

Directed Athletics

Verification of Course Completion Highline Public Schools



I, _____ am eligible to receive 0.5 Physical Education credits because of participation in Directed Athletics. I have completed a school sport and have completed all requirements of the Directed Athletics course work.

I participated in _____ during the _____ - _____ school year
(name of activity)
and completed the entire sport season in good standing.

Student Signature

Date

Parent / Guardian Signature

Date

School Athletic Director Signature

Date

Principal Signature

Date

PE Department Head Signature

Date

Registrar: Upon receipt of completed Directed Athletics course work, and all signatures required on this form, please post credit to student's transcript.

Directed Athletics Course Work

Read me First: Standards 1 & 2

Motor Skills & Movement Patterns Proficiency

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Important Vocabulary

Motor skills are actions that involve the movement of muscles in the body. They involve the precise movement of muscles with the intent to perform a specific act. The six fundamental motor skills are running, jumping and landing, kicking, throwing, catching, and striking. These provide the foundation for more complex and sport-specific movement patterns used in games and sports.

“**Motor development** refers to changes in children's ability to control their body's movements, from infants' first spontaneous waving and kicking movements to the adaptive control of reaching, locomotion, and complex sport skills” (Adolph, Weise, and Marin 2003, 134).

Developing control over the movement of your muscles is a critical step in increasing athletic performance. Mastering sport-specific movements requires consistent training in the proper movements.

Consider the Following

What are you doing in practice that helps in motor development so that you are improving your ability to perform successfully in your chosen sport?

Standard 1 & 2 Task – Sport Specific Skills

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Standards 1 & 2 Task:

- Identify 5 sport specific skills that you have consistently practiced during the season.
- Describe the cues that were used to teach you how to perform those skills.
- Describe your proficiency in demonstrating those skills during the season (in practice and/or games) and explain how your proficiency in those skills impacts your performance in the competitions.
- Then write a plan for improving or maintaining your skill proficiency in the off-season.

Rubric: Standard 1 & 2			
Criteria	Ratings		Points
Assignment Completion	Student identifies 5 sport specific skills and correctly identifies the cues for each skills, provides a detailed explanation for proficiency, and has a clear plan for improvement / maintenance.	Student identifies less than 5 sport specific skills. Student does not correctly identify cues for each of the skills.	5.0 pts
	5.0 pts	0.0 pts	
			Total Points 5.0

Standard 1 & 2 Task Example

Skill #1	Set Shot: Free-throws
Describe Skill Cues	Balance: knees flexed, feet shoulder-width apart Eyes: on the target Elbow: underneath ball Follow-through: shooting hand fully extended to the rim
Describe Your Proficiency in the Skill and its impact on your competitive performance.	This season I was a 51% free throw shooter during the games. I made 28 out of 55 free throws. My goal was to be at 70%, so I was not very proficient in shooting free throws. My performance impacted games because it would have helped my team if I had made more free-throws. In one game, I only made 2 out of 8 and we lost by 2 points. The game might have had a different outcome if I had made my free-throws.
Plan for Improvement or Maintenance	In the off-season, I will continue to work on my free-throw form by practicing at least 2 day a week. I will go to the court near my house and shoot at least 25 free-throws focusing on my form. I know that my follow-through is what I need to work on the most. I can have my friend watch me and record my form so that I can see what I am doing wrong in my technique and fix it as I am practicing. I also need to practice when I am tired. So one day a week, I will run a mile before shooting my free-throws so that I can work on my form while I am tired similar to what it is like in a game.

Standard 1 & 2 Task:

Sport:		Name:	
Skill #1			
Describe Skill Cues			
Describe Your Proficiency in the Skill and its impact on your competitive performance.			
Plan for Improvement or Maintenance			
Skill #2			
Describe Skill Cues			
Describe Your Proficiency in the Skill and its impact on your competitive performance.			
Plan for Improvement or Maintenance			
Skill #3			
Describe Skill Cues			
Describe Your Proficiency in the Skill and its impact on your competitive performance.			
Plan for Improvement or Maintenance			

Skill #4	
Describe Skill Cues	
Describe Your Proficiency in the Skill and its impact on your competitive performance.	
Plan for Improvement or Maintenance	
Skill #5	
Describe Skill Cues	
Describe Your Proficiency in the Skill and its impact on your competitive performance.	
Plan for Improvement or Maintenance	

Directed Athletics Course Work

Read me First: Standard 3

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Background about Physical Fitness

Fitness and health are words that get overused every day! People say they are healthy or unhealthy or that they are fit or not fit. But what makes a person healthy or fit? Think about that for a second...what does it look like to be fit? What does it feel like to be healthy? How do you know if you are fit? Are being fit and being healthy the same thing? Health and fitness can be a very confusing topics.

