



Outdoor Pursuits
Grades 9-12
2017

Course Title: Outdoor Pursuits
Course/Unit Credit: 0.5
Course Number: XXXXXX
Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.
Grades: 9-12

Outdoor Pursuits

Outdoor Pursuits is a one-semester course which includes a planned curriculum that provides content and learning experiences in basic motor skills and movement concepts as they apply to outdoor physical activity, lifetime sports, and recreational activities. Students will participate in outdoor activities that will increase physical fitness levels and develop health practices that value outdoor physical activity and its contribution to lifelong fitness. This course fulfills the PE requirement for graduation.

Content Standards

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| 1. Demonstrate competency in a variety of motor skills and movement patterns |
| 2. Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance |
| 3. Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness |
| 4. Exhibit responsible personal and social behavior that respects self and others |
| 5. Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction |

Notes:

1. To assist individuals with special needs to achieve the intent of Standard 2, physical education teacher-education programs are allowed and encouraged to use a variety of accommodations and/or modifications to demonstrate skillful performance (e.g., modified/adapted equipment, augmented communication devices, multimedia devices) and fitness (e.g., weight programs, exercise logs) from SHAPE America.
2. When Student Learning Expectations (SLEs) are closely related to national standards, a reference to the related national standard is included in parentheses at the end of the SLE.

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Content Standard 1: Demonstrate competency in a variety of motor skills and movement patterns

OP.1.1	Demonstrate competency and/or refine activity-specific movement skills in two or more lifetime activities (e.g., outdoor pursuits, individual performance activities, aquatics, net/wall games, or target games) (S1.H1.L1)
OP.1.2	Demonstrate competency in one or more specialized skills in health-related fitness activities (S1.H3.L1)

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Content Standard 2: Apply knowledge of concepts, principles, strategies and tactics related to movement and performance

OP.2.1	Apply the terminology associated with exercise and participation in selected individual performance activities appropriately (S2.H1.L1)
OP.2.2	Use 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.L1)
OP.2.3	Identify the stages of learning a self-selected motor skill and creating a practice plan to improve performance

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Content Standard 3: Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness

OP.3.1	Investigate and discuss the benefits and relationships of physical activity, nutrition, and body composition as they relate to an active lifestyle
OP.3.2	Evaluate the validity of claims made by commercial products and programs pertaining to fitness and a safe, healthy, active lifestyle (e.g., performance enhancements, safety equipment, pre-workouts, exercise gimmicks, proper gear for activity) (S3.H2.L1)
OP.3.3	Analyze and apply technology and/or social media as tools for supporting a healthy, outdoor, active lifestyle (S3.H2.L2)
OP.3.4	Identify issues associated with exercising in heat, humidity, and cold while using rates of perceived exertion and pacing (S3.H3.L1) (S3.H3.L2) Teacher Note - The Arkansas Activities Association has guidelines for heat risks that may be useful for teaching this SLE.
OP.3.5	Evaluate activities that can be pursued in the local environment, taking into account personal benefits, social support networks and participation requirements (e.g., 5K runs, triathlons, tournaments, cycling events) (S3.H4.L1)
OP.3.6	Analyze the factors that impact exercise adherence and participation in physical activity <ul style="list-style-type: none">● accessibility● economics● life choices● motivation● risks
OP.3.7	Create a plan and train for a community event or a self-selected lifetime activity with a focus on physical activity (e.g., 5K runs, dance performances, kayak racing, canoe trips, camping, triathlons, tournaments, cycling events) (S3.H6.L1) (S3.H6.L2)

OP.3.8	Demonstrate appropriate technique in resistance training through a strength-and-conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle (S3.H7.L2)
OP.3.9	Identify the different energy systems by relating physiological responses to individual levels of fitness and nutritional balance (e.g., phosphagen, anaerobic glycolysis, aerobic) (S3.H8.L1) Teacher Note: See https://www.acefitness.org/blog/3256/the-three-primary-energy-pathways-explained for simple explanation of energy systems.
OP.3.10	Identify types of strength exercises and stretching exercises for personal fitness development (e.g., strength, endurance, range of motion) (S3.H8.L1)
OP.3.11	Calculate target heart rate and apply that information to personal fitness plan by using available technology or through self-monitoring (S3.H10.L1) (S3.H10.L2)
OP.3.12	Create and implement a habit modification plan and maintain a fitness portfolio that enhances a healthy, active lifestyle in college or career settings (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement) (S3.H11.L1) (S3.H12.L2) Teacher Note: Be sure to include the FITT Principle, as used in the Arkansas 6-8 Physical Education Standards, in guiding students in the development of their plans. A PDF handout explaining the FITT principle can be found at http://www.ode.state.or.us/teachlearn/subjects/pe/curriculum/fittprinciple.pdf
OP.3.13	Design and implement a snack plan to maintain an appropriate energy balance for a healthy, active lifestyle, including before, during, and after exercise that addresses nutrition needs for each phase (S3.H13.L1) (S3.H13.L2)
OP.3.14	Identify and apply stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) (S3.H14.L1) (S3.H14.L2)

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Content Standard 4: Exhibit responsible personal and social behavior that respects self and others

OP.4.1	Employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately (S4.H1.L1)
OP.4.2	Exhibit proper etiquette, respect for others, and teamwork while engaging in physical activity (S4.H2.L1)
OP.4.3	Use communication skills and strategies that promote team or group dynamics (S4.H3.L1)
OP.4.4	Solve problems and think critically in physical activity, both as an individual and in groups, while taking into account others' ideas, cultural diversity, and body types (S4.H4.L2) (S4.H4.L1)
OP.4.5	Apply 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.L1)

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Content Standard 5: Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

OP.5.1	Analyze the health benefits of a self-selected physical activity (S5.H1.L1)
OP.5.2	Establish challenging goals in order to experience success and encourage a desire to participate in a self-selected physical activity (S5.H2.L2)
OP.5.3	Select and participate in physical activities that meet the need for self-expression and enjoyment
OP.5.4	Identify the value of and opportunities for social interaction and social support in a self-selected physical activity (S5.H4.L1)