Superintendent File: IGA-E

DISTRICT COURSE PROPOSAL FORM

The course proposal must be submitted to the Curriculum, Instruction and Assessment (CIA) department. If the course proposal is received after the due date (second week in September), the course will be considered for the next course proposal cycle.

NOTE: Confirm the proposal for a new course with your Building Administrator prior to completing this form.

- ❑ Check with your school Registrar to review the DCSD course master and determine that this proposed course does not already exist. If it does not, proceed as follows:

Course Proposals are due by the third week in September in order for it to become active for the following school year.

- Timeline: Link to timeline.
- Open this document and save a copy titled "Course Proposal [Course title]." Share this with a designee in the Curriculum, Instruction, and Assessment (CIA Department.
- Complete all sections. If you have any questions, contact the CIPG Department at 303-387-9504.
- Upon completion, a digital copy of the proposal needs to be shared with CIA and will be sent out to get the required signatures.
- This form will be processed by the CIA Department and then forwarded to the Board of Education for approval.
- If approved, the course will be available to all applicable schools within the district.
- Course proposal forms are presented to the Board of Education in October.

Date:	To check a box in a google doc, right-click and choose the ✔
Group(s) initiating this proposal *(check all that apply)***:**	✔ **Teachers** ✔ **Administrators** ❏ Students ❏ Citizens
Name of school and individual completing this form:	ThunderRidge High School Anne Morris IB Diploma Coordinator
Name of the building administrator assigned to support the completion of this course proposal:	Nikki Ballow
Contact Information (phone number, e-mail address):	trhsib11@dcsdk12.org
Course Title:	IB Sports, Exercise, & Health Science SL
Department in which this course is assigned. (*the department designation is used for state coding and influences the highly qualified teacher status)*	Science
Credit *(checkbox)***:**	❏ 0.5 (one semester) ❏ 0.25 (quarter) ✔ **1.0 (two semesters)** ❏ N/A
The proposed course is *(checkbox)***:**	✔ **Core (Science, English, Math, Social Studies)** ❏ Elective ❏ Other _____
Is this a CTE or dual credit course? *If yes, CTE Coordinator approval required. Please contact the CTE coordinator for guidance and requirements.*	❏ Yes - Check all that apply ❏ CE ❏ CTE *Contact the CE/CTE Coordinator before proceeding further* ✔ **No**
Grade level(s): HS, MS, ELEM	HS

DESCRIPTION:

Provide a brief course description as it would appear in the District's course master. A course description should provide the reader (parents, students, public, administrators, etc.) with an overview of the main concepts/topics taught and what skills students will be acquiring in the course. *Refer to the School Courses for the Exchange of Data* ***(SCED) document*** *for commonly used course descriptions.*

- ➢ SCED Code Number (This number is used for state reporting): 03065
- ➢ Course Description: IB Sports, Exercise, and Health Science courses prepare students to take the International Baccalaureate Sports, Exercise, and Health Science exam at the standard level. These courses are designed to provide students with an understanding of the science of physical performance. Course topics may include anatomy and physiology, biomechanics, psychology and nutrition, and the measurement and evaluation of human performance.

ALIGNMENT WITH DOUGLAS COUNTY'S CURRICULUM

Please write a detailed description of how the course **aligns and assesses the DCSD Curriculum (Knowledge and Skills from the Colorado Academic Standards):**

- Is this course AP or IB? _yes_ If yes, provide the course overview from AP or **IB.**
- Detailed description:

