

## PEL301: PE-Lifetime Sports (2012-2013)

**CURRICULUM PROGRAM:** Physical Education

**COURSE TITLE:** PE-Lifetime Sports

**CALENDAR YEAR:** 2012-2013

**GRADE LEVEL:** 9-12

**CODE:** PEL301

**TYPE:** GP

**CREDITS:**

**COURSE LENGTH:** 18 weeks

**SUGGESTED PREPARATION:** [PE-Personal Fitness](#)

**Major Concepts/Content:** This semester course, which is required for graduation, is designed to enable students in grades nine through twelve to develop the movement skills and conceptual knowledge for lifetime sports participation. Lifetime sports are those sports and physical activities that people of all ages and all levels of ability can participate in and enjoy whether they are organized for individual, dual or team participation. Students will set personal skill development goals in a few lifetime sports and learn the process of specialized lifetime sport skill development for continued learning, participation and enjoyment.

**Major Instructional Activities:** This course provides instruction in lifetime sports from among at least four categories as listed. A school's offering of lifetime sports is limited only by the facilities, equipment, and expertise available at the school. The list of sports activities in each category is not all inclusive. The focus is on teaching a process of skill development and improving the sport specific motor skills, tactical knowledge, and rules unique to the variety of lifetime sports presented in this course. Fielding Sports Cricket | Softball | Ball Control Sports | Basketball Flag Football Hockey | Soccer | Team Handball | Lacrosse Net-Wall Sports Badminton | Table Tennis | Racquetball | Tennis | Volleyball | Pickle ball Target Sports Archery | Bowling | Billiards | Golf Aquatics Swimming | Synchronized Swimming | Water Polo Combative Sports Fencing | Martial Arts Rhythmics-Dance Line Dance | Social Dance | Swing Dance | Aerobic Dance

**Major Evaluative Techniques:** Multiple assessment strategies are used to enable students to develop their motor skills and concepts. Examples of assessment tools are checklists, written summaries, authentic performance tasks, activity logs, selected and constructed response tests, and product assessment. It is important that the results (raw data/scores) obtained through the performance tests specialized motor skills are used to determine appropriate personal goals and student achievement of personal goals and not as grading criteria for this course. Students are graded on what they know and are able to do as a result of the learning that has occurred during the course.