

| | | | | | | |
|---|---|--|---|--|--------------|---------------------------------|
| Tsuyama College | | Year | 2020 | | Course Title | Health and Physical Education I |
| Course Information | | | | | | |
| Course Code | 0019 | | Course Category | General / Compulsory | | |
| Class Format | Skill | | Credits | School Credit: 3 | | |
| Department | Department of Integrated Science and Technology Electrical and Electronic Systems Program | | Student Grade | 1st | | |
| Term | Year-round | | Classes per Week | 3 | | |
| Textbook and/or Teaching Materials | Textbooks : "Zusetsu gendai koutou hokentaiiku ", "Step up koukou Sports" (Taishukan Shoten) | | | | | |
| Instructor | ARAKI Shoichi,UCHIKURA Koji | | | | | |
| Course Objectives | | | | | | |
| Learning purposes : Students will acquire the ability to think about and solve problems related to athletic issues while developing individual and group skills through various sports. In addition, they will acquire the skills necessary for group activities, such as “listening to others’ opinions” and “cooperating with others” through practicing group activities. In health studies, as well as P.E., they will develop the ability to understand more deeply, reflect on, and solve issues related to today’s health problems. Course Objectives : ◎ 1. To be able to understand and utilize the skills and strategies of various sports. ◎ 2. To be able to understand others’ opinions, respond to them and express your own opinions clearly. ◎ 3. To be able to compare your situation with that of those around you. ◎ 4. To be able to realize your role, take the initiative and cooperate with others to solve problems and achieve your goals. | | | | | | |
| Rubric | | | | | | |
| | Excellent | Good | Acceptable | Not acceptable | | |
| Achievement 1 | To be able to understand the skills and the strategies of various sports and embody them. | To be able to understand the skills and the strategies of various sports. | To be able to understand about 50 % of the skills and the strategies of various sports. | To not be able to understand the skills and the strategies of various sports at all. | | |
| Achievement 2 | To be able to understand others’ opinions and express your own opinions, taking theirs into consideration. | To be able to always listen to others’ opinions and express your own opinions. | To try to listen to others’ opinions and express your own opinions. | To not be able to listen to others’ opinions or express your own opinions. | | |
| Achievement 3 | To be able to act properly in a group, making use of you strengths in the situation you are in. | To be able to act properly in a group, without disturbing the harmony of the group. | To try to act properly in a group. | To act only to satisfy your own desires and disturb the harmony of the group. | | |
| Achievement 4 | To be able to understand what is necessary to solve the problems you are faced with, or to achieve your goals, and to do what you have to do in cooperation with others. | To be able to understand what problems you are facing, and make efforts to solve them. | To try to understand what problems you are facing with, and solve them. | To not be able to understand what problems you are facing, or try to achieve your goals. | | |
| Assigned Department Objectives | | | | | | |
| Teaching Method | | | | | | |
| Outline | General or Specialized : General Field of learning : Art,Health and physical education Required, Elective, etc. : Required subjects Foundational academic disciplines : Complex area/Health and sports science Relationship with Educational Objectives : This class is equivalent to "(1) Cultivate human creative talent, rich in practical abilities". Relationship with JABEE programs : The main goals of learning / education in this class is "B-3", also "D-3" is involved. Course outline : In health studies, students will learn about “Social Life and Health”. In P.E., students will deepen their understanding of the characteristics of exercise, preserving and improving their physical strength through various sports. | | | | | |
| Style | Course method : In P.E., students will learn the basic skills first, and then try to use those skills through actually participating in games. Also, depending on the weather, what they do in class can change. In health studies, classes will be carried out mainly through explanation by teachers, using the blackboard and worksheets, taking up concrete examples. Grade evaluation method : Small quizzes in class. (50%: Whether students can understand and acquire individual and group skills.) Problem-solving ability. (30%: Whether students have attended every class, can identify their own problems with the skills, and are trying to improve themselves, listening to others’ opinions.) Independence and Cooperativeness. (20%: Whether students can take the initiative in class and cooperate with others. Lateness for and absence from class will be reflected in the evaluation.) | | | | | |

