

# El Monte Union High School District

## Course Outline

District: EMUHSD  
High School: Rosemead

Course :Title Lifetime Recreational

Textbook(s): Physical Education  
Activity Handbook

Copyright date/Edition:2013/ (13th  
Edition)

Transitional\* \_\_\_\_\_(Eng. Dept.  
Only)

Sheltered  
(SDAIE)\* \_\_\_Bilingual\* \_\_\_

AP\*\* Honors\*\*

Department: Physical Education

CTE\*\*\* :  
Industry Sector: \_\_\_\_\_  
Pathway: \_\_\_\_\_

Check One  
Introductory: \_\_\_\_\_  
Concentrator: \_\_\_\_\_  
Capstone: \_\_\_\_\_

Grade Level (s):10, 11, 12

Semester X Year

Year of State Framework  
Adoption \_\_\_\_\_

This course meets graduation  
requirements:

- English
- Fine Arts
- Foreign Language
- Health & Safety
- Math
- Physical Education
- Science
- Social Science
- Elective

This course meets a-g  
requirements:

- "a" – Social Studies
- "b" – ELA
- "c" – Math
- "d" – Lab Science
- "e" – Language (not  
English)
- "f" – Vis/Perf Arts
- "g" – College prep elective

Department/Cluster Approval  
Date

Is this course an adaptation from  
another source?

- No
- Yes

If yes, please indicate the source of the  
original course:

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\*Instructional materials appropriate for English Language Learners are required.

\*\*For AP/Honors course **attach a page** describing how this course is above and beyond a regular course. Also, explain why this course is the equivalent of a college level class.

\*\*\*For CTE, **attach the CTE course outline** created in the online template (<http://ctecourse.scoe.net/>).

1 Prerequisite(s): PE 9

**2 Short description of course which may also be used in the registration manual:**

Lifetime Recreation is a 10-12 grade course. It is designed to encourage students to participate in physical activities for their entire life. Activities are chosen that are appropriate for this goal and will include some or all of the following; tennis, badminton, frisbee, volleyball, basketball, soccer, and softball. In addition, students will also participate in improving upper body and abdominal strength. Activities to help improve the cardiovascular system such as jogging, bleachers and agility drills will also be included. Fitbits will also be used to teach students how to monitor their workouts. Data obtained from the Fitbit will include; heart rate, calories burned and steps taken.

**Objectives of course:**

- Students will gain or further their appreciation for incorporating physical activity in their daily activities
- Students will gain or further their appreciation of the benefit of physical activity for an entire lifetime.
- Students will be encouraged to try unfamiliar activities with the hope that they will find them enjoyable and want to continue to participate in them in the future.
- Through an emphasis on sportsmanship, students will learn to work with people who have different skill sets and personalities.
- Students will become more familiar with the rules and strategies of the above-mentioned sports.

**Course Content:**

Content will include physical participation in various sports and activities. This course is designed to be a predominantly hands-on learning course. Therefore, most of the work will be designed in a visual learning setting. This will help the students who have trouble with the English language and allow them to be successful in the classroom. Handouts will be used when learning History and Rules of each sport. Fitbit data will be written down and analyzed as a class and individually.

## **Student performance standards**

Student must identify and follow rules while playing sports and games.

Demonstrate movement skills and movement knowledge. Express social development with other students and staff. Show evidence of a positive self-image.

Provide evidence of knowledge of strategies and the history of each sport.

## **Evaluation/assessment/rubrics:**

Wearing the proper athletic clothes.

Effort put forth in each activity.

Scores on various skill tests.

Written tests on rules and strategies of various sports.

Grades will be given based on the percentage of points each student has earned. Students will also receive a citizenship grade based on their behavior in the classroom.

### **Grading Scale**

- . A = 90% - 100%
- . B = 80% - 89%
- . C = 70% - 79%
- . D = 60% - 69%
- . F = 50% - 59%

### **3. Course content:**

Number of units (minimum of 6): \_\_\_\_\_

Unit Title:

### **Sportsmanship**

Content: Students will receive instruction in the following topics:

Etiquette

Being a positive influence on teammates

Self-control of emotions

Proper behavior when winning and losing

How to conduct yourself regarding officials

Sample Assignment:

Students practice greeting and congratulating team members and opponents before and after the game.

Culminating Project:

Students are evaluated in a real game situation in the areas of the aforementioned "Content".