Physical fitness is one part of a person's overall health. A person's health can be affected by physical, mental, emotional, social, environmental, and/or spiritual factors. To be "healthy" is much more than just be physically well. It also includes being mentally and emotionally well.

"Physical fitness is the ability to carry out daily tasks with vigor and alertness, without undue fatigue, and with ample energy to enjoy leisure-time pursuits and respond to emergencies. Physical fitness includes a number of components consisting of cardiorespiratory endurance (aerobic power), skeletal muscle endurance, skeletal muscle strength, skeletal muscle power, flexibility, balance, speed of movement, reaction time, and body composition."

The more physically fit that you are--the more capable you are of performing daily activities and having enough energy to do things that you want to do. Don't you think that everyone would want to be physically fit? Don't you want to look good and feel good? Don't you want to have a ton of energy to do the things that you love to do?

Health-Related Fitness

Physical fitness is made up of various components that can be classified into two categories: health-related and skill-related components. The five health-related components of fitness listed below relate to how well your body systems operate, such as your circulatory system, muscular system, and respiratory system. Meeting healthy fitness standards for each of these components decreases your risk for developing chronic diseases such as heart disease and diabetes and also reduces the incidence of musculoskeletal injuries, such as low back pain and muscle strains.

Body Composition	the ratio of body fat to all other body tissue (including muscle, bone, water, and connective tissue). Expressed as a %, such as 17% body fat.
Flexibility	the ability of a joint to move through its available range of motion. Your flexibility is assessed through the sit and reach test.
Cardiorespiratory Endurance	the ability of the heart, lungs, and blood vessels to use and send fuel and oxygen to the body's tissues during long periods of moderate-to-vigorous activity. Your cardiorespiratory endurance is assessed through the mile and PACER test.
Muscular Strength	the maximum amount of force a muscle or muscle group can exert against an opposing force. Your muscular strength is assessed through the bench press 1 rep max test (or the push-up test if you do less than 8 push-ups).
Muscular Endurance	the ability of the muscles to perform physical tasks repeatedly for an extended period of time before muscular fatigue occurs. Your muscular endurance is assessed in the curl-up test and the push-up test.

To meet healthy fitness standards for each of these components throughout your life it is important to follow a specific training and conditioning program as well as follow a balanced nutritional plan designed for your needs. The FITT principle (Frequency, Intensity, Time, Type) can help you to design an appropriate workout plan to be sure that you are getting adequate amounts of exercise.

Standard 3: Task 1

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Analyzing the Components of Health-Related Fitness Reflection

Standard 3 Task 1:

- Complete the Health-Related Fitness Reflection.

Rubric: Standard 3 Task 1			
Criteria	Ratings		Points
Description of Criterion	Student demonstrates an understanding of all of the components of health-related fitness in relationship to the selected sport. Student provides detailed responses with accurate information and examples 5.0 pts	Student is not able to demonstrate an understanding of all of the components of health-related fitness in relationship to the selected sport. Student has errors and/or lacks details in responses 0.0 pts	5.0 pts
			Total Points 5.0

Health-Related Fitness Reflection

1. Cardiorespiratory Endurance	
a. My level of cardiorespiratory endurance is (mark with an X): <div style="display: flex; justify-content: space-around; width: 100%;"> ___ Poor ___ Average ___ Excellent </div>	
b. How is cardiorespiratory endurance relevant to your sports performance?	
c. Provide examples of what you can/can't do depending on your level of cardiorespiratory endurance.	
d. Describe what you do in practice on a regular basis that helps you to improve your cardiorespiratory fitness.	
e. What are some specific workouts that you participated in that focused on improving cardiorespiratory endurance?	
2. Muscular Strength/Muscular Endurance	
a. My level of muscular strength is (mark with an X): <div style="display: flex; justify-content: space-around; width: 100%;"> ___ Poor ___ Average ___ Excellent </div>	
b. My level of muscular endurance is (mark with an X): <div style="display: flex; justify-content: space-around; width: 100%;"> ___ Poor ___ Average ___ Excellent </div>	

c. How are muscular strength and muscular endurance relevant to your sport performance?	
d. Provide examples of what you can/can't do depending on your level of muscular strength and muscular endurance.	
e. Describe what you do in practice on a regular basis that helps you to improve your muscular strength and/or muscular endurance.	
f. What are some specific workouts that you participated in that focused on improving muscular strength and/or muscular endurance?	
3. Flexibility	
a. My level of flexibility is (mark with an X): <div style="display: flex; justify-content: space-around; align-items: center;"> _____ Poor _____ Average _____ Excellent </div>	
b. How is flexibility relevant to your sport performance?	
c. Provide examples of what you can/can't do depending on your level of flexibility.	
d. Describe what you do in practice on a regular basis that helps you to improve your flexibility.	

