

Comprehensive Course Syllabus

**WEL 231: Indoor/Outdoor Games
Spring 2019**

Course Description:

This semester long course is comprised of multiple motor skills to produce further development and success in games and sports. Students will actively participate in athletic opportunities and leisure-time activities to build on the skill and health-related fitness experiences introduced in the sophomore curriculum. Activities will include games and activities from invasion, net/wall, striking/fielding and/or target categories. Students will be exposed to the tactical approach to learning games and activities drawing connections of both the strategies and skills associated with the games in each category. They will become thinking players, learning to react to and deal with the challenge presented in a game situation. This approach to learning game play provides quality opportunities for the student to give and receive feedback.

Prerequisite:

Moving and Learning

Instructor:

Instructor Name	Mr. David Lundgren
Office Number	D-112
Telephone number	630-907-5474
Email address	dlundgren@imsa.edu
Office Hours	By Appointment A/C Days: Mod 5 C Day: Mod 7

Meeting Days, Time and Room(s):

Section	1 (A/B/D)	7 (A/B/D)
Time	8:00 – 8:55 am	2:20 – 3:15 pm
Location	Main Gym, West Gym, Fitness Center, Pool, Multi-purpose room	Main Gym, West Gym, Fitness Center, Pool, Multi-purpose room

Text(s) / Materials:

No text is required. Students will receive a series of teacher-generated or self-created handouts. A pen or pencil and a folder or some type of organizational binder must be brought to each class session. The folder or binder is required exclusively for this course. Cell phones, I-pads, I-pods, MP3 players, and etc. are not allowed in class. Computers will be used and students will be notified in advance when to bring them and a power supply to class.

Clothing:

Students must come to class prepared to participate and learn. Clean activity clothing and sneakers are required. Street clothes and shoes are not acceptable. Jeans, jeggings, or khakis are not allowed. Collared shirts are not acceptable activity dress. Shirts must cover the entire torso of the body. Shirts showing the mid-section are not allowed. Wearing unacceptable messages (i.e. alcohol, drugs, sex, etc.) on clothing is not allowed. Belts and loose fitting jewelry are not acceptable athletic attire. Hair may be tied or bound up for comfort. Hats are not allowed in class.

Dress appropriately for environmental conditions. Temperature variations occur throughout the semester. Some classes may be conducted outdoors and may necessitate additional clothing layers.

To keep the Wellness floors clean, students should change into clean, dry sneakers before entering any Wellness room. If not properly dressed, points will be deducted from **Learner Responsibility**. Refer to the Grading Section for more details.

Equipment:

Sports equipment will be used for all activities. Students are to treat all equipment with respect and understand that there is a limited amount of equipment. Losing, breaking or destroying equipment will not be tolerated. Purposeful destruction of equipment will cause for student to be charged for equipment cost, loss of **Learner Responsibility** points and possible removal from class. When an issue regarding equipment occurs, the student(s) are required to bring this to the instructors' attention immediately. Safety considerations with the use of equipment around other students must be adhered to as described by the instructor.

Students may bring their own equipment for an activity if it is appropriate for class. Students are responsible for the use of their own equipment and the safekeeping of their equipment. Students who choose to bring their own equipment do so without the instructor or IMSA taking responsibility.

Essential Content:

Physical activity is critical to the development and maintenance of good health. The goal of IMSA Wellness curriculum is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.

Students studying Outdoor and Indoor Games will:

- A. **Demonstrate competency in a variety of motor skills and movement patterns.** Students will:
 - a. Apply skills and movements in a game setting
 - b. Adjust skills to game situation for each of the game categories
 - c. Demonstrate skills being transferred from each game category (passing, receiving, striking, fielding, changing direction, offense and defense)
- B. **Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.** Students will:

