



Syllabus: Practices & Policies


2021-2022		Franklin High School	
Section 1: Course Overview			
<i>Course Title</i>	Weight Training		
<i>Instructor Info</i>	Name: Kisa Henrich	Contact Info: chenrich@pps.net	
<i>Grade Level(s)</i>	10-12		
<i>Room # for class</i>	Room: G-023 Weight Room		
<i>Credit</i>	Type of credit: PE or Elective	# of credits per semester: 0.5	
<i>Prerequisites (if applicable)</i>	Freshman Physical Education		
<i>General Course Description</i>	Students will learn the benefits of strength training exercise coupled with mobility and cardiovascular elements in a supportive communal atmosphere in effort to build a lifelong love of movement.		
Section 2: Welcome Statement & Course Connections			
<i>Personal Welcome</i>	Welcome to Weight Training! I am so glad you're here. Together we will explore various kinds of movement with a focus on utilization of heavy equipment such as barbells and dumbbells, while giving you a well rounded experience which will include many types of exercise. Some days we may go for a walk or run, while other days we might get going with a focus on bodyweight exercises before transitioning to heavier work.		



<p><i>Course Highlights</i> (topics, themes, areas of study)</p>	<p>We will learn about the importance of strength training and proper movement. Every class will include a mobility warmup and will integrate elements of cardiovascular endurance. Functional fitness is the name of the game!</p>
<p><i>Course Connections to PPS Reimagined Vision</i></p>	<p>Students are at the center of this class offering. This is not <i>my</i> class, it's yours! Together we will honor and respect each other's abilities while pushing towards excellence in an engaging and supportive atmosphere.</p>

Section 3: Student Learning

<p><i>Prioritized Standards</i></p>	<p>The following standards will be explored in the course:</p> <p>PE.1.HS.1 Refines activity-specific movement skills in one or more lifetime activities</p> <p>PE.1.HS.3 Demonstrates competency of specialized skills in health-related fitness activities through addressing 2 or more components of fitness.</p> <p>PE.3.HS.5 Identifies strength and conditioning exercises that develops balance and opposing muscle groups (agonist-antagonist) and supports a healthy, active lifestyle.</p> <p>PE.3.HS.6 Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion).</p> <p>PE.4.HS.2 Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity.</p> <p>PE.4.HS.5 Applies best practices for participating safely in physical activity and exercise (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).</p>
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<p>PPS Graduate Portrait Connections</p>  <p>8/27 Work</p>	<p>I will help students grow their knowledge and skills in the following aspects of PPS's Graduate Portrait: Students will become inclusive and collaborative problem solvers. They will increase their deep core knowledge of what it means to move well, act well, and be well, through their commitment to self and community wellness. They will improve resilience by learning the value of taking (nonphysical) risks in a safe space. Students will grow in their own self-confidence as they encourage each other in a supportive and inclusive learning community.</p>
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<i>Differentiation/ accessibility strategies and supports:</i>	I will provide the following supports specifically for students in the following programs: <i>Special Education: Modifications and accommodations will be made based on student need.</i> <i>504 Plans: Modifications and accommodations will be made based on each student's individualized plan.</i> <i>English Language Learners: Physical demonstrations will be provided with every explanation.</i> <i>Talented & Gifted:</i>
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<i>Personalized Learning Graduation Requirements (as applicable in this course):</i>	<input type="checkbox"/> Career Related Learning Experience (CRLE) #1 <input type="checkbox"/> Career Related Learning Experience (CRLE) #2 <i>-The experience(s) will be:</i> <input type="checkbox"/> Complete a resume <input type="checkbox"/> Complete the My Plan Essay
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 **8/27 Work** **Section 4: Cultivating Culturally Sustaining Communities**