Standard 3: Task 2

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Analyzing the Components of Skill-Related Fitness Reflection

Standards 3 Task 2:

- Complete the Skill-Related Fitness Reflection.

Rubric: Standard 3 Task 2			
Criteria	Ratings		Points
Components of Skill-Related Fitness	Student demonstrates an understanding of all of the components of skill-related fitness in relationship to the selected sport. Student provides detailed responses with accurate information and examples 5.0 pts	Student is not able to demonstrate an understanding of all of the components of skill-related fitness in relationship to the selected sport. Student has errors and/or lacks details in responses 0.0 pts	5.0 pts
	Total Points 5.0		

Skill-Related Fitness Reflection

Skill-Related Components: Coordination, Reaction Time, Power, Speed, Agility, and Balance.

Task: Rank the six skill-related components of fitness in order from most important to least important in relevance to your sport.

1.	<p>a. Why have you ranked this skill the most important?</p> <p>b. What do you do in practice to train to improve this skill?</p> <p>c. List specific workout(s) that you do in practice to train for this skill-related component.</p>	<p>a.</p> <p>b.</p> <p>c.</p>
2.	<p>a. Why have you ranked this skill second most important?</p> <p>b. What do you do in practice to train to improve this skill?</p> <p>c. List specific workout(s) that you do in practice to train for this skill-related component.</p>	<p>a.</p> <p>b.</p> <p>c.</p>
3.	<p>a. Why have you ranked this skill third most important?</p> <p>b. What do you do in practice to train to improve this skill?</p> <p>c. List specific workout(s) that you do in practice to train for this skill-related component.</p>	<p>a.</p> <p>b.</p> <p>c.</p>
4.	<p>a. What do you do in practice to train to improve this skill?</p> <p>b. List specific workout(s) that you do in practice to train for this skill-related component.</p>	<p>a.</p> <p>b.</p>

5.	<p>a. What do you do in practice to train to improve this skill?</p> <p>b. List specific workout(s) that you do in practice to train for this skill-related component.</p>	<p>a.</p> <p>b.</p>
6.	<p>a. What do you do in practice to train to improve this skill?</p> <p>b. List specific workout(s) that you do in practice to train for this skill-related component.</p>	<p>a.</p> <p>b.</p>

Standard 3: Task 3

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Demonstrating Knowledge of How Proper Nutrition can Optimize Sport Performance

Standards 3 Task 3:

- Complete the online **Sport Nutrition** class through the National Federation of State High School Associations website.
- Once you have completed the course, you **must** save a copy of the certificate of completion you're your name on it and attach it to this packet.
- **See instructions** on **pages 18-21** about how to sign up to take the **Sports Nutrition** class.
- Once you have completed the course, you **must** save a copy of the certificate of completion with you name on it and attach it to this packet.

Rubric: Standard 3 Task 3			
Criteria	Ratings		Points
Sports Nutrition Certificate	Student provides documentation of completing the Sports Nutrition class. 5.0 pts	Student does not provide documentation of completing the Sports Nutrition class. 0.0 pts	5.0 pts
			Total Points 5.0

Directed Athletics Course Work

Read me First: Standard 4: Task 1, Part 1 and 2

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Demonstrating Knowledge of Using Leadership Skills in Physical Activity Settings

Standard 4 Task 1, Part 1:

- Complete the online **Captains** class through the National Federation of State High School Associations website.
- See instructions on pages 18-21 about how to sign up to take the **Captains** class.
- Once you have completed the course, you **must** save a copy of the certificate of completion you're your name on it and attach it to this packet.

Rubric: Standard 4 Task 1, Part 1			
Criteria	Ratings		Points
Description of Criterion	Student provides documentation of completing the Captain course. 5.0 pts	Student does not provide documentation of completing the Captain course. 0.0 pts	5.0 pts
			Total Points 5.0

Standard 4: Task 1, Part 2

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Demonstrating Knowledge of Using Leadership Skills in Physical Activity Settings

Standard 4 Task 1, Part 2:

- Write a paragraph on how you have utilized leadership skills that were taught in this course during the season.
- Describe how these skills contribute to a positive and productive environment for your team.
- You will write your paragraph in the text box on the following page.

