Comprehensive Course Syllabus
WEL 231: Outdoor and Indoor Games
Fall 2009

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:
• Name: Mr. Bill Gentzler
• Office Number: D-112
• Telephone number: 630-907-5895
• Email address: wgentzler@imsa.edu

Meeting Days, Time and Room(s)
A & C Days, Mods 6 – 8, 9:35 – 10:45 a.m.
D-111/West Gym/Fields

Text(s) / Materials:
No text required. Students will receive a series of teacher generated handouts.

Clothing:
Students must come to class prepared to participate. Clean activity clothing and shoes are required. Street clothes and shoes are not acceptable. Jeans or khakis are not allowed. Shirts must cover the entire torso of the body. Tank tops and shirts showing the mid-section are not allowed. Students will be asked to leave class if wearing unacceptable messages on clothing (i.e. alcohol, drugs, sex, etc.). Belts and loose fitting jewelry are not acceptable athletic attire. Hats are not allowed in class. Dress appropriately for
environmental conditions. Some classes will be conducted outdoors and may necessitate additional clothing layers. To keep the Wellness floors clean, students should change into clean, dry shoes before entering any Wellness room. **If not properly dressed, students may not receive credit for attendance, even if the student is present.**

**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 motor skills and movement patterns needed to perform a variety of physical movements. Students will:
   a. Apply skills and movements in a game setting
   b. Adjust skills to game situation

B. Demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Students will:
   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 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. Analyze and identify skills that result in higher levels of performance
   f. Understand the role of physical fitness concepts in the development of a healthy lifestyle throughout the life span

C. Participate regularly in physical activity. Students will
   a. Engage in physical activity that will improve overall physical fitness

D. Achieve and maintain a health-enhancing level of physical fitness. Students will:
   a. Develop and maintain appropriate levels of health-related physical fitness necessary for a healthy and productive life.
      i. Cardio-respiratory endurance
      ii. Muscular strength
      iii. Muscular endurance
      iv. Flexibility
      v. Body composition
   b. Evaluate and adjust levels of activity to improve fitness for activity and personal fitness
i. Identify strengths and weaknesses based on performance
ii. Understand, calculate, and use target heart rate training zone to ensure safe and productive workouts in water.

E. Exhibit responsible personal and social behavior that respects self and others in physical activity settings. Students will:
   a. Demonstrate respectful personal and social behavior
      i. Resolve conflict in appropriate ways.
      ii. Show cooperative and positive interactions with others in skills and game play
   b. Appreciate the diverse background, participation, and history of water polo 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. Show respect and compassion towards the diversity of skill and background in players and in self while participating in a sport.

F. Comprehend the value of physical activities for health, enjoyment, challenge, self-expression and/or social interaction.
   a. Recognize the importance of physical activity to promote health
      i. Physical health – analyze and evaluate personal fitness program 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 the development of a healthy lifestyle throughout the life span.
   b. Access, apply, and critique information regarding self, peers and others in game

G. Understand the role of nutrition, sleep, and stress management as behaviors which alleviate the effects of distress and assist us in developing and maintaining holistic wellness.

SSLs and Outcomes:

I.A. Students are expected to demonstrate automaticity in skills, concepts, and process that enable complex thought such as
   a. team work and collaboration
   b. preparation for class
   c. reflection on personal abilities
   d. self-assess learner responsibility
   e. performance of kinesthetic movement
   f. self-analysis of fitness and skill levels through technology and President’s Challenge fitness assessment

I.B. Construct questions which further understanding, forge connections, and deepen meaning in order to
a. demonstrate competency in discussions, writing, and quizzes

I.C. Students expected to precisely observe and accurately record findings in order to
   a. use technology to collect data on their personal abilities

