

Introduction to Lifetime Sports and Recreation



Course Syllabus

Supervising Teacher

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Course Description: **1 Credit** **1 Semester** **Grades 9-10**

This course will meet the Physical Education requirement for graduation. Each student will be given the opportunity to learn and practice the basic skills and rules of play for individual and team lifetime sports and recreational activities. Sports and activities can include basketball, volleyball, softball, tennis, badminton, soccer, bowling, pickle ball, Frisbee, etc. Written tests over game rules are encouraged. **This course focuses on basic skill development and rules of play.** It is recommended that the student participate in **at least five** different activities throughout the course. Please see activity log information below for further clarification.

****As stated in the parent handbook, only a portion of the hours completed through participation in an extra-curricular school athletic team will be counted toward the 90 hour requirement.**

****Please note that activities such as painting, yard work, maintenance and mechanical chores, etc. are not considered PE activities and cannot be included on the activity log. Please refer to the standards and the course description for further information regarding PE activities.**

Standards represented in this course: Each PE standard may be addressed in this course; only Standards 1, 3, & 5 need to be represented in the portfolio.

Recommended Textbook Options

There are no required textbooks for this course.

Recommended Supplemental Materials or Software

The following books would be a great resource for game ideas and/or teaching and learning sport skills. They can be found in the curriculum catalog.

Fun and Games - 100 Sport Related Activities for Ages 5-16 (Many of the activities work best with **at least 5 participants).**

ISBN# 9780736054386

The Sports Rules Book - includes ideas for teaching the basic rules and sport skills.

ISBN# 9780736048804

The Physical Education Teacher's Book of Lists

ISBN# 0787978876

Supplies or Equipment:

Requires basic equipment related to chosen sports and/or games. Ex. Basketball, football, Frisbee, etc.

End of Course Assessment:

Since this course is required for high school graduation in the state of Idaho, an assessment piece is required. The student will be required to provide samples of work for this course within a standards-based portfolio as well as complete the following:

Graded Anchor Assignments

The student will complete **four anchor assignments** for this course. Each assignment will correlate with a PE standard. The student will be given the assignments upon enrollment into the course.

Activity Log

The student will present an activity log indicating that he/she has completed the required amount of activity hours for this course. **The activities must align with course requirements. For example, since this is a basic skills and rules course, the log must represent progression and practice of the skills for each chosen activity.**

Basketball may be shown on the log as follows: ball handling (30 min.), dribbling (30 min.), passing (15 min.), shooting form, shooting (1 hour), offense/defense (30 min.), participation (30min.) testing over game rules (30 min.). Simply stating that you played basketball does not represent a progression of skills being learned.

I ask that the activity logs be sent to me twice per semester (uploaded into Moodle) along with the anchor assignment due for that month. The final activity log will be required the final week of the semester and must contain the entire 90 hours of activity **(time spent on anchor assignments can be included in the activity log).**

Course Evaluation:

Anchor assignments including Activity Log – 40% of overall grade
Parent– 60% of overall grade (participation and written/oral tests)

Additional Information from the Instructor:

In order to receive 1 credit, the student must complete 90 hours of activity and instruction. It is recommended that kids be active for at least 60 minutes a day (throughout the day or all at once), to maintain a healthy lifestyle.

This course requires an activity log to be kept, which includes the activity, the date, and the time spent participating in the activity. Students who take this course need to incorporate the skills and rules portion with every new sport learned. It is designed to teach the skills and then allow the student to practice them. It is recommended that the student participate in **at least five** different activities throughout the course. The content portion of this course focuses on learning the rules of each game and testing over them and could also include: researching games played in other countries, researching the history of a sport, written summaries of fitness related topics and **participation in the Presidential Fitness Challenge to help meet the fitness requirements for this course.**

I-DEA Student Honor Code:

With any form of valid proof of dishonesty with regard to student work or testing, the instructor may elect from a range of actions. Academic dishonesty could lead to a zero grade for the assignment or even failure for the entire course following consultation between the instructor, Secondary Supervisor, and Director.

All students must adhere to the **Honor Code:**

“On my honor, I will maintain the highest possible standards of honesty, integrity and personal responsibility. This means I will not lie, cheat or steal, and as a member of this academic community, I am committed to creating an environment of respect and mutual trust.”

IDAHO CONTENT STANDARDS

GRADE 9-12

PHYSICAL EDUCATION

Standard 1: Skilled Movement

Goal 1.1: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Objective(s): By the end of grade 12, students will:

9-12.PE.1.1.1 Demonstrate competency in basic and advanced skills and tactics in at least five leisure and lifetime physical activities (e.g. individual/dual/team-related sports, outdoor pursuits, rhythm, fitness and aquatics).

