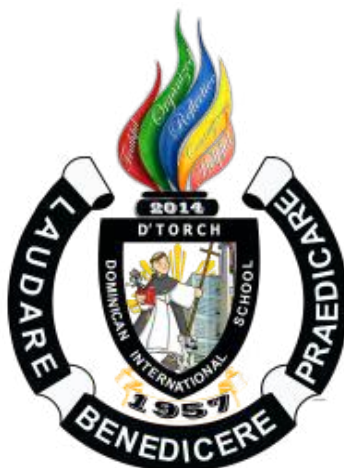


Dominican International School



PHYSICAL EDUCATION

Course Syllabus

GRADE LEVEL: Grade-9
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SCHOOL YEAR: 2023-2024
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The DIS Physical Education program will follow the SHAPE America's National Standards & Grade-Level Outcomes for K-12 Physical Education define what a student should know and be able to do as a result of a highly effective physical education program. State school districts across the country use the National Standards to develop or revise existing standards, frameworks, and curricula.

1. COURSE DESCRIPTION

Physical education in grade 9 is a transition from middle to high school. The Students will learn how to maintain a healthy lifestyle through performing exercises and different sports, to train physically and mentally to achieve peak performance. They will learn basic training principles that can be applied to their daily life, to learn the basic health knowledge and practices that ensure that they will be able to make wise health decisions that also involve their healthy life. Topics would include fitness components, athletic training, and individual and team sports. The students have fun enjoying sports and exercise, aiming to mold students' behavior to engage in physical activity and sports even outside the school programs.

2. COURSE GOAL

- ☐ Discusses the nature/ background of sports
- ☐ Explains health and fitness benefits derived from playing team/individual sports.
- ☐ Activities are expected to have the opportunity to build their knowledge and skills which empowers students to engage in different kinds of sports, to promote health and fitness.
- ☐ Assess and maintain a level of physical fitness to improve health and sports performance.
- ☐ To develop a sense of fair play and cooperation in students and the ability to work in groups, leading to increased cultural understanding.
- ☐ To provide opportunities for integration of physical education with other subject areas: health, language, math, social studies, science, music, and arts.
- ☐ Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and sports performance.
- ☐ Demonstrate knowledge of motor skills, movement concepts, principles, and strategies as they apply to learning and performance of physical activities.

3. STUDENT ACTIVITIES

Students will be taught various stimulating activities to develop their alertness, balance, coordination, strength, agility, endurance, flexibility, and fine and gross motor skills through movement. Activities include warm-up activities, fitness activities, movement awareness, rhythms and dance, play gymnastics, game skills, special games, basic coaching, officiating, and closing activities. These activities are carefully chosen with the child's needs in mind to create a well-balanced physical education lesson.

- ☐ Online Class Lectures and Seatwork
- ☐ Recreational activities
- ☐ Exercise and fitness indoor and outdoor activities
- ☐ Playing different sports
- ☐ Circuit training
- ☐ Strength and conditioning training
- ☐ Functional training
- ☐ Reading journal papers on physical education, health, and sports

4. FORMATS FOR PROPER EXERCISE

The following steps are the proper sequence based on the Anatomy of Workouts based on the book Successful Coaching to avoid overtraining and injury.

- ☐ Warm-up
- ☐ Fitness/ Sports activity
- ☐ Cool down

5. GRADING ASSESSMENT

The physical education grades are computed as follows:

Homework/Seatwork & Projects (30 %)

- ☐ Uniform
- ☐ Daily Attendance
- ☐ Seatwork/Homework

Quizzes/Performance in Class (30 %)

- ☐ Daily effort in participating in sports and exercise activities
- ☐ Individual skills in sports and exercise
- ☐ Group skills in sports and exercise
- ☐ Online Quizzes

Quarter Exam (Practical/Written) (30 %)

Department Grade (10 %)

Other Assessment: correcting their forms and technique by individual/group.

6. INDOOR COURT INSTRUCTION/ RULES AND REGULATION

- ☐ No teachers/coaches, No using of gym
- ☐ No wet mop
- ☐ No chairs without carpet
- ☐ No drinks and food inside (water bottle must be placed at the designated place)
- ☐ No roller skates and skateboarding
- ☐ No sharp items and high heels
- ☐ No water retention
- ☐ Indoor courts are strictly for Basketball/Volleyball/Badminton/ Table tennis only
- ☐ All Bags will be in the dressing room (bring your things after your P.E class)
- ☐ To keep the gym safe and clean up, you should store your used equipment properly.

