take place.
2. **CHANGE FOR EVERY CLASS.** To be changed means you wear a pair of sneakers, and a **different** t-shirt and pair of shorts or long pants than what you wore to school. (Be prepared to go out if the weather is 50 degrees or warmer.) **NO SHORT SHORTS!**

All clothing worn in physical education must cover the midsection and shorts must cover all body parts. No spaghetti strap tops. Clothing must meet the school's guidelines, too. Please use good judgment when selecting your clothes.

Reminder: You must change back to your school clothes after physical education class.

3. Your grade will consist of fifteen points daily. The student will receive a grade for each class based on participation/effort, (20%) behavior

(35%), and dressing-out, (35%). A student may earn **one** of their non-dressing points back if the parent referral is returned by the **next class**. These categories make up 90% of your grade. Ten percent of your grade will consist of quizzes, tests, and projects. The school's SIP plan will also be a part of the physical education curriculum.

A pocket folder will be needed to keep all written work in.

4. FOLLOW THE TEACHER'S SIGNALS FOR ATTENTION.  
Whatever the signal may be, students are expected to stop, look and listen immediately.
5. Show **respect** for **everyone**.

### **GYM / SAFETY RULES**

6. KEEP FOOD, DRINKS, and CANDY out of the gym and locker rooms.
7. **GUM IS NOT PERMITTED** AT ANYTIME OR ANYWHERE IN PHYSICAL **EDUCATION** (This includes the locker room before and after class).
8. **LEAVE ALL EQUIPMENT ALONE THAT IS IN THE GYM OR ON THE FIELD UNLESS YOU HAVE RECEIVED SPECIFIC INSTRUCTIONS TO TOUCH IT FROM YOUR TEACHER.**
9. JEWELRY AND WATCHES SHOULD BE REMOVED BEFORE CLASS AND LOCKED IN YOUR LOCKERS (particularly loose hanging jewelry). They may be placed in the teacher's container.
10. Injuries are to be reported to teacher immediately. ***NEVER TOUCH ANYONE THAT IS HURT WITHOUT THE TEACHER'S PERMISSION.***

### **LOCKER ROOM RULES**

14. ENTER AND LEAVE THE LOCKER ROOM IN AN ORDERLY FASHION. Please use the second and third sections of the lockers. Elementary will use the first section when we are using the new gym for physical education. Glass should not be brought into the locker room at any time. Cologne and perfume should be used sparingly. Please no horseplay in the locker room. **SAFETY FIRST ☺**

MEDICAL EXCUSES OR NOTES FROM HOME: Student's who cannot participate in physical education class due to illness or injury must provide a statement from a physician. Students who provide a note from their parent may be involved in limited activity within the discretion of the teacher. Students not in activity will be doing written work to make-up for lost activity time.

***Behavior Policy: Discipline problems will be dealt with using the following steps:***

- ***Warning by the teacher, teacher aide, or substitute teacher***
- ***Teacher-student conference (deduction from daily points)***
- ***Possible time-out during class (deduction from daily points)***
- ***Parent contacted via email, phone, etc.***
- ***Possible conflict resolution practices***
- ***Student detention***
- ***Parent conference with teacher***
- ***Parent conference with teacher, counselor, and student***
- ***At any time the teacher has the right to remove a student from class for serious infractions.***

***DUE TO THE NATURE OF THE ACTIVITIES PHYSICAL EDUCATION HAS SOME INHERENT PHYSICAL RISKS. Minor and even potentially serious injury can occur from participation in this or any physical activity. These risks are greatly reduced if you use common sense, are always safety conscious, and always follow the rules of the activities.***

I understand the rules and the grading policy that have been listed and reviewed on these pages. I also understand that breaking any rule may result in disciplinary action, and or loss of credit for class.