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- a. Understand and utilize offensive and defensive strategies appropriate to the explored sports and activities
 - i. Analyze personal performances
 - ii. Adjust personal performances
 - b. Understand and apply sport specific training and conditioning to improve performance in a variety of games and activities (for each game category) to improve skill performance
 - c. Use rules and tactics that apply in specific situations
 - i. Sequencing of passes and movements
 - ii. Use of offensive and defensive systems
 - d. Understand the connection between games and activities of same category in terms of similar on-the-ball skills, off-the-ball movements, and tactics.
 - e. Understand the interrelationship between physical fitness and game play and the role of physical fitness concepts in the development of a healthy lifestyle throughout the life span
 - f. Learn the origin and creation of games and purpose for creation
 - g. Demonstrate an understanding of rules for games participate
- C. Demonstrate the knowledge and skills to achieve and maintain health-enhancing levels of physical activity and fitness.** Students will:
- a. Assess physical fitness status in terms of health-related and skill-related components of physical fitness
 - i. Health-related components of physical fitness: cardio-respiratory endurance, muscular strength, muscular endurance, flexibility, and body composition
 - ii. Skill-related components of physical fitness: agility, balance, coordination, power, reaction time, and speed
 - b. Develop and maintain appropriate levels of health-related and skill-related physical fitness necessary for a healthy and productive life.
 - c. Willingly participate in a variety of activities for maintaining or enhancing a healthy, active lifestyle
 - d. Evaluate and adjust movements and levels of activity to improve fitness for activity and personal fitness and identify strengths and weaknesses based on performance
 - e. Demonstrate the ability to monitor and adjust movements to meet personal needs and abilities
 - f. Monitor physical activity and game play
 - g. Develop greater awareness of self and role as a member of a team regardless of skills and abilities
- D. Exhibit responsible personal and social behavior that respects self and others.** Students will:
- a. Demonstrate respectful personal and social behavior
 - i. Act responsibly to avoid conflict
 - ii. Exhibit respect for unique characteristic and abilities and peers.
 - iii. Show cooperative and positive interactions with others

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- b. Appreciate the diverse background, participation, and history of games and activities and its participants
 - i. Understand and demonstrate the concept of the “Spirit of the Game” in all class activities, whether the context is competitive, recreational, or isolated skill development
 - c. Exhibit respect for the unique characteristics and abilities of peers and compassion towards the diversity of skill and background in peers and self while participating in games and activities
 - d. Provide best effort
 - e. Apply safe practices, rules, procedures, and etiquette in all activities
- E. Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. Students will:**
- a. Recognize the importance of physical activity to promote health
 - i. Physical health – analyze and evaluate personal execution and its effectiveness in achieving total wellness
 - ii. Social health – foster positive and enjoyable interactions with others during physical activity
 - iii. Emotional health – self-reflect on elements which contribute to personal enjoyment
 - iv. Intellectual health - understand the role of physical fitness concepts in game play and in the development of a healthy lifestyle throughout the life span
 - v. Spiritual/Philosophical health – develop an awareness and appreciation for “Who Am I?” and what is my role in activity
 - vi. Environmental health – understand and demonstrate compassion for and appropriate use of our natural resources, with regards to outdoor activities
- F. Understand the role of nutrition, sleep, and stress management as behaviors that alleviate the effects of distress and assist us in developing and maintaining holistic wellness. Students will:**
- a. Establish S.M.A.R.T. short-term wellness goals and create a process for goal achievement
 - b. Regularly monitor, record, analyze and adjust SMART goal behaviors.
 - c. Understand the effects of game play in managing stress

SSLs and Outcomes:

I.A. Students expected to demonstrate automaticity in skills, concepts, and process that enable complex thought through reflecting on personal wellness, self-assessing learner responsibility, fitness and performance, performing kinesthetic movement, team work and collaboration, written assessments and quizzes, small and large group discussions

I.C. Students expected to precisely observe and accurately record findings in order to evaluate and assess data and use as evidence to support statements. Students will use pen and paper and technology to collect data and journal their accomplishments, progress, and reflections

I.D. Students expected to evaluate the soundness and relevance of information and reasoning by using reputable information, demonstrating understanding of each health-related component of physical fitness, comparing of pre- and post- fitness assessment, demonstrating understanding of basic anatomy and physiology involved in physical activity, and self-analysis of kinesthetic awareness and skill through observation and comparison