7. OUTDOOR COURT AND SOCCER FIELD RULES AND REGULATION

- ☐ Only authorized personnel, P.E. Teachers/ Coaches are allowed to open the P.E. equipment room.
- ☐ Food and beverages are to be kept at the tables.
- ☐ Activities are monitored by security cameras.
- ☐ Respect the rights of others to use their own space. Avoid fighting, wrestling, shoving, and games that may cause injury to others.
- ☐ Play with SAFETY in mind at all times.
- ☐ No flips and somersaults anywhere in the field.
- ☐ Teachers must remain in visual contact with their children at all times.
- ☐ No climbing up at the basketball poles.
- ☐ Guests, teachers, and students are required to clean their areas before leaving.
- ☐ Be responsible for returning the equipment that you have borrowed from the store room.

8. GUIDELINES FOR WORKING WITH GROUPS

- ☐ Safety first
- ☐ Respect everyone's feelings
- ☐ Use each other's strengths, not weaknesses
- ☐ Be a part of the group in some way
- ☐ Give positive feedback when someone does something well
- ☐ Compete to improve your group, not necessarily against other groups
- ☐ Anticipate unsafe situations
- ☐ Try everyone's suggestions and then formulate/try what will best fit your group

9. ATTENDANCE

- ☐ Students are expected to meet at the designated area, no later than 5 minutes after the bell. If they are later than 5 minutes, the student will be marked as tardy.
- ☐ The class will be dismissed 5-8 minutes before the dismissal bell to prepare for changing their clothes.
- ☐ Students have to stay with P.E Teachers until the last minute and cannot leave the students alone.

10. EXCUSES

- ☐ If a student is not to participate in class due to illness/injury, she/he is going to bring a note from parents/guardian/nurse.

- ❑ If a student is present at school, but not feeling well, they must see the nurse, and, at the discretion of the PE Teacher, complete a sports/health-related assignment in the library
- ❑ If a student is to be excused for more than 3 consecutive days, a doctor's note is required (see handbook,) and, at the discretion of the PE Teacher, complete a sports/health-related assignment.
- ❑ If a student is to be limited in participation, a doctor's note is required.

PRIMARY TEXTBOOK & OTHER RESOURCES

- ❑ SHAPE America - Society of Health and Physical Educators. (2014). Grade level outcomes for K-12 physical education. Reston, VA: Author.
- ❑ Lesson planning for high school physical education: Meeting the National Standards & Grade-Level Outcomes.
- ❑ Essentials of Strength Training and Conditioning/ National and Strength and Conditioning Association; Thomas R. Baechle, Roger W. Earle, edition. – 3rd ed.
- ❑ Rainer Martens. Successful Coaching. American Sport Education Program Founder.
- ❑ Performance-based assessment for middle and high school physical education. Human kinetics.

ACADEMIC DISHONESTY: Academic Dishonesty means employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at DIS. Academic dishonesty includes but is not limited to, the following:

- ❑ Purposely incorporating the ideas, words of sentences, paragraphs, or parts thereof without appropriate acknowledgment and representing the product as one's own work; and
- ❑ Representing another's intellectual work such as photographs, paintings, drawings, sculpture, or research or the like as one's own, including failure to attribute content to an AI.
- ❑ Employing a tutor, making use of Artificial Intelligence without acknowledgment, getting a parent to write a paper or do an assignment, and paying for an essay to be written by someone else and presented as the student's own work.
- ❑ Committing any act that a reasonable person would conclude, when informed of the evidence, to be a dishonest means of obtaining or attempting to obtain credit for academic work.

Any act of academic dishonesty will result in an automatic zero on the entire assignment

1st QUARTER – TENTATIVE COURSE CONTENT

<i>(NB: Depending on time and interest, the teacher may delete and/or add other selections.)</i>	
Week / Date	Topic / Projects / Assessments
Week 1 Aug 10th to 11th 2 Days of Class <i>10~ First Day / Orientation Day</i>	Class Orientation <ul style="list-style-type: none"> <input type="checkbox"/> Self-introduction <input type="checkbox"/> Grading assessment <input type="checkbox"/> Syllabus discussion <input type="checkbox"/> Class rules and expectation
Week 2 Aug 14th to 18th <i>15 ~ Opening Mass</i>	Physical Fitness Test (12 minutes test) <ul style="list-style-type: none"> <input type="checkbox"/> Pre-test heart rate measurement <input type="checkbox"/> Warm-up/12 minutes running test <input type="checkbox"/> Post-test heart rate measurement <input type="checkbox"/> Results discussion and reminding
Week 3 Aug 21nd to 25th	Fitness Training: Lower body <ul style="list-style-type: none"> <input type="checkbox"/> Warm-up <input type="checkbox"/> Squats: Static/ dynamic <input type="checkbox"/> Lunges: Static/ dynamic <input type="checkbox"/> Plyometric training for lower body
Week 4 Aug 28th to Sept 1st	Fitness Training: Upper body <ul style="list-style-type: none"> <input type="checkbox"/> Pulls <input type="checkbox"/> Pushes: Static/ dynamic <input type="checkbox"/> Arms and shoulders <input type="checkbox"/> Strength and conditioning training
Week 5 Sep 4th to 8th <i>8 ~ Holy Mass & VIP Induction</i>	Fitness Training: Core <ul style="list-style-type: none"> <input type="checkbox"/> Plank: Static/ dynamic <input type="checkbox"/> Bridge: Static/ dynamic <input type="checkbox"/> Strength and conditioning training
Week 6 Sep 11th to 15th <i>12-14 – Pre-Exam Days</i>	Fitness Training: Speed and agility <ul style="list-style-type: none"> <input type="checkbox"/> Quickness/ High knees <input type="checkbox"/> 30m and 60m sprint <input type="checkbox"/> Agility drills
Week 7 Sep 18th to 22rd	Review <ul style="list-style-type: none"> <input type="checkbox"/> Design and perform a HIIT session (5 exercises) that targets main muscle groups.

