

**Jefferson County High School
Course Syllabus**

Course: *PE Individual and Dual Sports*

Department: *Physical Education*

Course Description: *This course is designed to help develop and reinforce physical skills, social skills, and individual game strategies. This course will involve daily exercise, sports appreciation, recreational games and social activity planning.*

Grade Term: *9 Weeks*

Grading Scale

<u>Range</u>	<u>Honors/ Regular</u>	<u>College-Level</u>	<u>A.P.</u>
93-100 A	4.0	4.5	5.0
85-92 B	3.0	3.5	4.0
75-84 C	2.0	2.5	3.0
70-74 D	1.0	1.5	2.0

Term Dates

- a. 1st 9 Weeks August 5, 2016 – October 7, 2016
- b. 2nd 9 Weeks October 8, 2016 – December 16, 2016
- c. 3rd 9 Weeks January 5, 2017 – March 15, 2017
- d. 4th 9 Weeks March 16, 2017 – May 25, 2017

Other Resources: Odysseyware

Major Assignments

*Participation
Unit Tests
Unit Performances
Final Exam*

Procedures for Parental Access to Instructional Materials

- e. Aspen Parent Portal
- f. Instructor's Website
- g. Email Instructor
- h. Parent Teacher Conference
 - a. There are two designated conference dates during the school year. Parents who would like to request additional meetings may make appointments for conferences with the teachers (during their planning periods), counselors, or a principal by telephoning the school office.

Standards & Objectives

Demonstrate basic motor skills in three or more of the following categories: aquatics, dance, fitness activities, individual/dual sports, outdoor pursuits, leisure pursuits, self-defense, team sports and cooperative games/activities

I can demonstrate basic motor skills while competing in a ping-pong match or Frisbee golf round.

Demonstrate offensive and defensive strategies in individual/dual and team sports

I can effectively utilize strategies during game play of various board and card games.

I can demonstrate use both castling and en-passant while playing Chess.

I can work with my partner to “shoot the moon” while playing Rook.

I can utilize the strategy of “throwing off” in the game of Spades to accumulate no points.

I can demonstrate my ability to see 3 moves in advance while playing Chess by making moves that will open up future opportunities.

I can demonstrate advanced strategy with my opening moves during Checkers and Chess.

Implement previously learned skills into game situations (e.g., serve, return, pass, receiving)

I can implement the skill of serving while playing in a ping-pong match.

I can implement the skill of tossing a Frisbee while playing a Frisbee golf round.

Demonstrate the ability to apply advanced motor skills and movement patterns relative to advanced eye-hand/foot coordination and high levels of strategy execute procedures, rules and etiquette as they relate to the learning and performance of physical activities.

I can demonstrate advanced motor skills through various types of serves that will put spin on the ball in ping-pong.

I can demonstrate advanced motor skills utilizing various types of throws while playing Frisbee golf.

I can apply advanced levels of strategy while participating in board games.

I can demonstrate etiquette while playing multiple types of activities with various winning or losing outcomes.

Understand and identify appropriate use of equipment discuss basic rules and history of a variety of physical activities (i.e., weight training, volleyball, ultimate Frisbee, soccer)

I can show my understanding of the history of several sports and activities through written tests as well as oral discussion or review.

I can identify appropriate use and storage of equipment during each unit.

I can demonstrate understanding of basic rule play of various games during the unit tests.

Explain appropriate tactical decisions in a game situation

I can explain the use of my chosen strategy when asked during gameplay.

I can identify and explain the strategy of my partner when playing various games.

Explain the interrelationships among the physical, emotional, mental and social factors that affect performance

I can explain the mental, emotional, or social factors that cause me to be more or less engaged during gameplay.

I can explain what external factors affect my focus during gameplay (unfamiliar partner/opponent, emotional factors, etc.)

Develop and organize a tournament (e.g., single-elimination, double-elimination, round-robin, ladder)

I can develop a tournament that demonstrates the best fit for the unit, numbers of students, and demonstrates most fair assessment.

I can explain the differences and similarities of various types of tournament formats.

I can explain the benefits of choosing 1 tournament style over another based on the given factors (students involved, unit covered, time allowed, etc).