III.B. Students expected to recognize, pursue, and explain substantive connections within and among areas of knowledge by understanding how their physical wellness interconnects with the emotional, social, intellectual, environmental, and spiritual/philosophical dimensions of their wellness and understanding the context of their wellness in their everyday lives

IV.A. Students expected to construct judgments based on evidence by using authentic data, understanding the interrelationship between health-related fitness components and evaluate and reflect on their personal wellness plan

V.A. Students expected to identify, understand, and accept the rights and responsibilities of belonging to a diverse community by recognizing their own ability in order to make safe and effective decisions, recognizing their current capacity in order to progress, and participating and cooperating with others

V.B. Students expected to make reasoned decisions which reflect ethical standards, and act in accordance with those decisions by taking responsibility for their learning, collaborating with other students, and constructive critique of self and others

V.C. Students expected to establish and commit to a personal wellness lifestyle in the development of the whole self by being confident in their own abilities, and making informed decisions about the balance of the emotional, social, physical, intellectual, environmental, and spiritual/philosophical dimensions of wellness to become an educated lifelong learner

Instructional Design and Approach:

The teaching approach for this course is tactical in nature which includes problem solving, engaging in action situation to solve the problem and reflection employing critical thinking skills. Practice tasks evolve from the need to consistently generate appropriate shot selection and placement, skill execution, and court/field positioning. Students will be videotaped to enable self and peer assessment. Learners will teach each other as they generate cues for improving the techniques involved in the explored sports. Learning experiences aim to provide greater appreciation for game play and activity to enhance the establishment and commitment to a wellness lifestyle.

This course is designed to develop each participant's level of performance, ability to analyze skills, and understanding of strategies or concepts for playing the game. During this course improvement will occur with a student's technical and tactical playing ability through an understanding of why each skill is needed and how to apply skills appropriately in the game. Students will gain knowledge and the ability to analyze their own and other player's game performance. Ultimately this course is intended to enable the learners to play the game as part of an active lifestyle. (SSL:V.C)

The Tactical Approach links tactics and skills by emphasizing skill practice and application within the tactical context of the game. Tactical awareness is critical to game performance and defined as the ability to identify tactical problems that arise during a game and to respond

appropriately. In the tactical approach environment, learners are placed in a game situation that emphasizes a tactical problem before they identify and practice solutions. Students are placed in a game situation where tactics, decision making, problem-solving and skills are all developed at the same time. These games demand decision making skills of the how, when, and where pertaining to the tactics and strategies involved in the game.

Student Expectations and Responsibilities:

Attendance:

Class begins at the appropriate scheduled times. You are allowed **five (5) minutes** to change. After these five (5) minutes you will be counted tardy. Please make every effort to be on time, as it helps class run more smoothly. Learner Responsibility points will be deducted for tardiness, and absences; for more details refer to the Learner Responsibility in the Grading section. **Note:** Students may not dress for some class sessions. The instructor will notify the students at the earliest convenience. These non-dress sessions will begin at the official class start time. Refer to the IMSA student handbook for details relating to absent times.

Section	1	7
Start Time	8:00 am	2:20 pm
Tardy Time	8:05 am	2:25 pm
Absent Time	8:10 am	2:30 pm

- **Absences**

As previously noted, Learner Responsibility points are deducted for absences. Excused absences, such as for an illness or a school-sponsored activity are eligible to be made-up. It is the responsibility of the student to contact the instructor in a timely manner (i.e. by the next class session) to discuss if an excused absence is eligible for a makeup.

Contact must occur outside of class time, before the absence, or within one class day of returning to campus to discuss the make-up and receive the make-up directions. If eligible, a makeup card is issued and you will have **one (1) week** from the receipt of the make-up card to complete any activity portions that may have been missed to regain the lost points. Any written assignment may have a shorter timeframe for make-up completion. For example, a graded assessment may be due at the start of the next class, whereas, a make-up for an activity segment is given up to **one (1) week**. If a make-up is not completed with the noted timeframe, Learner Responsibility and/or assessment points will not be earned. Complete make-ups during the quarter the absence occurs. However, special arrangements will be given to students absent during the last weeks of the quarter.