	<input type="checkbox"/> Discuss and modify the lesson and be ready for the P.E. exams.
Week 8 Sep 25th to 29th <u>No Classes</u> <i>25-28 ~Teacher's Conference</i> <i>29 ~ Moon Festival Holiday</i>	P.E. Exams
Week 9 Oct 2nd to 6th <u>3 Days of Class</u> <i>5-6 ~Q1 Exams</i>	Q1 Exams (Major subjects)

2nd QUARTER – TENTATIVE COURSE CONTENT

<i>(NB: Depending on time and interest, the teacher may delete and/or add other selections.)</i>	
Week / Date	Topic / Projects / Assessments
Week 1 (10) Oct 9th to 13th <u>3 Days of Class</u> <i>9-10 – Double 10 Holiday</i>	Introduction to Volleyball <ul style="list-style-type: none"> <input type="checkbox"/> History <input type="checkbox"/> Equipment <input type="checkbox"/> Rules <input type="checkbox"/> How a game is being performed.
Week 2 (11) Oct 16th to 20th	Serving <ul style="list-style-type: none"> <input type="checkbox"/> Introduction of low serve/ high serve/ jump serve <input type="checkbox"/> Practicing serving <input type="checkbox"/> Strength and conditioning training
Week 3 (12) Oct 23rd to 27th	Serving and Passing <ul style="list-style-type: none"> <input type="checkbox"/> Learn the ready position <input type="checkbox"/> How to move efficiently <input type="checkbox"/> Practice passing/ wall/ partner <input type="checkbox"/> Strength and conditioning training
Week 4 (13) Oct 30th to Nov 3rd <i>1-All Saint's Day Mass</i>	Setting <ul style="list-style-type: none"> <input type="checkbox"/> Learn a ready position and hand placement <input type="checkbox"/> Practice setting/ wall/ partner <input type="checkbox"/> Passing and setting <input type="checkbox"/> Strength and conditioning training
Week 5 (14) Nov 6th to 10th	Spiking 1 <ul style="list-style-type: none"> <input type="checkbox"/> Learn the foot movement (three steps)

	<input type="checkbox"/> Learn the hitting arm movement (swing) <input type="checkbox"/> Practice hitting a volleyball: wall/ hanging ball <input type="checkbox"/> Strength and conditioning training
Week 6 (15) Nov 13th to 17th	Spiking 2 <input type="checkbox"/> Practice setting and hitting at position #4 <input type="checkbox"/> Practice setting and hitting at position #3 <input type="checkbox"/> Practice setting and hitting at position #2 <input type="checkbox"/> Strength and conditioning training
Week 7 (16) Nov 20th to 24th	Spiking and Blocking <input type="checkbox"/> Learn how to jump and hand placement <input type="checkbox"/> Practice hitting and blocking <input type="checkbox"/> Strength and conditioning training
Week 8 (17) Nov 27th to Dec 1st	Game practice <input type="checkbox"/> Warm-up <input type="checkbox"/> Play games 3x3 players, 6x6 players
Week 9 (18) Dec 4th to 8th 8 - Foundation Day Celebrations	P.E exams
Week 10 (19) Dec 11th to 15th 3 Days of Class 14-15 ~Q2 Exams	Q2 Exams (Major subjects)
Dec 19th to Jan 2nd	Christmas Break

3rd QUARTER – TENTATIVE COURSE CONTENT

<i>(NB: Depending on time and interest, the teacher may delete and/or add other selections.)</i>	
Week / Date	Topic / Projects / Assessments
Week 1 (20) Jan 3rd to 5th 3 Days of Class 4 ~ New Year Mass	Badminton training <input type="checkbox"/> Practice grips for forehand and backhand stroke <input type="checkbox"/> Practice footwork: Front lunge, lateral lunge <input type="checkbox"/> Strength and conditioning
Week 2 (21) Jan 8th to 12th	Clear strokes practice <input type="checkbox"/> Forehand clear stroke