Sports, exercise and health science (SEHS) is an experimental science that combines academic study with the acquisition of practical and investigative skills. It is an applied science course within group 4, with aspects of biological and physical science being studied in the specific context of sports, exercise and health. Moreover, the subject matter goes beyond the traditional science subjects to offer a deeper understanding of the issues related to sports, exercise and health in the 21st century. Apart from being worthy of study in its own right, SEHS is a good preparation for courses in higher or further education related to sports fitness and health, and serves as useful preparation for employment in sports and leisure industries. The attainment of excellence in sports is the result of innate ability or skill and the dedicated pursuit of a programme of physical and mental training accompanied by appropriate nutrition. Training programme design should not be left to chance. Rather, it should be designed thoughtfully and analytically after careful consideration of the physiological, biomechanical and psychological demands of the activity. This is the role of the sports and exercise scientist who, regardless of the athletic event, should be equipped with the necessary knowledge to be able to perform this task competently. Furthermore, in a world where many millions of people are physically inactive and afflicted by chronic disease and ill health, the sports and exercise scientist should be equally proficient when prescribing exercise for the promotion of health and well-being. Scientific inquiry, conducted over many decades, has accumulated a vast amount of information across a range of sub-disciplines that contribute to our understanding of health and human performance in relation to sports and exercise. The Diploma Programme course in sports, exercise and health science involves the study of the science that underpins physical performance and provides the opportunity to apply these principles. The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the

context of sports, exercise and health. Students will cover a range of core and option topics, and carry out practical (experimental) investigations in both laboratory and field settings. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyse human performance. Where relevant, the course will address issues of international dimension and ethics by considering sports, exercise and health relative to the individual and in a global context. At the school level, both theory and practical work should be undertaken by all students. They should complement one another naturally, as they do in wider scientific study. The Diploma Programme SEHS course allows students to develop practical skills and techniques, and to increase facility in the use of mathematics, which is the language of science. It also allows students to develop interpersonal skills and digital technology skills, which are essential in 21st-century scientific endeavour and are important life enhancing, transferable skills in their own right. The course is available at both standard level (SL) and higher level (HL), and therefore accommodates students who wish to study SEHS as their major subject in higher education and those who do not.

IMPLEMENTATION NEEDS:

How does this course fit into the overall educational program?

- Provide the following information:
    - Unit by unit or week by week outline of the course

Please see the unit by unit outline of the course below. This outline was provided by IB. We are currently only proposing the Standard Level ("Additional Higher Level Topics" would not be taught in the course). In the chart that follows, please also note that 150 hours, as required by the IB, aligns with two semester hours at the high school level.

Syllabus component	Teaching hours	
	SL	HL
Core There are six compulsory topics in the core.	**80**	
1. Anatomy	7	
2. Exercise physiology	17	
3. Energy systems	13	
4. Movement analysis	15	
5. Skill in sports	15	
6. Measurement and evaluation of human performance	13	
Additional higher level There are seven additional topics for higher level.		**50**
7. Further anatomy		7
8. The endocrine system		7
9. Fatigue		6
10. Friction and drag		8
11. Skill acquisition and analysis		9
12. Genetics and athletic performance		7
13. Exercise and immunity		6
Options There are four options. Students are required to study any two options. A. Optimizing physiological performance B. Psychology of sports C. Physical activity and health D. Nutrition for sports, exercise and health	**30**	**50**
Practical work	**40**	**60**
Total teaching hours	**150**	**240**

This would be a junior and/or senior level science course. Prerequisites include:

- Biology or Honors Biology

Describe the process and timeline for the development of necessary teacher resources, including instructional ideas, trainings, methods, materials, and technology.

- IB Trainings are available in this subject area. Our budgeted cost for training the teacher, along with providing initial teacher resources, is $3000.

Describe any textbooks, required curriculum material and/or supplemental materials necessary to support the proposed course. (See the Textbook Novel Adoption Website).

- We are exploring the use of the Oxford Course Book for IB Sports, Exercise, & Health Science. We are aware of and understand the DCSD Textbook Adoption Process, and will follow this process should we move forward with this, or another, textbook. **This is a supplemental resource for the course**; the course can be run without the use of any textbook.

What physical arrangement (buildings, equipment, technology, room, land) is necessary in order to support the proposed learning activities?

- We can use a standard classroom for this course.

Is there an impact regarding the building schedule?

❑ Yes, explain the impact
✔ No

BUDGET: What is the estimated three-year budget (in detail) for the course? Include items such as books, FTE, training, and other resources. It is critical that the budget detail provided is current and comprehensive.