Rubric: Standard 4 Task 1, Part 2			
Criteria	Ratings		Points
Written Reflection	Student uses examples from the course to reflect on the role that leadership skills play in selected sport. 5.0 pts	Student does not use examples from the course to reflect on the role that leadership skills play in selected sport 0.0 pts	5.0 pts
			Total Points 5.0

Utilized Leadership Skills

Describe how you have utilized leadership skills that were taught in the Captain's course.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Directed Athletics Course Work

Read me First: Standard 4: Task 2, Part 1 and 2

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

*Demonstrating Knowledge of Using Cooperation and Communication Skills
that Promote Team Dynamics*

Standard 4 Task 2, Part 1:

- Complete the online **Sportsmanship** class through the National Federation of State High School Associations website.
- **See instructions** on **pages 18-21** about how to sign up to take the **Sportsmanship** class.
- Once you have completed the course, you **must** save a copy of the certificate of completion you're your name on it and attach it to this packet.

Rubric: Standard 4 Task 2, Part 1			
Criteria	Ratings		Points
Sportsmanship Certificate	Student provides documentation of completing the Sportsmanship course. 5.0 pts	Student does not provide documentation of completing the Sportsmanship course. 0.0 pts	5.0 pts
			Total Points 5.0

Standard 4: Task 2, Part 2

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

*Demonstrating Knowledge of Using Cooperation and Communication Skills
that Promote Team Dynamics*

Standard 4 Task 2, Part 2:

- Write a paragraph on how you have utilized sportsmanship characteristics that were taught in this course during the season.
- Describe how these skills contribute to a positive and productive environment for your team.
- You will write your paragraph in the text box on the following page.

Rubric: Standard 4 Task 2, Part 2			
Criteria	Ratings		Points
Written Reflection	Student <u>uses examples</u> from the course to reflect on the role that sportsmanship characteristics play in selected sport.	Student <u>does not use examples</u> from the course to reflect on the role that sportsmanship characteristics play in selected sport	5.0 pts
	5.0 pts	0.0 pts	
Total Points 5.0			

Utilized Sportsmanship Skills

Describe how you have utilized sportsmanship skills that were taught in the Sportsmanship course.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Directed Athletics Course Work

Read me First: Standard 5 Task

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

*Demonstrating Knowledge of Using Cooperation and Communication Skills
that Promote Team Dynamics*

Standard 5 Task:

- If you are attempting to receive a 0.5 PE credit for a current sport you are participating, you will need to:
 - Complete a **Physical Activity Log** for 20 different practices (See Rubric A)
1. **Practice Date** – Record day of practice.
 2. **Practice Time** – Record time of practice.
 3. **Skill Focus and Drill** - Identify a skill focus for the practice and describe a drill that was used to help you master that skill.
 4. **Fitness Focus and Conditioning Drill** - Identify a fitness focus part of practice for that day.
 5. **Most Enjoyable Part of Practice** - Describe the most enjoyable part of practice for that day.

Class of 2018, 2019 and 2020

- If you are attempting to receive a 0.5 PE credit for a past sport you have participated in, you will need to:
 - Complete a **Physical Activity Log** for 20 different practices. (See Rubric B)
1. **Skill Focus and Drill** - Identify a skill focus you would have used in practice and describe a drill that you would use to help you master that skill.
 2. **Fitness Focus and Conditioning Drill** - Identify a fitness focus and conditioning activity you would have used in practice.

Rubric A: Standard 5 Task – Current Sport You Are Participating In			
Criteria	Ratings		Points
Physical Activity Log	<ul style="list-style-type: none">• Student <u>completes the Physical Activity Log</u> for 20 different practices.• Student participates in 85% of the practice and games.	<ul style="list-style-type: none">• Student <u>does not complete the log</u> for 20 different practices.• Student participates in less than 85% of the practice and games.	5.0 pts
	5.0 pts	0.0 pts	
Total Points 5.0			