	<input type="checkbox"/> Backhand clear stroke <input type="checkbox"/> Playing games using clear strokes <input type="checkbox"/> Strength and conditioning
Week 3 (22) Jan 15th to 19th	Drive strokes practice <input type="checkbox"/> Forehand drive stroke <input type="checkbox"/> Backhand drive stroke <input type="checkbox"/> Playing games using drive strokes <input type="checkbox"/> Strength and conditioning
Week 4 (23) Jan 22nd to 26th	Smash strokes practice <input type="checkbox"/> Forehand smash stroke <input type="checkbox"/> Smash and clear practice (a pair of student) <input type="checkbox"/> Strength and conditioning
Week 5 (24) Jan 29th to Feb 2nd	Drop and netplay <input type="checkbox"/> Forehand and backhand drop stroke <input type="checkbox"/> Forehand and backhand net play <input type="checkbox"/> Playing games using drop and net play <input type="checkbox"/> Strength and conditioning
Week 6 (25) Feb 5th to 9th <u>3 Days of Class</u> 8-9 ~ CNY	Serving <input type="checkbox"/> Forehand and backhand short serve <input type="checkbox"/> Forehand and backhand long serve <input type="checkbox"/> Reminding court size and rules <input type="checkbox"/> Strength and conditioning
Feb 8th to 16th	Chinese New Year
Week 7 (26) Feb 19th to 23rd 19 ~ Lenten Mass 21-23 ~ Pre-Exam Days	Practice games <input type="checkbox"/> Warm-up <input type="checkbox"/> Single play <input type="checkbox"/> Double play
Week 8 (27) Feb 26th to Mar 1st <u>4 Days of Class</u> 28 ~ 228 Memorial Day Holiday	P.E. Exams
Week 9 (28) Mar 4th to 8th <u>4 Days of Class</u> 8 - Q3 Exams	Q3 Exams (Major subjects)

4th QUARTER – TENTATIVE COURSE CONTENT

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)	
Week / Date	Topic / Projects / Assessments
Week 1 (29) Mar 11th to 15th <u>4 Days of Class</u> <i>11 ~ Q3 Exams</i> <i>12~ Q4 Begins</i>	Soccer training <ul style="list-style-type: none"> <input type="checkbox"/> General warm-up <input type="checkbox"/> Warm-up for soccer <input type="checkbox"/> 5-a-side, 7-a-side, 11-a-side soccer rules
Week 2 (30) Mar 18th to 22nd <i>18-21 ~ Fire Drill</i>	Ball handling and dribbling practice: <ul style="list-style-type: none"> <input type="checkbox"/> By different parts of the body: foot, thigh, chest, and head <input type="checkbox"/> Dribble with cones, one vs one, one vs two <input type="checkbox"/> Strength and conditioning training
Mar 25th to Apr 5th	Easter Break
Week 3 (31) Apr 8th to 12th <i>10 ~ Easter Mass</i>	Ball receiving and passing <ul style="list-style-type: none"> <input type="checkbox"/> By foot: inside, outside <input type="checkbox"/> By front thigh <input type="checkbox"/> By chest/ head <input type="checkbox"/> Strength and conditioning
Week 4 (33) Apr 15th to 19th	Shooting practice 1 <ul style="list-style-type: none"> <input type="checkbox"/> Inside foot and laces <input type="checkbox"/> Shooting with a stable ball <input type="checkbox"/> Shooting with a moving ball <input type="checkbox"/> Strength and conditioning
Week 5 (34) Apr 22nd to 26th <i>22-26 ~ AP Mock Exams</i>	Shooting practice 2 <ul style="list-style-type: none"> <input type="checkbox"/> Volley kick <input type="checkbox"/> Corner kick <input type="checkbox"/> Strength and conditioning
Week 6 (35) Apr 29th to May 3rd <i>1-2~ Pre-Exam</i> <i>1-10~ Final Exams (K, 5, 8, 12 only)</i> <i>4/29 -5/10 ~ AP Exams</i>	Tactical training <ul style="list-style-type: none"> <input type="checkbox"/> Defensive formation <input type="checkbox"/> Attacking formation <input type="checkbox"/> Strength and conditioning
Week 7 (36) May 6th to 10th <i>1-10~ Final Exams (K, 5, 8, 12 only)</i> <i>4/29 -5/10 ~ AP Exams</i>	P.E. Exams
Week 8 (37)	

May 13th to 17th

2 Days of Class

15-16~ Q4 Exams

17 ~ Record Day

Q4 Exams (Major subjects)