MAHPERD Secondary PE Zoom

September 22, 2020

Welcome!

01

Check-In

Who are you?
Where do you teach?
Remote/Hybrid?

02

Assessments

Assessing students in both a remote & hybrid model of physical education.

03

Syllabus & Expectations

Sample expectations & the use of a syllabus in physical education

04

Questions & Answers

How can we best support you in future months?

SAMPLE YOGA ASSESSMENT

Yoga Assignment
Personal Fitness & Wellness

Name(s): _____ **Class:** _____

Directions: Create a sequence of asanas (poses). Once your sequence is created it will be written and performed both in class and via FlipGrid.

You will be graded based on the following criteria:

- You create a unique sequence containing at least twelve asanas. Right and left are counted as 1 asana but both sides need to be included in your sequence. If you need to repeat your sequence to do the other side that's fine. You should start and stop with resting asanas.
- During your instruction your sequence demonstrates instruction for proper breathing, able to successfully perform the sequence by memory, and while leading the asanas, you are able to correctly identify each.
    - Your demonstration can be submitted using any video format (i.e. FlipGrid, Adobe Spark, YouTube, file attachment, etc.); should you have any questions regarding how to record and submit your project, please contact your teacher.
- Please write up/ draw your sequence of asanas and submit with the video presentation of your sequence.
    - See Yoga Write Up Example for a visual of what needs to be done. It does not have to be in that format, but each picture needs to demonstrate the asana. Also include how many breaths should be taken in each asana.

Assessment Criteria	***Assessing Values*** *6 Fully Included, 4 Mostly Included, 2 Somewhat Included, 0 Not Included*			
Sequence-				
- **Twelve asanas were identified**	6	4	2	0
- **Write up fully demonstrated each asana**	6	4	2	0
- **Breaths were identified for each asana**		2	1	0
Asanas Performance-				
- **Sequence contained and demonstrated proper breathing**	6	4	2	0
- **Sequence was performed by memory**	6	4	2	0
- **Each asana was correctly identified and performed**	6	4	2	0

SCORE TOTALS **Written:**_____ **Performance:**_____ **Total:** _____/32

SAMPLE PROJECT

Student wrote out the routine & then performed the routine, as if they were leading a yoga class, utilizing a FlipGrid.

Students could then engaged in and provide peer feedback regarding another routine.

The Perfect Yoga Routine

to sculpt your dad-bod

Repeat 2 times and hold each pose for 5 seconds

Cat & Cow (Inhale)	Downward Dog (Exhale)	Forward Fold (Inhale)
Eagle (Exhale)	Mountain (Inhale)	Chair (Exhale)
Warrior 1 (Inhale)	Warrior 2 (Exhale)	Warrior 3 (Inhale)
Triangle (Exhale)	Half Pigeon (Inhale)	Seated forward fold (Exhale)

Utilizing FlipGrid

Explore the following muscle groups:

- Back (Latissimus Dorsi & Trapezius)
- Biceps
- Quadriceps
- Hamstrings
- Chest (pectorals)
- Triceps
- Abdominals/Obliques
- Calves (Gastrocnemius)

Record a video for each muscle group, showing at least two different exercises that works to build strength/endurance for the muscle group.

Try to include two different exercise approaches: bodyweight, free-weight, machine-weight → Be Creative!

SAMPLE STRENGTH & ENDURANCE ASSESSMENT

AT-HOME WORKOUT LOG

At-Home Workout Log

Remote Learning

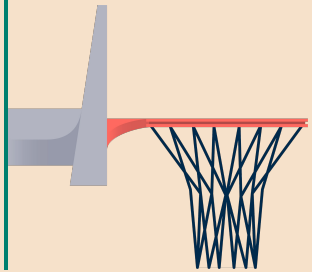
Date *complete 3x/wk*	**Describe the physical activity/activities that you completed at home for your daily workout** *If you have an App that tracks your workout, feel free to screenshot & paste in the box instead of writing a description*	**Time Engaged in Activity**	**Align the activity/activities with a component of fitness** *(cardiovascular endurance, muscular strength, muscular endurance, flexibility, body composition)*	**What were the major muscle groups being worked?**
Week of May 4				
Week of May 11				

Middle School Choice Activities

Directions: *After a student completes a day's activity, make a check mark and initial in the space provided along with how long it took you to do the activity Goal is to get the chart finished by next class!*

✔ Done	Time Spent?	Activity
		Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
		Play an active game with a family member.
		Do as many sit ups as you can.
		Hoops: Take 64 imaginary jump shots or if you have a hoop do real ones!
		Do 100 backwards lunges.
		Take a walk.
		Kids should be active sixty minutes EVERY day! Do 60 jumping jacks.
		Do a yoga class on https://www.youtube.com/user/CosmicKidsYoga
		Play a game that is active. You decide what that is.
		Do as many leg lifts as you can.
		Take 32 imaginary dunks and 16 crossover dribbles.
		Do push-up shoulder taps for 1 minute.
		Go for a run.
		Do as many pushups as you can in 1 minute: Record your total here_____
		Take a hike.
		Do as many squats as you can.
		Take 8 pretend chest passes and 4 imaginary foul shots or use a real hoop if you have access.
		Perform squat-jumps for 2 minutes
		Do burpees for 1 minute
		Do a chore for your family
		Play outside.
		Read a book while doing a wall sit.

