

# HARPER Jr. HS

## Harper Physical Education Department -- Outdoor Classroom needs<sup>[a]</sup>

### Current space usage based on units taught in Physical Education classes:

**Gymnasium** -- 7th grade (bowling, dance, fitness testing, self-defense)

8th grade (basketball, dance, fitness testing, create-a-game)

9th grade (badminton, dance, fitness testing)

**Multi-Purpose Room (MPR)** -- 7th grade (shuffleboard)

8th grade (weights, yoga)

9th grade (weights)

\*\* additionally, the MPR is our only “classroom” type space and is also used for rainy day activities.

**Blacktop** -- 7th grade (pickleball, pigball)

8th grade (volleyball)

9th grade (tennis/pickleball)

**Fields** -- 7th grade (non-traditional games, track and field, bocce ball)

8th grade (football, soccer, ultimate frisbee, lacrosse, softball, track and field)

9th grade (golf)

### Needs:

Our field space in the infield of the track is unusable due to rodent infestation. Holes in the field are leading to potential hazards for students. We have decided to not use the field because of fear of injury. The other two fields are not level and the north field has a flooding issue in the winter time.

Our track and field space is also infested by rodents and therefore nearly unusable. Also, the track and field area is lacking seating for a class to meet as well as seating for spectators during events. In addition to those needs, we do not have any drinking water nearby the track. Shade is lacking but has been addressed with trees.

The blacktop area is a large space that can accommodate two classes, but we do have a need for fenced in tennis courts. We would like to expand our 9th grade curriculum with the addition of a tennis unit. We currently have the rackets and tennis balls, but no space in which to use them. If possible, creating an outdoor classroom space that includes a sitting area with a mounted white board would be great. This would allow us to deliver instruction both verbally and visually, thus meeting the learning styles of more students. A potential location could be on the south field near the fire lane to the west. There are currently some trees there that could create shade in the future.

# EMERSON JUNIOR HIGH SCHOOL

## District Strategic Action Plan (Strategy 2d,1) for Emerson Jr. HS Track & Field/P.E.

### A. Requests/a listing (by priority) of facility improvements that would benefit the program/students:

1. Six-lane all-weather track with two run-outs on the east side (nearest the campus), with markings in both directions
2. Two all-weather runways and markings for long jump and triple jump just inside the track and alongside the football field
3. All-weather high jump rectangular area at the north end of track
4. Two shot put rings
5. Power and water (hose bibs and water fountain)
6. Bathroom facility near track
7. Conex box with ventilation for storage
8. New hurdles and starting blocks that work on the new track surface
9. Bleachers with shade structure

### B. Deficiencies:

1. Gopher holes throughout grass areas
2. Weeds on track, runways, and sand pits
3. Grass and weeds on high jump rectangle
4. No track markings

### C. Short-term and long-term goals of the programs (as it relates to Physical Education classes and Track & Field teams):

Emerson's physical education track and field unit provides activities for students to practice and develop jumping, throwing, and running skills including long jump, triple jump, high jump, shot put, sprinting, hurdling, relays, and middle distance running. There are opportunities for individual practice, partner and peer coaching, challenges and application of skills. Track and field is popular among middle school students. It is an individual sport that offers many new activities for students to learn and practice. Even though most of our class sizes are large, the teacher tries to create challenging situations that ensure all students are active and on task. For a few days at the end of the unit, there are culminating events that showcase skills and knowledge learned. We emphasize to all students that movement, improvement, and having fun are the goals, not "winning" an event. This helps keep the focus on skill development and physical activity instead of the final outcome or score.

Emerson's track and field team uses the same space and practices the same events as the P.E. classes. Specifically, during their season, the student-athletes compete in long jump, triple jump, high jump, shot put, sprinting, hurdling, relays, and middle distance running.

## Holmes Junior High School

### Physical Education Department: 2015-16

Mindy Dufresne

Leo Sacramento

Paul Rooney

Sheila Wardrip

- I. Our Mission Statement: Holmes Junior High School's physical education program is a three-year, comprehensive and CA standards-based program that focuses on the physical, intellectual, and emotional development of all of our students. Our goal is to have our students exit after three years healthy, more physically fit, with a good knowledge and understanding of fitness, skills, and sports strategies, a strong understanding of sportsmanship and inclusiveness, and a plan and commitment for lifetime fitness activity
- II. Our Curricular Program: 7<sup>th</sup> grade focuses on individual skill development, 8<sup>th</sup> grade focuses on team sports, and 9<sup>th</sup> grade focuses on life-time sports and activities. Our year is organized into three-week units for each grade level. Some of the units are repeated each year (see below) like our CA fitness testing, dance units (7<sup>th</sup> = folk, 8<sup>th</sup> = square-dancing, 9<sup>th</sup> = social dancing), gymnastic units, racket units (7<sup>th</sup> = pickle-ball, 8<sup>th</sup> = badminton, and 9<sup>th</sup> = tennis) volleyball units, and track and field units. This allows us to add new and challenging skill levels each year to each of these units. We include welcoming and concluding units, as well as cooperative and collaborative units.
- III. What we teach and when we teach it

<u>Units</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>9th Grade</u>
<u>Team-Building</u>	yes	yes	yes
<u>Fall Fitness Testing</u>	yes	yes	yes
<u>Spring Fitness Testing</u>	yes	yes	yes
<u>Gymnastics</u>	tumbling/floor	beam/ropes/rings	parallel bars/vault
<u>Track</u>	yes	yes	yes
<u>Volleyball</u>	yes	yes	yes
<u>WEB Games</u>	yes	yes	yes
<u>Dance</u>	World Dancing	Square Dancing	Social Dancing
<u>Racquet Sports</u>	Pickle-ball	Badminton	Tennis
<u>Grade-Level Specific</u>	Medieval Games	Mission Impossible	Multicultural Games
	Project Adventure	Lacrosse	Team Handball
	Orienteering	Basketball	Golf
	Frisbee Games	Football	Weight-Training

**IV. Facility usage-where we teach our units:**

**Grass/track areas:** track and field, Frisbee games, lacrosse, football, golf

**Blacktop:** tennis, team handball, basketball

**Gym/MPR:** dance, gymnastics, volleyball, badminton, pickle-ball, Weight-Training

**Multi-use venues (indoor/outdoor):** Medieval Games, Mission Impossible, Multicultural Games, WEB Games, Orienteering, Project Adventure, Team-Building, fitness testing,

**V. Requests :**

1. Build track in existing space moving the grove to Drexel Drive—be sure the infield can support a soccer game
2. Two-lane long jump with pits on each end on west side—we have a drawing to show you
3. 400 meter track with six lanes and a 10 foot wide blacktop border on the east side of track (west side will have long jump)
4. Water and power
5. Two shot put areas
6. Storage (cinder block with cement floors and drainage near track to store track and field equipment
7. New hurdles and starting blocks that work on the new track surface
8. Bathroom facility near track—could be combined with #6
9. Bleachers with shade structure-can be moved in on the east side blacktop border
10. Fence around the track to restrict access

**VI. Concerns:**

1. Public access issues
2. Shade issues
3. Grove issues
4. How much usable grass area will be left (drainage issues)
5. Storage issues
6. Work must be completed before school year starts
7. Funding for new equipment for track