***Parent/Guardian Signature*** \_\_\_\_\_

***Student Signature*** \_\_\_\_\_

***Date*** \_\_\_\_\_

***Email address*** \_\_\_\_\_

***Comments:*** \_\_\_\_\_

***PHYSICAL EDUCATION STANDARDS FOR GRADE 5***

To a greater extent than in the core academic subjects, Physical Education teachers must infuse personal and social skill development in helping students meet and exceed the content standards. Consequently,

the presentation of the Physical Education Standards is preceded by a list of complementary Personal and Social Development Skills (PESK). Including the PESK components in teaching the Physical Education standards is critical in promoting lifelong, healthy physical activity and in realizing the wide

range of benefits associated with participation in dance, sports, games, and other physical activities.

Strand:

**PESK Personal and Social Development** The student applies responsible personal and social development skills in a physical activity setting. In Grade 5 all students will:

**Skills**

Standards: **PESK1:** participate fully and communicate cooperatively with others;

**PESK2:** perform activities safely and follow rules of etiquette and ethical behavior;

**PESK3:** display age appropriate self-control and discipline;

**PESK4:** display a willingness to receive and use feedback to improve performance;

**PESK5:** accept the decisions of and respond positively to teachers/officials in charge of games/activities;

**PESK6:** choose healthful physical activities to experience fun, challenge, self-expression and/or social interaction;

**PESK7:** display an interest in and assist and encourage others' efforts;

**PESK8:** display behaviors that are supportive and inclusive;

**PESK9:** self-initiate behaviors that contribute to personal and partner/group effort;

**PESK10:** adjust behavior to prevent/reconcile conflicts.

Strand:

**PE1 Motor Skills and Movement Patterns** Competency in motor skills and movement patterns is needed to perform a variety of physical activities. In Grade 5 all students will:

Standards: **PE1a:** demonstrate combinations of motor skills, adapting to the demands of fluid, game-like situations (e.g., changing speed during dynamic situations);

**PE1b:** demonstrate eye-hand and eye-foot coordination using a ball and other objects (e.g., batting off a tee, catching a pass on the run);

**PE1c:** demonstrate combinations of motor skills and patterns in a variety of rhythmic/dance-related activities (e.g., creative, folk, and line dances);

**PE1d:** create and perform a simple gymnastic sequence, including travel, roll, balance, and weight transfer, with smooth transitions and changes of direction, speed, and flow;

**PE1e:** identify common phases of a movement pattern (e.g., preparation, movement, follow-through, or recovery) in a variety of movement skills (e.g., tennis serve, handstand, and free throw);

**PE1f:** use simple cues to improve personal performance and provide feedback to others in selected specialized motor skills (e.g., making a triangle to set a volleyball);

Physical Education Standards: Grade 5

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**PE1g:** distinguish between sufficient and insufficient practice when learning skills;

**PE1h:** compare and contrast rules and safety procedures of lead-up games; and

**PE1i:** select and use appropriate protective equipment for preventing injuries (e.g., helmets, elbow/kneepads, wrist guards, proper shoes, and clothing).

Strand:

**PE2 Physical Activity** A physically active lifestyle is essential to maintain a health-enhancing level of

**and Fitness** physical fitness. In Grade 5 all students will:

Standards: **PE2a:** participate regularly in moderate-to-vigorous physical activities during physical education class and recess;

**PE2b:** set personal health-related fitness goals based upon participation in a formal assessment using the adopted DoDEA Physical Fitness Assessment Program;

**PE2c:** engage in physical activities directly related to a personal goal for aerobic capacity development using a heart-rate monitor to stay within one's target heart-rate zone;

**PE2d:** explain the benefits of and demonstrate proper warm-up and cool-down activities;

**PE2e:** engage in physical activities directly related to personal strength and muscular endurance development goals and explain their importance to physical activity participation;

**PE2f:** engage in physical activities directly related to a personal goal for flexibility and explain the importance of flexibility/range of motion in relation to injury prevention;

**PE2g:** demonstrate diaphragmatic breathing and progressive muscular relaxation;

**PE2h:** identify leisure-time fitness-related activities available for youth in the community; and

**PE2i:** adapt individual level of physical activity and hydration based on changes in