Unit Title:  
**Officiating**

Content: Students learn how to officiate various sports using the following topics:

Rules of the game

Hand signals

Movements and positioning on playing area

Sample Assignment:

Students officiate a small game and are then evaluated

Culminating Project:

Students officiate a full-sized game and are then evaluated

Unit Title:  
**Basketball**

Content

Specific skills are taught through visual demonstration, practice and critique

Rules and History of the game are presented

Game strategies are discussed and practiced

Sample Assignment

Students engage in a game

Culminating Project

Class is divided into teams and a tournament is conducted until a champion is determined

Unit Title:  
**Badminton**

Content

Specific skills are taught through visual demonstration, practice and critique

Rules and History of the game are presented

Game strategies are discussed and practiced

Sample Assignment

Students engage in a game of Badminton

Culminating Project

Class is divided into teams and a tournament is conducted until a champion is determined

Unit Title:

**Tennis**

Content

Specific skills are taught through visual demonstration, practice and critique

Rules and History of the game are presented

Game strategies are discussed and practiced

Sample Assignment

Students engage in a game of Tennis

Culminating Project

Class is divided into teams and a tournament is conducted until a champion is determined

Unit Title

**Volleyball**

Content

Specific skills are taught through visual demonstration, practice and critique

Rules and History of the game are presented

Game strategies are discussed and practiced

Sample Assignment

Students engage in a game of Volleyball

Culminating Project

Class is divided into teams and a tournament is conducted until a champion is determined

4. Describe how this course integrates the schools SLO (former ESLRs- Expected School-wide Learning Results):

(A) Graduates of Rosemead High School will be **ACADEMIC ACHIEVERS** who:

Exhibit good study and work habits and effectively use time and time management skills.

*Students will be given the opportunity to show good work habits every day during each sport activity by giving forth a credible effort. Students will have their knowledge and instinct engaged by remembering rules and strategies of each sport activity.*

(B) Graduates of Rosemead High School will be **RESPONSIBLE CITIZENS** who

Are able to work in collaborative groups to produce an outcome in a timely manner.

*Students will have the opportunity to work together as a team in every game activity. They will learn that to be successful in this situation they must be a positive influence.*

(C) Graduates of Rosemead High School will be **HEALTHY INDIVIDUALS** who

- Exhibit knowledge of high-risk activities that affect their health and how to avoid them.

*Students will receive physical training in various activities. The Cardiovascular and Muscular system will receive extensive training.*

(D) Graduates of Rosemead High School will be **PROFICIENT TECHNOLOGY USERS** who

Demonstrate competency in the use of computers and their applications.

*Students will use Fitbit watches that will track their exercise results. They will need to access the Fitbit app using the technology found in a smart phone, tablet or computer. They will also access the internet with their smart phones for research on how to do various physical activities and to familiarize themselves with game play of various sports.*

(E) Graduates of Rosemead High School will be **EFFECTIVE COMMUNICATORS** who

Effectively read, write, listen, speak and understand the English language

*Students will have to effectively communicate with their teammates during games to be successful. They will have to learn the lingo of each sport and communicate the sports strategies to teammates.*

(F) Graduates of Rosemead High School will be **COMPLEX THINKERS** who

Utilize creative analytical thinking.

Strategies for each sport requires critical thinking. Students have to think about what the other team is going to do and then develop an offensive and defensive strategy to combat their opponent. They will have to determine their opponent's strengths and weaknesses and plan accordingly. These strategies may have to be adjusted during game play requiring additional analytical thinking.

5. Describe the Integrated ELD teaching techniques to be used to meet the needs of English Language Learners:

Cooperative Learning:	Small learning groups (teams)
Visual Learning Methods:	Demonstrations of procedures, with hands on learning and directions with
	Kinesthetic response to visual and /or auditory instruction.

6. Describe the interdepartmental articulation process for this course:

This course will complement the Science department because instruction will be given in kinesiology and anatomy/physiology. Articulation with the Math department will be through Fitbit data analysis, including; graphing, finding percentages and analyzing trends.

7. Describe how this course will integrate academic and vocational concepts, possibly through connecting activities. Describe how this course will address work-based learning/school to career concepts:

Through the variety of activities students will learn of several professions that relate to Physical Education, including; game official, physical trainer, recreational leader, coaching, physical therapist and athletic trainer.

8. Supplemental Materials of Instruction (Note: Materials of instruction for English Language Learners)

<b>Type of material (book, manual, periodical, article, website, primary source document, etc.)</b>	<b>Author</b>	<b>Publisher</b>	<b>Edition/ Year</b>
Physical Education Activity Handbook	Jerre L. McManama	Pearson	13 edition February 24 2013
Livestrong			
National Association for Sport and Physical Education			