I.D. Evaluate the soundness and relevance of information and reasoning through
   a. demonstrating understanding of each health related component of physical fitness
   b. comparison of pre and post physical assessment
   c. demonstrating understanding of basic anatomy and physiology
   d. self-analysis of kinesthetic awareness and skill through observation and comparison
   e. evaluation of misconceptions of their own physicality

II.A. Students confront misconceptions through
   a. Discussion
   b. Analysis of previous knowledge and abilities
   c. Creation of questions to further their understanding

II.B. Find and analyze ambiguities inherent within any set of textual, social, physical or theoretical circumstances in order to
   a. put their personal wellness in context
   b. approach wellness in an unbiased manner
   c. using research to make more informed decisions about wellness
   d. critically evaluate personal and peer behavior in context of environment and community

III.A. Use appropriate technologies as extensions of the mind to
   a. accurately record and assess their personal data
   b. self-analyze and reflect on their personal fitness using web technologies and resources

III.B. Recognize, pursue, and explain substantive connections within and among areas of knowledge in order to
   a. understand how their physical wellness interconnects with the emotional, social, mental, and spiritual/philosophical dimensions of their wellness
   b. understand the context of their wellness in their everyday lives

III.C. Recreate the beautiful conceptions that give coherence to structures of thought in order to
   a. understand the foundation of movement through anatomy and physiology
   b. appreciate the affects of body processes on cognitive abilities

IV.A. Construct judgments based on evidence in order to
   a. Reflect on their personal data
   b. Analyze and reflect on tactical response

IV.B. Write and speak with power, economy, and elegance
   a. Through short writes, homework, quizzes and discussions

IV.C. Identify and characterize the composing elements of dynamic and organic wholes, structures, and systems in order to
   a. understand the interconnectedness of wellness dimensions in the whole of the individual
   b. understand the relationship between structure and function in the body

IV.D. Develop and aesthetic awareness and capability by
a. developing and using spatial awareness  
b. developing kinesthetic skill  

V.A. Identify, understand, and accept the rights and responsibilities of belonging to a diverse community by  
a. recognizing their own biomechanical ability in order make safe and effective decisions  
b. recognizing their current capacity in order to progress  
c. participating and cooperating in a team  

V.B. Make reasoned decisions which reflect ethical standards, and act in accordance with those decisions through  
a. collaboration with other students  
b. constructive critique of others  

V.C. Establish and commit to a personal wellness lifestyle in the development of the whole self in order to  
a. become an educated life long learner  
b. be confident in their own abilities  
c. make informed decisions about balance of emotional, social, physical, mental, and spiritual/philosophical dimensions of wellness  

**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:

Attendance:
Class begins at 9:35 a.m. A & C days. You are allowed **five (5) minutes** to change on activity days. After these five (5) minutes or **9:40 a.m.**, you will be counted tardy. Students arriving fifteen (15) minutes late are considered absent. Please make every effort to be on time, as it helps class run more smoothly. Learner Responsibility points will be deducted for tardiness. Please refer to the IMSA Attendance and Tardiness procedures outlined in the IMSA Handbook. You are allowed three (3) unexcused absences for the entire semester of Outdoor and Indoor Games. Three (3) unexcused tardies equal one (1) unexcused absence.

Locker Rooms & Lockers:
Please store your personal belongings in a LOCKED locker. Students are responsible for providing their own locks. You must be prepared with activity clothing in your locker or you will be sent back to your room to get them and given an **unexcused tardy** for the day.