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Activity make-up sessions must be completed under the supervision of and signed by a Wellness staff member. Wellness staff members are Mr. D. Hernandez, Mr. D. Lundgren, and Mrs. M. Myers.

To complete a make-up, the student must complete a make-up form, satisfy the noted expectations, and return the form and any requested information to the instructor by the due date noted. Only one make up session is allowed per day.

Injuries/Illness

Students who become injured or ill during the semester may need a medical permission slip to participate in the course. Depending on the severity and duration of the injury or illness, the student may be dropped from the course and will be enrolled in Moving and Learning during another semester.

Technology:

It is an expectation when working on computers that only the websites and documents requested by the instructors are open. Having other sites and documents open will result in loss of instrument for two class sessions. This applies to inappropriate use of other technologies, such as cell-phones, i-pods, i-pads, kindles and similar. Additionally, headphones are not allowed in class and will follow the same procedure if found. The student will have to contact the teacher and make arrangements outside of class time to pick up the instrument.

Locker Rooms & Lockers:

Store your personal belongings in a LOCKED locker. Students are responsible for providing their own locks. If you come to class after the five (5) minutes allocated for dress, you are tardy. Note that attendance timing applies even if you are not properly prepared for class due to attire issues. For example, coming in and putting on your shoes or asking to use the restroom after the start of class. Learner responsibility points will reflect both the timeliness and dress of the student.

In Summary, all students are expected to:

1. Assume ownership for own learning and challenge.
2. Be held responsible for any concepts, problems or announcements presented in class. Pop quizzes happen!
3. Attend **all** scheduled class meetings and be **on time, prepared, and dressed** for class.
4. Participate **fully** for the entire class period.
5. Dress appropriately in modest clothing for temperature conditions.
6. Act respectfully toward self, others, class environment, and content.
7. Complete all assigned work and submit graded assignments on time. Some assessments will not be graded. **All assignments are due on their assigned due date at the beginning of class.**

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8. Use their **IMSA email account** to communicate electronically with the instructor.
9. Contribute positively and inclusively, enabling learning, through words and actions as a leader and follower. Swearing and abusive language or actions will not be tolerated.
10. Be willing to improve skill and knowledge of physical activity/sport by listening receptively to classmates and teacher.
11. Submit assessments at the start of the class session. After this timeframe, assignments are late and will result in a reduction of Learner Responsibility points.
12. Take all tests and quizzes at the scheduled time. Make-ups **may** occur for some excused absences. Make-ups **will not** happen for **unexcused absences**.
13. Contact the instructor to see if an excused absence is eligible for a make-up. Student must see the instructor outside of class time. Make-ups must be completed by the date on the form. All physical activity make-ups must be completed under the supervision of a Wellness staff member.
14. Not bring food or beverages (other than water bottles with lids) in the Wellness areas. Gum is not allowed.
15. Make sure sneakers are clean before entering any Wellness rooms.
16. Bring folders and writing utensil to each class session.
17. Keep book bags, backpacks and other personal items in a locked locker in the locker room or outside of gym, not on the floor.
18. Clean out their lockers at the end of the semester.

Academic Honesty:

The primary academic adventure is the exploration and dissemination of knowledge. Academic honesty and integrity are integral to the academic process. Academic dishonesty—cheating, plagiarism, and collusion—are serious offences, which undermine the education process and the learning experience for the entire IMSA academy.

It is expected that students will understand and adhere to the concept of academic integrity and to the standards of conduct prescribed by IMSA's policy on academic integrity located in the student handbook. It is expected that students will assume responsibility for their work and that materials submitted in fulfillment of course represent student's own efforts.

Assessment Practices, Procedures, and Processes:

Grading will be based on the student's ability to be proficient in the curriculum. These assessments include the student's responsibility as a learner, their effort, participation and attendance; individual and group projects; and self- and peer- assessments.