Rubric B: Standard 5 Task – Past Sport You Have Participated In			
Criteria	Ratings		Points
Physical Activity Log	<ul style="list-style-type: none">• Student <u>completes</u> Skill Focus and Fitness Focus sections of log for 20 different practices they would have participated in.• Student participates in 85% of the practice and games.	<ul style="list-style-type: none">• Student <u>does not complete the log</u> for 20 different practices.• Student participates in less than 85% of the practice and games.	5.0 pts
	5.0 pts	0.0 pts	
Total Points 5.0			

Standard 5 Task: Physical Activity Log

Activity #	Practice Date (Rubric A)	Practice Time (Rubric A)	Skill Focus & Drill (Rubric A and B)	Fitness Focus & Conditioning Activities (Rubric A and B)	Most Enjoyable Part of Practice (Rubric A)
Example	4/15/15	2 hours	Batting Batting Cage Practice— hitting 20 times with pitching machine	Muscular Strength— Bench Press and Squats in the weight room	I was able to hit the ball 15 out of 20 time in the batting cage—this was the most times I’ve ever done that—feels great to improve!
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11.					

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Online Course Access

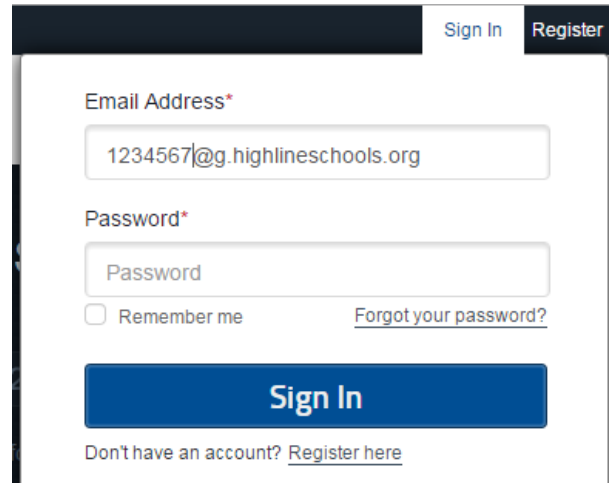
Signing Up to Take Nutrition Class, Captains Class and Sportsmanship Class

Logging Into NFHS Learning Center and Accessing Courses Online

Go to: <https://nfhslearn.com>

If you need to Sign In, follow these steps:

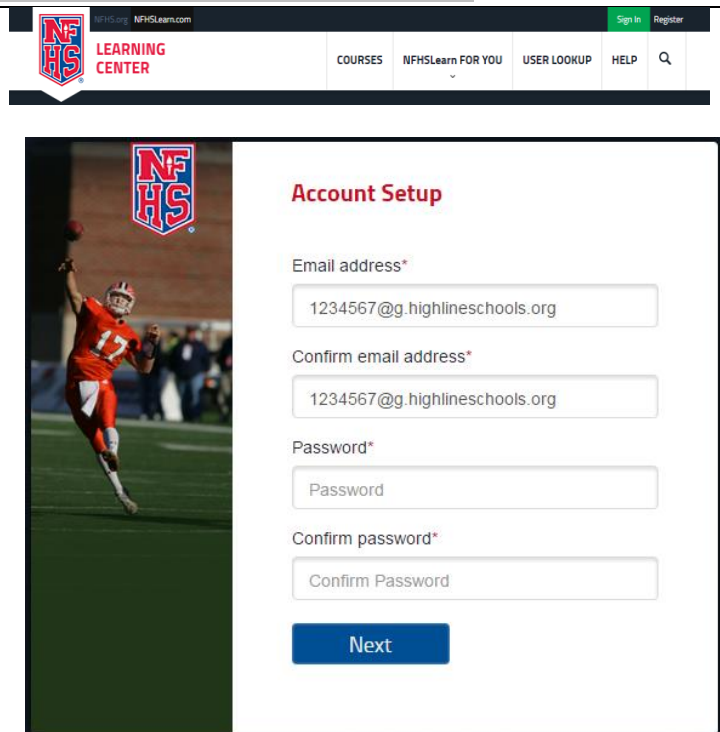
- 1) Use your account sign in:
- 2) **Email** use:
XXXXXXX@g.highlineschools.org
- 3) **Password**:
Should have used Birthday with no slashes
- 4) **Email** use: g.highlineschools.org
- 5) **Password** use Birthdate: MMDDYYYY (no slashes)



The screenshot shows the 'Sign In' page of the NFHS Learning Center. At the top right, there are links for 'Sign In' and 'Register'. The main form has two input fields: 'Email Address*' with the value '1234567@g.highlineschools.org' and 'Password*'. Below the password field is a checkbox for 'Remember me' and a link for 'Forgot your password?'. A large blue 'Sign In' button is centered below the fields. At the bottom, there is a link: 'Don't have an account? Register here'.