Standard 2: Movement Knowledge

Goal 2.1: Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Objective(s): By the end of grade 12, students will:

9-12.PE.2.1.1 Demonstrate the knowledge and understanding necessary to develop scientifically based personal activity plans that include self-selected physical activities and sports (e.g., physical activity goal setting, fitness profiles and assessments, mypyramid.gov nutrition, etc.).

9-12.PE.2.1.2 Utilize complex movement concepts and principles to independently refine skills and apply them to the learning of new skills (e.g., utilizing anaerobic and aerobic performance appropriately, applying the concept of spin to a variety of activities to improve performance, biomechanical efficiency to conserve energy, etc.).

9-12.PE.2.1.3 Evaluate and apply appropriate tactics and strategies in a variety of sports and physical activities (e.g., using trekking poles to improve efficiency, recognize elite-level performance, explain tactical strategies in a game of softball, etc.).

Standard 3: Valuing a Physically Active Lifestyle

Goal 3.1: Participate daily in physical activity for health, enjoyment and/or satisfaction, challenge, self-expression and/or social interaction.

Objective(s): By the end of grade 12, students will:

9-12.PE.3.1.1 Participate in moderate to vigorous physical activity for at least of

50% of the lesson time (e.g., time assessment, pedometer = 3200

steps in a 40 minute lesson or 80 steps per minute - block or traditional schedule, etc.).

9-12.PE.3.1.2 Participate daily in moderate to vigorous physical activity during and outside of class as recommended by NASPE, CDC, and USDHHS of at least 60 minutes or more per day (e.g., activity logs, step count of at least 12000 steps per day, activity breaks, etc.).

9-12.PE.3.1.3 Provide rationale about their physical activity participation for health and manage participation based on personal interests, capabilities and resources (e.g., develop individual physical activity plan, journaling, etc.).

9-12.PE.3.1.4 Analyze factors that influence personal physical activity patterns over one's lifespan (e.g., reflections on volunteer efforts with populations of various ages and abilities, personal profile, family physical activity tree, create personal activity pyramid, etc.).

9-12.PE.3.1.5 Enjoy the challenge of working hard to better their skills and feel satisfaction when they are successful in improving and pursuing personal goals (e.g., journaling reflections, etc.).

Standard 4: Personal Fitness

Goal 4.1: Achieve and maintain a health-enhancing level of physical fitness.

Objective(s): By the end of grade 12, students will:

9-12.PE.4.1.1 Demonstrate health-related fitness components (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition) by improving, meeting and/or sustaining gender and age-related contemporary fitness standards as defined by approved tests (e.g., Fitnessgram or President's Council healthy fitness zone/level, identify various activities that demonstrate each health-related component, etc.).

9-12.PE.4.1.2 Assume greater self-responsibility to improve, meet, and/or sustain gender and age-related contemporary fitness standards necessary for a healthy productive life as defined by approved tests such as Fitnessgram or President's Council healthy fitness zone/level (e.g. log sheets, fitness profiles, task cards, portfolios, etc.).

9-12.PE.4.1.3 Interpret and analyze information from fitness tests to plan and design individual programs for achieving and maintaining current/lifelong fitness goals that encompass all components of fitness (e.g., select various activities from skill- and health-related components, set goals, fitness plan, assessment and evaluation, website programs for lifelong fitness planning, etc.).

Standard 5: Personal and Social Responsibility

Goal 5.1: Exhibit responsible and social behavior that respects self and others in physical activity settings.

Objective(s): By the end of grade 12, students will:

9-12.PE.5.1.1 Demonstrate the ability to initiate responsible personal and social behavior, function independently, and positively influence the behavior of others in physical activity setting (e.g. develop code of ethics, sportsmanship recognition, volunteer Special Olympics, assist in an elementary physical education class, etc.).

9-12.PE.5.1.2 Demonstrate leadership by holding themselves and others responsible for following safe practices, rules, procedures, and etiquette in physical activity settings (e.g. assumes an active leader and/or supportive role as appropriate during a ropes course activity, acknowledge a rule infraction, plan and lead a backpacking trip, coordinate a fun run, respecting others space in a weight room, etc.).

9-12.PE.5.1.3 Respond appropriately to potentially explosive interactions with others in order to mediate and resolve conflict (e.g. communicates in a calm and controlled manner to inflammatory remarks, role play, debate behaviors that occur in current events, etc.).

9-12.PE.5.1.4 Synthesize and evaluate knowledge regarding the role of physical activity in a culturally diverse society (e.g. identify barriers and opportunities for physical activity in the community, document the influence of cultural events on one's own physical activity behavior, interpret the meaning of physical activity through forms of expression such as art, poetry, writing, film, movement; etc.).

9-12.PE.5.1.5 Evaluate personal choices for engaging in physical activity over the life span including the influence of age, ability, gender, race, ethnicity, socioeconomic status, and culture (e.g. the impact of family physical activity on self; successes, challenges and enjoyment in lifelong physical activities; the effect of dance, fitness or recreational activities on senior citizens; critique

economic commitments, etc.).