Common Assessments

Common assessments include, but are not limited to:

- SMART goal and process
- Quizzes
- Tactical Presentation
- Create-A-Game

Learner Responsibility

- Student behavior and participation will be monitored. In-class learner responsibility points will be earned, but not limited to, the following:
 - Work Ethics: on task; actively involved in class (activities and discussion); demonstrates acceptable effort; recognizes and consistently applies rules, regulations, etiquette specific to tactics; applies learned motor skills; being awake
 - Appropriate Social Skills: demonstrates respect for self, others, and content; displays positive leadership and followership abilities; engages in positive interactions; uses appropriate language
 - Safety: participates in appropriate warm up and cool down activities; engages in proper use of equipment and facilities; follows directions and class and locker room policies; has appropriate dress for class
 - Attendance
 - Learner responsibility points will be deducted for absences (excused and unexcused) and tardies.
 - Points for some Academy excused absences **may** be made up.

Submitted work will be returned in a timely fashion. **Note:** Graded work may not be returned until all students have completed or submitted the assessment.

Proficiency-Based Grading

Assessments are graded according to the student's proficiency of that course content, knowledge, and skills. The proficiency scale is as follows:

Highly Proficient	4 points
Proficient	3 points
Developing	2 points
Beginning	1 point
Missing	0 points

Assessment Submission Requirements:

Assessments are due at the start of class. Write your name, date, and course section number on the upper right hand corner of your assessment, unless directed otherwise. Ensure that the proficiency chart is included and attached at the end of your paperwork. When submitting multiple pages, staple or paperclip them together.

For assessments where a student earns less than a proficient score of 3.0, s/he has the opportunity to revise her/his work or in some cases complete a similar assessment. Students earning a proficient score may elect to revise their work in an effort to earn a different score on the assessment.

Revised Assessment Submission Requirements

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Revisions are due at the beginning of class, **two (2)** class sessions from the date the assessment is returned. Submissions received after the second class session will be graded, but will not yield a change in the student's earned score.

- For example, if the assignment is returned on Monday, revisions will be collected at the start of class on Friday, assuming Wednesday is an I-day (for A, C, D classes).

Revisions must be clearly visible. Response options include:

- **Bold**
- Colors: **GREEN**, **ORANGE**, **PURPLE** (Avoid gray hues, **RED** and **BLUE**)
- **Highlight**

“**Revision #2**” must be written below your name, date and course section number on the upper right hand corner of the original assessment. If you will make edits on a typed version of an assessment, save this information as a separate document. Use this version to make edits. **DO NOT** delete any information; rather draw a line (~~draw a line~~) through any material you wish to remove. Make certain all original assessment documentation, teacher comments and proficiency chart are included.

Note that revisions are not allowed for some assessments. These assessments include, but are not limited, to

- **Learner Responsibility,**
- **Personal Wellness Reflection**

Submissions received after the second class session will be graded, but will not yield a change in the student's earned score.

All Wellness courses are graded with the following grade scale:

4.0 = A
3.5 = A-
3.0 = B
2.5 = B-
2.0 = C
1.5 = C-
1.0 = D
0 – 0.5 = F

Sequence of Topics and Activities

The entire success of this class will be based on the individual students desire to work in class. How much a student will get out of this course is directly proportional to how much the student puts into it. *The instructor reserves the right to change the schedule at any time.*

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Week (s)	Topics
1	Course Introduction Moodle/Turnitin.com Warm up and cool down Review of Physical Fitness Assessment: Intorduction Questions
2 – 3	Pre Fitness Assessments Target Games Assessment: SMART Goal and Process Assessment: LR 1
4 – 5	Net Games Assessment: LR 2
6 - 7	Fielding and Striking Games Assessment: LR 3
8 – 10	Invasion Games Assessment: LR 4 Assessment: LR 5 Assessment: Create-A-Game
11	Spring Break
12 – 19	Create A Game Week 16: Post Fitness Assessment Week 17: Wellness Reflection Assessment: LR 6 Assessment: LR 7 Assessment: LR 9

**This schedule will change and updates will be noted throughout the semester.