Student Responsibility: All students are expected to:
1. Assume ownership for own learning and challenge.
2. Attend **all** scheduled class meetings and be **on time**, **prepared**, and **dressed** for class.
3. Participate fully for the entire class period.
4. Dress appropriately in modest clothing for temperature conditions.
5. Act respectfully toward self, others, class environment, and content.
6. Complete a pre- and post- testing for President’s Challenge to pass course, regardless of total class points.
7. Complete all assigned work and submit graded assignments on time. Some assignments will not be graded. **All assignments are due on their assigned due date at the beginning of class.** **Fifty percent (50%)** will be deducted per class day late.
8. Be held responsible for any concepts, problems or announcements presented in class.
9. Contribute positively and inclusively, enabling learning, through words and actions as a leader and follower.
10. Be willing to improve skill and knowledge of physical activity/sport by listening receptively to classmates and teacher.
11. Take all tests and/or quizzes at the scheduled time. Make ups may be allowed for excused absences. Make ups are not allowed for unexcused absences.
12. Not bring food or beverages (other than water bottles with lids) in the Wellness areas.
13. Make sure shoes are clean before entering any Wellness room.
14. Keep book bags, backpacks and other personal items in a locked locker in the locker room or outside of gym, not on the floor.

**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 honesty 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:**
All Wellness courses are graded A – D. Categories of assessments include: Health Related Fitness, Tactical Games, and Learner Responsibility. Grading will be based on participation and attendance, individual and group projects, and self and peer assessments including:

- Fitness Assessment: Pre-and post- President’s Challenge
- Self and peer video analysis of skill and game tactics
- Written quizzes
- Miscellaneous written assignments/short writes
- Written reflections, including Summative reflection

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

**Learner Responsibility**
Student behavior and participation will be monitored. In-class learner responsibility points will be awarded at 40 points for each quarter. Points will be deducted for the following infractions (but not limited):

**Attendance**
- Tardy – 3 point deduction per time tardy
- Absent – 5 point deduction per time absent, excused and unexcused.
  - Points for Academy excused absences (refer to the student handbook for acceptable excused absences) may be made up. See the instructor for Wellness Make-Up Card.

**Work Ethics**
- On task, follow directions, rules and etiquette
- Acceptable effort; actively engaged in involved in class activities and discussions
Appropriate dress
Awake!

Sequence of Topics and Activities
The entire success of this class will be based on your desire to work in class. How much you will get out of this course is directly proportional to how much you put into it. The instructor reserves the right to adjust the schedule at any time.

Week 1
• Introduction to course
• President’s Challenge fitness assessment pre test

Week 2
• Invasion Games: Ultimate Frisbee tactics, skills and strategies
• Video capture
• President’s Challenge fitness assessment pre test

Week 3
• Invasion Games: Ultimate Frisbee tactics, skills, and strategies
• Video capture

Week 4
• Invasion Games: Disc Golf tactics, skills, and strategies
• Video capture and analysis

Week 5
• Invasion Games: Disc Golf tactics, skills and strategies
• Video capture and analysis
• Assignment: Ultimate Frisbee and Disc Golf knowledge, skills, game play assessment

Week 6
• Invasion Games: Flag Football tactics, skills and strategies
• Video capture

Week 7
• Invasion Games: Flag Football tactics, skills and strategies
• Video capture and analysis
• Assignment: Quarter Reflection

Week 8
• Invasion Games: Speedball tactics, skills and strategies
• Video capture
Week 9
- Invasion Games: Speedball tactics, skills and strategies
- Video capture and analysis

Week 10
- Invasion Games: Speedball tactics, skills and strategies
- Video capture and analysis
- Assignment: Invasion Game knowledge, skills, game play assessment

Week 11
- Invasion Games: Floor Hockey tactics, skills and strategies
- Video capture

Week 12
- Invasion Games: Floor Hockey tactics, skills and strategies
- Video capture and analysis

Week 13
- Net Games: Volleyball tactics, skills, and strategies
- Video capture and analysis

Week 14
- Net Games: Volleyball tactics, skills, and strategies
- Video capture and analysis

Week 15
- Net Games: Sepak Takraw tactics, skills, and strategies
- Video capture and analysis
- Assignment: Net Games knowledge, skill and strategies assessment
- President’s Challenge fitness assessment post test

Week 16
- Create-A-Game presentations

Week 17
- Create-A-Game presentations

Week 18
- Create-A-Game presentations
- Quiz