



School District of Marshfield Course Syllabus

Course Name: Outdoor Pursuits

Grade(s): 10-12

Length of Course: Semester

Credit: 1/2 Credit

Program Goal:

The School District of Marshfield Physical Education Program will prepare and motivate the learner to make lifelong health and physical fitness decisions, as demonstrated by the ability to plan and implement different types of personal fitness programs; demonstrate competency in lifetime activities; describe key concepts associated with successful participation in physical activity; model responsible behavior while engaged in physical activity; and engage in physical activities that encourages development and wellness of body, mind and spirit.

Course Description:

Develop the knowledge and skills necessary to participate in many outdoor fitness, sport and recreational activities. Outdoor pursuits units include hiking, water games, backpacking, mountain biking, archery, scuba, snorkeling, climbing skating, camping, snow shoeing, winter games and cross-country skiing.

Level 1 indicates the minimum knowledge and skills that students must attain to be college- or career-ready. **Level 2** allows students to build on Level 1 competencies by augmenting knowledge and skills considered desirable for college or career readiness.

National SHAPE Standards for Physical Education		
Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.		
	Level 1	Level 2
Lifetime Activities S1.H1	S1.H1.L1: Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games).	S1.H1.L2: Refines activity-specific movement skills in 1 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games, or target games).
Fitness Activities S1.H3	S1.H3.L1: Demonstrates competency in 1 or more specialized skills in health-related fitness activities.	S1.H3.L2: Demonstrates competency in 2 or more specialized skills in health-related fitness activities.
Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.		
	Level 1	Level 2
Movement Concepts, Principles and Knowledge S2.H1	S2.H1.L1: Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately.	S2.H1.L2: Identifies and discusses the historical and cultural roles of games, sports and dance in a society.
Movement Concepts, Principles and Knowledge S2.H2	S2.H2.L1: Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.	S2.H2.L2: Describes the speed vs. accuracy trade-off in throwing and striking skills.
Movement Concepts, Principles and Knowledge S2.H3	S2.H3.L1: Creates a practice plan to improve performance for a self-selected skill.	S2.H3.L2: Identifies the stages of learning a motor skill.
Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.		
	Level 1	Level 2

Physical Activity Knowledge S3.H1	S3.H1.L1: Discusses the benefits of a physically active lifestyle as it relates to college or career productivity.	S3.H1.L2: Investigates the relationships among physical activity, nutrition and body composition.
Physical Activity Knowledge S3.H3	S3.H3.L1: Identifies issues associated with exercising in heat, humidity and cold.	S3.H3.L2: Applies rates of perceived exertion and pacing.
Physical Activity Knowledge S3.H4	S3.H4.L1: Evaluates - according to their benefits, social support network and participation requirements - activities that can be pursued in the local environment.	S3.H4.L2: If the outcome was not attained in Level 1, it should be a focus in Level 2.
Physical Activity Knowledge S3.H5	S3.H5.L1: Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle.	S3.H5.L2: Analyzes the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings.
Engages in Physical Activity S3.H6	S3.H6.L1: Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day.	S3.H6.L2: Creates a plan, trains for and participates in a community event with a focus on physical activity (e.g., 5K, triathlon, tournament, dance performance, cycling event).
Fitness Knowledge S3.H7	S3.H7.L1: Demonstrates appropriate technique on resistance training machines and with free weights.	S3.H7.L2: Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle.
Fitness Knowledge S3.H8	S3.H8.L1: Relates physiological responses to individual levels of fitness and nutritional balance.	S3.H8.L2: Identifies the different energy systems used in a selected physical activity (e.g., adenosine triphosphate and phosphocreatine, anaerobic glycolysis, aerobic).
Fitness Knowledge S3.H9	S3.H9.L1: Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion).	S3.H9.L2: Identifies the structure of skeletal muscle and fiber types as they relate to muscle development.