<p><i>Tier 1 SEL Strategies</i></p> <p><i>Shared Agreements</i></p> 	<p>I will facilitate the creation of our Shared Agreements that respects and celebrates each student's race, ability, language, and gender in the following way(s): During the first days of school, we will collectively come up with our list of Shared Agreements to be signed by each student, as well as myself. Shared Agreements may include common classroom expectations, behavioral expectations, as well as restorative ways of addressing what may follow if expectations are not met.</p> <hr/> <p>I will display our Agreements in the following locations:</p> <p>Shared Agreements will be posted in our gathering place at the beginning of class. Agreements may also be posted online or sent home so parents/guardians are aware of our collective expectations.</p> <hr/> <p>My plan for ongoing feedback through year on their effectiveness is:</p>
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	<p>Shared Agreements will be revisited frequently, and as often as necessary when deemed by instructor and/or students. If there is a bigger issue regarding the Agreements I need to be made aware of, please contact me directly.</p>
<p><i>Student's Perspective & Needs</i></p> 	<p>I will cultivate culturally sustaining relationships with students by:</p> <ul style="list-style-type: none"> Offering opportunities for suggestions and feedback, either by conversation, email, or suggestion/comment box if desired by students. This is primarily a movement class, and we're all movers! I will provide opportunities for students to come up with their own exercises and movement patterns to share with the class during our student-led portions of the course. <hr/> <p>Families can communicate what they know of their student's needs with me in the following ways:</p> <ul style="list-style-type: none"> Please reach out to me by email any time of day: chenrich@pps.net Students may also come see me during Tutorial. <p>Students: Please note that the Health/PE Department will be in Professional Learning Community (PLC) meetings During A-Day Tutorials, and therefore please plan to seek me out on B-Day Tutorials.</p>
<p><i>Empowering Students</i></p> 	<p>I will celebrate student successes in the following ways:</p> <ul style="list-style-type: none"> We will celebrate student success on a daily basis: Personal records, activity completion, team success. I will also provide opportunities that will include student-led workouts so you may showcase their knowledge and experiential gains. That being said, fitness is very often a personal journey. I want you to <i>feel and see physical results, while having fun with a community of individuals who share a common goal</i>. One of my biggest goals is to help you be in better overall shape, physically and mentally, at the end of the course versus the beginning. A lifelong love of fitness is an added bonus to putting in the work, measuring the results, and doing it alongside a group of supportive people. <hr/> <p>I will solicit student feedback on my pedagogy, policies and practices by:</p> <p>I invite students to share with me what they think is going well and where I might find opportunities for growth. Students may choose to have a conversation with me, write an email, make a comment in the suggestion box (real or virtual) or come visit me on B-Day Tutorials. In the case of CDL, an anonymous Google form will be developed to solicit feedback and suggestions.</p>



	<p>When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways: When a student's behavior does not line up with our Shared Agreements or my own personal class rules, we will as a class have a map (detailed in Shared Agreements) of restorative ways in which that student can heal wounds that may have been caused by the behavior, whether the behavior affected other students, property of the school or that of others, the instructor, or any combination thereof.</p> <p>My instinct is to interpret a student's behavior as charitably as possible. I will not assume a student is acting out because they *want* to. We have all been out of full time school for quite a while, and appropriate behavior is a skill just like any other. It's possible these skills have dulled since we were last in class. We will gracefully make room for each other and ourselves in this regard.</p>
<p><i>Showcasing Student Assets</i></p> 	<p>I will provide opportunities for students to choose to share and showcase their work by: Students will frequently be given opportunities to share personal and/or team success through performance and projects, including student-lead workouts where you will have an opportunity to lead the rest of the class in a warmup and/or workout.</p>

Section 5: Classroom Specific Procedures

<p><i>Safety issues and requirements (if applicable):</i></p>	<p>Since we are a movement-based class and working with very heavy equipment, safety is of the utmost importance. Our spaces will often be tight, so proper and responsible usage of the equipment is the most important part of class. Given the added Covid-based restrictions, maintaining personal space is paramount. Wear your mask at all times.</p>
<p><i>Coming & Going from class</i></p>	<p>I understand the importance of students taking care of their needs. Please use the following guidelines when coming and going from class: You will have 7 minutes after the second bell rings to change out of street clothes and into clothes that are easy to move around in. Do your best to take a bio break during this time. We will meet in the Weight Room after 7 minutes. Nothing but water in class, please. Safety first! Please give space while in the locker room, and wear your mask 100% of the time.</p>
<p><i>Submitting Work</i></p>	<p>I will collect work from students in the following way: Students may be asked to turn in work virtually (Canvas or Synergy) or may be asked to submit hard copies to me.</p>