If you need to Register follow these steps:

1. Click on **Register** in the upper right corner
2. **Email** use: g.highlineschools.org
3. **Password** use Birthdate: MMDDYYYY (no slashes)



The screenshot shows the 'Account Setup' page of the NFHS Learning Center. The top navigation bar includes the NFHS Learning Center logo, 'COURSES', 'NFHS Learn FOR YOU', 'USER LOOKUP', 'HELP', and a search icon. On the right, there are links for 'Sign In' and 'Register'. The main form is titled 'Account Setup' and contains four input fields: 'Email address*' (1234567@g.highlineschools.org), 'Confirm email address*' (1234567@g.highlineschools.org), 'Password*' (Password), and 'Confirm password*' (Confirm Password). A blue 'Next' button is at the bottom. On the left side of the form, there is a vertical image of a football player in an orange jersey.

1. Fill out the personal information using your school's address but your phone number
2. Then click on the **Next** button.

Personal

First name*

Last name*

Address line 1* ?

Address line 2

City*

State*

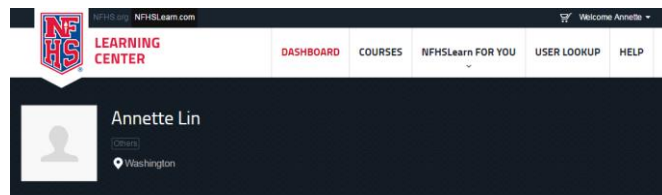
Zip*

Phone number* ?

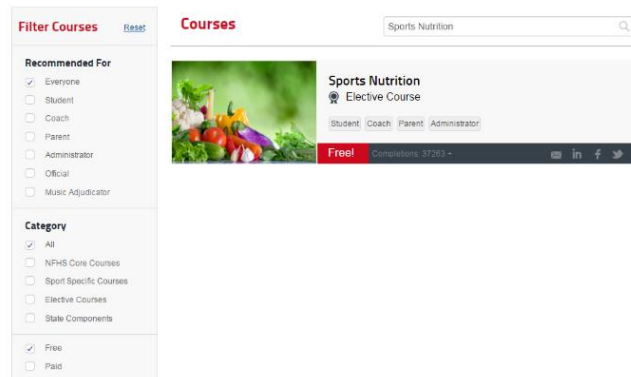
Next

How to Sign Up for a Course

1. After logging in.
2. Go to Course tab at the top of the page.



1. Set the filter by checking the following categories in the **Recommended for** section
 - Everyone
 - All
 - Free
2. Then use the Search box in the upper right corner typing in Courses titles like: Sports Nutrition, Captain Course, Sportsmanship



1. Click on **Order Course**.
2. Choose **Myself**, then click on **Continue**.

You will be sent to: **Your Shopping Cart**

1. Select State: Washington
2. Then click Checkout

1. Review your order and double check the title of the course
2. Click the “I agree...” box
3. Click Continue

Finished! You should receive “Your Order Receipt” for confirmation of your course.

Your Order Receipt

Your order has been processed. A receipt is shown below, which includes a link to a print friendly version. To access your course(s) please [Click here](#).
Thank you for your interest in NFHS Coach Education Credit Card Payment to: National Federation of State High School Associations

[Open Printable Version](#)

Invoice Num:	R267827537
Date:	06/21/2016
Total:	\$0.00
Name:	Annette Lin
Payment Method:	Free Course

Courses for Myself

Item	Quantity	Price	Total
Sports Nutrition	1	\$0.00	\$0.00

Subtotal: \$0.00

Total \$0.00

To Begin or Access Course

1. Go to Dashboard

The screenshot shows the NFHS Learning Center dashboard. At the top, there's a navigation bar with links: DASHBOARD, COURSES, NFHSLearn FOR YOU, USER LOOKUP, and HELP. Below this, a user profile section displays the name "Annette Lin" and the location "Washington".

- Click on **My Courses** from the right side Navigation.
- Click “Begin Course”

The screenshot shows the "My Courses" section. On the left, there's a sidebar with navigation links: Home, My Courses, Active, Inactive, Distribution, and Redeem a License. The main content area shows a course titled "Sports Nutrition" with a progress bar indicating "0% Completed" and an expiration date of "Active until 06/21/2017". Below the course title, there are two buttons: "Begin Course" and "Download Certificate".