- A teacher for this course must be highly qualified in Science. ThunderRidge is not hiring an additional teacher for this course. Instead, we plan to assign the course to a current teacher, without adding FTE.
- Teacher training (school budgeted at $3000, every 4-5 years)

FEE: If a fee is associated with this course please include the suggested fee and the rationale for the fee. Please work with the appropriate Executive Director of Schools and CIA Department designee to ensure the suggested fee is approved in accordance with Board Policy JQ: Student Fees. Please complete the fee proposal form.

- IB Sports, Exercise, & Health Course Fee Proposal

SYSTEMS CHECK and NEEDS ASSESSMENT:

At the building level, content-specific team members review needs for this proposed course.

Participants:

Participant Name	Comment(s), Concern(s), or Question(s)
Kayla Fahey	Approved
Jon Hebel	Approved
Emily Nyman	Approved
Stephanie Mills	Approved
Mark Carnes	Approved

✔ Forward with approval

❏ Forward with following comment(s), concern(s), or question(s):
(Indicate consensus or % approval.)

❏ Do not forward because:

A group of 5 content-specific peers have reviewed the course. Please note no more than one representative can be included from the same building.

Participants: Note: Due to this class being for IB only staff from the two district IB schools participated in the review.

Participant Name	School/Content	Comment(s), Concern(s), or Question(s)
Matt Leach	DCHS (Science)	Approved
Alexis Pederson	DCHS (Science)	Approved
Claior Yolton	DCHS (Science)	Approved

✔ Forwards with approval

❏ Forwards with following comment(s), concern(s), or question(s):
(Indicate consensus or % approval.)

❏ Do not forward because:

Level administrators (principals) have met and provided a district-wide review of the course.

Participants: Anthony Kappas; Nikki Ballow (Note: This represents the two IB high schools in the district which are the only two schools that would leverage this course.)

✔ Forwards with approval

❏ Forwards with following comment(s), concern(s), or question(s):
(Indicate consensus or % approval.)

❏ Do not forward because:

Course competencies aligned with CCHE Publication: College Entry Level Expectations, which can be found on the web at http://www.state.co.us/cche/pubs/readyable.pdf
(Link above is no longer active)

✔ Yes

❏ No

SIGNATURES/APPROVALS

Does the Building Administrator approve adoption of this course?
****Your signature below indicates your approval of the adoption of this course****

Date Oct 04 2021

Building Administrator Signature Nicole Ballow

Does the Director of Curriculum, Instruction and Professional Growth approve adoption of this course? ****Your signature below indicates your approval of the adoption of this course****

Date Oct 04 2021

Director of Curriculum, Instruction and Professional Growth Signature Erica Mason

If course is CTE this signature box must be completed. Does the CTE Coordinator approve adoption of this course? ****Your signature below indicates your approval of the adoption of this course****

Date n/a

CTE Coordinator Signature n/a

Does the Executive Director of Schools approve adoption of this course?
****Your signature below indicates your approval of the adoption of this course****

Date Oct 04 2021

Executive Director of Schools Signature Ian Wells

Does the System Performance Officer approve adoption of this course?
****Your signature below indicates your approval of the adoption of this course****

Date Oct 08 2021

System Performance Officer Signature Matt Reynolds

Does the Deputy Superintendent approve adoption of this course?
****Your signature below indicates your approval of the adoption of this course****

Date Oct 10 2021

Deputy Superintendent Signature Danelle Hiatt

Does the Board of Education approve adoption of this course? ****Your signature below indicates your approval of the adoption of this course****
Date of BOE Meeting _____ Signature_____

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Credit Type(s): *(Fine Art, Science, Practical Arts, etc.)*		
Department Code:		
Course Number:		
Date entered in Infinite Campus database:		
Course Mapping SCED Code:		
Course entered in NCAA database (if applicable):		
Lock Program ID VIP code:		
Lock VE CIP code:		
Add to HEAR list Yes or No		

Audit Trail

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