	<p>If a student misses a deadline, I will partner with the student in the following ways so they have the ability to demonstrate their abilities:</p> <p>If you know you're going to miss a deadline, please do your best to let me know ahead of time! I will seek you out if I am missing work from you, but know you're welcome and encouraged to seek me out as well. We will figure out a make-up plan for missed work.</p>
<i>Returning Your Work</i>	<p>My plan to return student work is the following:</p> <p><i>Timeline: One week maximum</i></p> <p><i>What to look for on your returned work: Keep an eye out for any corrections made, or if I've talked to you about how you may revise.</i></p> <p><i>Revision Opportunities: By end of grading period.</i></p>
<i>Formatting Work (if applicable)</i>	<p>Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here: TBD</p>
<i>Attendance</i>	<p>If a student is absent, I can help them get caught up by:</p> <p>If you miss a class, please dress down and come find me during B-Day Tutorial in the Weight Room (G-023) or the Wrestling Room (G-010). *If you miss a day and would like to lead your family in a 15min workout instead of spending Tutorial with me, awesome. Just have a parent or guardian email me saying when and what you did. I highly encourage this option.*</p>

Section 6: Course Resources & Materials

<i>Materials Provided</i>	<p>I will provide the following materials to students: Weights, wipes</p>
<i>Materials Needed</i>	<p>Please have the following materials for this course:</p> <p>Please wear comfortable clothes you can move around in. Please refrain from wearing jeans. Tennis shoes or walking shoes are recommended; please no heels or open-toed shoes. You may want to bring layers in case we go outside.</p> <p><i>Franklin can help with any materials you may need as well. Please reach out to me privately and I will help you get what you need.</i></p>
<i>Course Resources</i>	<p>Here is a link to resources that are helpful to students during this course:</p> <p>Elements of this class will reflect the 10 recognized fitness domains: Cardiovascular and Respiratory endurance, Stamina, Strength, Flexibility, Power, Speed, Coordination, Agility, Balance, and Accuracy.</p>
<i>Empowering Families</i>	<p>The following are resources available for families to assist and support students through the course:</p> <p>As stated, leading your family in a 15 minute workout is a great way to make up a missed day without having to send your Tutorial doing burpees (or whatever) with me. Lead them through something you learned in class, email me for some ideas, or check out the resources below:</p> <p>https://www.activekids.com/parenting-and-family/articles/quick-backyard-workout-for-the-whole-family</p>



<https://www.parents.com/fun/sports/exercise/10-ways-to-exercise-as-a-family/>

Bonus: Help me add to this list!

Section 7: Assessment of Progress and Achievement

Formative Assessments

As students move through the learning journey during specific units/topics, I will assess & communicate their progress in the following ways:
Students will start out each day with 5 points. Failure to dress down will result in a deduction of 1 point, as will unexcused or uninformed lateness. 5/5 points daily is our goal!

Summative Assessments

As we complete specific units/topics I will provide the following types of opportunities for students to provide evidence of their learned abilities: Group-lead warmups, group-lead workouts, role-playing. These group projects will be worth more than your daily grade!

Student Role in Assessment

Students and I will partner to determine how they can demonstrate their abilities in the following ways:
Written assessments will rarely be used here. I want to *see* what you have learned and how you can use it to help others. Many times I will let you choose (or you may choose within your group) which exercises you would like to demonstrate.

Section 8: Grades Progress Report Cards & Final Report Cards

Accessing Grades

Students & Families can go to the following location for up-to-date information about their grades throughout the semester: Canvas/Synergy

I will update student grades at the following frequency: Weekly

Progress Reports

I will communicate the following marks on a progress report:

Mark: ✓ +

Meaning of the mark: Exceeds expectations

Mark: ✓

Meaning of the mark: Meets expectations

Mark: ✓ -



	<p><i>Meaning of the mark: Close to meeting/not yet meeting</i></p> <p>Mark: NE</p> <p><i>Meaning of the mark: Not enough evidence</i></p>
Final Report Card Grades	<p>The following system is used to determine a student's grade at the end of the semester:</p> <p>At the end of the quarter your points will be added up and your grade will be based on the following:</p>
	<p>I use this system for the following reasons/each of these grade marks mean the following:</p> <p>100% - 90% (A) 89% - 80% (B) 79% - 70% (C) 69% - 60% (D) 59% or lower (F)</p>
Other Needed info (if applicable)	
	<p>Social Services:</p> <p>Please reach out me, Quan or Jed if you are experiencing thoughts of depression, suicide, anxiety, or just need someone to talk to. We are here for you, and you are not alone.</p> <p>Quan Nguyen qnguyen@pps.net / 971-413-9881 or Jed McClean jmcclean1@pps.net / 503-729-1626</p> <p>Clothing Closet: SS-210, M-F from 8am-4pm</p>