Fitness Knowledge S3.H10	S3.H10.L1: Calculates target heart rate and applies that information to personal fitness plan.	S3.H10.L2: Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., heart rate monitor), to self-monitor aerobic intensity.
Assessment and Program Planning S3.H11	S3.H11.L1: Creates and implements a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings.	S3.H11.L2: Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement).
Stress Management S3.H14	S3.H14.L1: Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.	S3.H14.L2: Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.
Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.		
	Level 1	Level 2
Personal Responsibility S4.H1	S4.H1.L1: Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed.	S4.H1.L2: Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media.
Rules and Etiquette S4.H2	S4.H2.L1: Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance.	S4.H2.L2: Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport).
Working with Others S4.H3	S4.H3.L1: Uses communication skills and strategies that promote team or group dynamics.	S4.H3.L2: Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting.
Working with Others S4.H4	S4.H4.L1: Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups.	S4.H4.L2: Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects.

Safety S4.H5	S4.H5.L1: Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).	S4.H5.L2: If the learner did not attain the outcome in Level 1, it should be a focus in Level 2.
Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.		
	Level 1	Level 2
Health S5.H1	S5.H1.L1: Analyzes the health benefits of a self-selected physical activity.	S5.H1.L2: If the learner did not attain the outcome in Level 1, it should be a focus in Level 2.
Challenge S5.H2	Challenge is a focus in Level 2.	S5.H2.L2: Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.
Self-expression & Enjoyment S5.H3	S5.H3.L1: Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment.	S5.H3.L2: Identifies the uniqueness of creative dance as a means of self-expression.
Social Interaction S5.H4	S5.H4.L1: Identifies the opportunity for social support in a self-selected physical activity or dance.	S5.H4.L2: Evaluates the opportunity for social interaction and social support in a self-selected physical activity or dance.

Key Vocabulary:			
Belay	Perceived Danger	Injury Prevention	Climbing Etiquette
Fitness Plan	Creativity	Communication Skills	Cooperate
Self-Expression	Health Benefits	Strength Exercises	Stretching Exercises
Challenge by Choice	Safety	Fitness	Nutrition
Climbing Knots	Skill-Related Fitness Components	Challenges Oneself- Maximizes Individual Potential	Lifetime Physical Activities
Archery	Social Interaction	Movement Concepts	Heart Rate
Fire Safety/Cooking	Spotting	Cool-down	Warm-up
Carabiners	Perceived Exertion	Self-management Activities	5 Components of Fitness
Exercise	Strategy	Stress Management	Leadership
Enjoyment	Boating	FITT Principle	Fitness Activities

Topics/Content Outline- Units and Themes:

Outdoor Pursuits:

- The outdoor environment is an important factor in student engagement in the activity. Activities might include, but are not limited to:
 - Hiking, backpacking, orienteering and/or geocaching
 - Snowshoeing
 - Cross Country Skiing
 - Bouldering/traversing
 - Climbing on Wall and adventure activities
 - Boating – Canoe/kayaks

Fitness Activities:

- Activities with a focus on improving or maintaining fitness and might include, but are not limited to:
 - Bands (Multi-colored)
 - Core Isolation/ Scooters-Bird Dogs
 - Active Stretch – Dynamic and Static
 - Cardiovascular Endurance Training
 - Flexibility Training
 - Balance Training/ Ankle Strength
 - Bosu Ball
 - Stability Ball – Glute Bridge

Aquatics:

- Might include, but are not limited to:
 - Swimming
 - Scuba Diving

Individual-Performance Activities:

- Might include, but are not limited to:
 - Table Tennis/ Ping Pong
 - In-line skating
 - Biking

Net/Wall Games:

- Might include, but are not limited to:
 - Badminton
 - Pickleball
 - Spikeball
 - Tennis

Target Games:

- Might include, but are not limited to:
 - Archery
 - Bowling
 - Yard Games
 - Disc Golf