Sample choice activities for middle school remote learning.



SAMPLE SYLLABUS

Virtual Physical Education

Watertown High School
Course Syllabus 2020-2021

Course Goals

By the end of the semester students will be able to:

- Demonstrate competency in a wide range of health-related and skill-related fitness skills
- Demonstrate knowledge of exercise circuits
- Demonstrate understanding of yoga postures and the importance of breathing through yoga poses

Course Objectives

1. By the end of the semester, students will be able to differentiate between health-related and skill-related fitness concepts and will be able to align exercises to fit each component.
2. By the end of the semester, students will understand how to utilize the FITT principle, as well as health and skill-related fitness skills, to create a personalized workout routine.
3. By the end of the semester, students will be able to explain various fitness trends and the benefits and limitations of each of the presented fads.

National Standards for 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

Course Materials and Expectations

Students are expected to complete weekly assessments, including video submissions of personal completion of certain physical activities. Students who cannot physically participate in the posted activities should contact their teacher via email or Zoom office hours to seek accommodations. Each week will start on Monday and all assignments should be submitted by Friday of that week unless otherwise noted. Late assignments will be accepted up to two weeks after the due date; should you require additional time, please contact your teacher for guidance and additional accommodations.

Students will be expected to attend weekly Zoom calls and will be expected to participate in discussions with their peers and teacher during scheduled Zoom classes. Students will not be required to turn their camera on, but are expected to engage in discussions either via the chat box or verbally through the use of the device microphone. **By choosing not to engage in Zoom discussions will negatively impact the affective weight of the student PE grade.**

Semester Evaluation and Grading

Affective *(PE Standard 4)* *Engagement in-class activities* *(includes some virtual physical activities)*	60% - Daily Points Rubric (used on Zoom Calls)
Psychomotor (*PE Standard 1*) & FlipGrid Assignments (*PE Standard 5*) *Video assessments*	10%
Cognitive Assessments (PE Standard 2)	15%
Health-Related Fitness Assessments *(PE Standard 3)* *Wellness Reflections*	15%

WHS Physical Education Daily Point System & Rubric for Zoom Calls

(Three areas of criteria - Effort, Participation, Social Responsibility)

4 Points Total

Daily Points	(Possible 4 Points)	It is important that each student's experience in physical education class is a positive one. Most students will follow Hellison's Developmental Levels to show respect to themselves, the teacher, peers, and equipment. Students should participate to their fullest potential throughout the entire class, during warm-ups, and activities from start to finish. Students should show full effort in all activities including movement and discussions.
	4 Points	Checks-in with first & last name in the chat upon entering the Zoom call. Presents no disruptions and interruptions. Supports and encourages others with positive comments and actions. Accepts complete responsibility for own effort, ability, and actions. Gives FULL effort and participation in class discussions and Zoom activities. Stays on-task. Demonstrates cooperation, respect, and leadership All of the time.
	3 Points	Checks-in with first & last name in the chat upon entering the Zoom call. Presents minimal disruptions and interruptions. Uses minimal negative comments including sweating, racial remarks, and/or body language. Demonstrates majority responsibility for own effort, ability, and actions. Gives strong effort and participation in class discussions and Zoom activities. Stays on-task the majority of the time. Demonstrates cooperation, respect, and leadership the majority of the time.
	2 Points	Checks-in with first & last name in the chat upon entering the Zoom call. Presents some disruptions and interruptions in class. Uses some negative comments including swearing, racial remarks, and/or body language. Gives some effort and participation in class discussions and Zoom activities. Demonstrates some responsibility for their own effort, ability, and actions. Must be reminded to stay on-task. Demonstrates cooperation, respect, and leadership some of the time.
	1 Point	Checks-in with first & last name in the chat upon entering the Zoom call. Acts out in a disruptive manner, which is harmful to self and others. Uses negative comments including swearing, racial remarks, and/or body language. Gives minimal effort and participation in class discussions and Zoom activities. Is often off-task and unprepared. Makes numerous excuses for own effort, ability, and actions. Demonstrates cooperation, respect, and leadership minimally.
	0 Points	Checks-in with first & last name in the chat upon entering the Zoom call. Gives no effort and participation for in-class discussions and Zoom activities (if a student does not participate in class activities may receive a 0). Student's behavior and/or comments make it unsafe physically or emotionally for themselves or others and may be reported to 222. Demonstrates cooperation, respect, and leadership none of the time. Does not take responsibility for their own actions/work. Is not on task among other issues.

*** Based on the rubric above, if a student is identified as one of the lines in the point area, they could receive that score for daily points. ***

SAMPLE ZOOM PARTICIPATION RUBRIC

THANK YOU!

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