| | | | | |
|--------|--|--|--|--|
| Notice | <p>Precautions on the enrollment : Students must take this class (no more than one-fifth of the required number of class hours missed) and earn the credit in order to complete the 1st year course. Students have to wear appropriate clothes for exercise in class. (No accessories or watches.)</p> <p>Course advice : There is no special advice, but in the future, advanced exercise skills will be required as the grade goes up, so make sure you acquire the foundation firmly.</p> <p>Foundational subjects : Health and P.E. learned in junior high school</p> <p>Related subjects: Health and P.E. II (2nd year), Health and P.E. III (3rd), P.E. (4th)</p> <p>Attendance advice : If you come to class five minutes or more after the class starts, you will be marked as "being late". If you come 20 minutes or more after the class starts, you will be marked as "being absent". "Being late for class four times" is regarded as "one absence". Although it is important to attend every lesson, you should not think you have only to attend the class and do well in tests. The important thing is to show an eagerness and positive attitude to improve yourself in each class. We would also like you to understand the importance of appropriate clothes, preparation for the class, putting things back after the class, and some related jobs, such as scorers and referees in sports and put those things into action.</p> | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

| Course Plan | | | | |
|--------------|-------------|------|--|--|
| | | | Theme | Goals |
| 1st Semester | 1st Quarter | 1st | Guidance | |
| | | 2nd | Physical fitness test | Confirmation and accurate measurement of each person's physical strength |
| | | 3rd | Physical fitness test | Confirmation and accurate measurement of each person's physical strength |
| | | 4th | track-and-field events throw, Long jump, Hurdling) (Javelin | Understanding and practicing personal skills in Throwing event, Jumping event and Sprint event. |
| | | 5th | track-and-field events throw, Long jump, Hurdling) (Javelin | Understanding and practicing personal skills in Throwing event, Jumping event and Sprint event. |
| | | 6th | track-and-field events throw, Long jump, Hurdling) (Javelin | Understanding and practicing personal skills in Throwing event, Jumping event and Sprint event. |
| | | 7th | Gymnastics on the mat | Understanding and practicing personal skills in Gymnastics |
| | | 8th | Gymnastics on the mat | Understanding and practicing personal skills in Gymnastics |
| | 2nd Quarter | 9th | Gymnastics on the mat | Understanding and practicing personal skills in Gymnastics |
| | | 10th | New sports | Understanding and practicing new sports |
| | | 11th | New sports | Understanding and practicing new sports |
| | | 12th | New sports | Understanding and practicing new sports |
| | | 13th | New sports | Understanding and practicing new sports |
| | | 14th | New sports | Understanding and practicing new sports |
| | | 15th | New sports | Understanding and practicing new sports |
| | | 16th | | |
| 2nd Semester | 3rd Quarter | 1st | Guidance | Understanding and practicing individual skills and tactics required for basketball |
| | | 2nd | Basketball | Understanding and practicing individual skills and tactics required for basketball |
| | | 3rd | Basketball | Understanding and practicing individual skills and tactics required for basketball |
| | | 4th | Basketball | Understanding and practicing individual skills and tactics required for basketball |
| | | 5th | Basketball | Understanding and practicing individual skills and tactics required for basketball |
| | | 6th | Basketball | Understanding and practicing individual skills and tactics required for basketball |
| | | 7th | Basketball | Understanding and practicing individual skills and tactics required for basketball |
| | | 8th | Basketball | Understanding and practicing individual skills and tactics required for basketball |
| | 4th Quarter | 9th | Basketball | Understanding and practicing individual skills and tactics required for basketball |
| | | 10th | Basketball | Understanding and practicing individual skills and tactics required for basketball |
| | | 11th | track-and-field events distance running) Health education (Long- | Understanding and practicing the effects of aerobic exercise. Deepening understanding of "modern society and health" |
| | | 12th | track-and-field events distance running) Health education (Long- | Understanding and practicing the effects of aerobic exercise. Deepening understanding of "modern society and health" |
| | | 13th | track-and-field events distance running) Health education (Long- | Understanding and practicing the effects of aerobic exercise. Deepening understanding of "modern society and health" |

| | | | | | |
|--|--|------|---|--------|---|
| | | 14th | track-and-field events distance running) Health education | (Long- | Understanding and practicing the effects of aerobic exercise. Deepening understanding of "modern society and health" |
| | | 15th | track-and-field events distance running) Health education | (Long- | Understanding and practicing the effects of aerobic exercise. Deepening understanding of "modern society and health" |
| | | 16th | | | |

| Evaluation Method and Weight (%) | | | | | | | |
|----------------------------------|-------------|--------------|--|----------|-----------|---------------|-------|
| | Examination | Presentation | Mutual Evaluations between students | Behavior | Portfolio | Small quizzes | Total |
| Subtotal | 0 | 0 | 0 | 20 | 30 | 50 | 100 |
| Basic Proficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Specialized Proficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Cross Area Proficiency | 0 | 0 | 0 | 20 | 30 | 50 | 100 |