

**MT. DIABLO UNIFIED SCHOOL DISTRICT
COURSE OF STUDY
DRAFT**

COURSE TITLE:	Team Sports II
COURSE NUMBER:	8990
CALPADS NUMBER:	2515
CST:	None
DEPARTMENT:	Physical Education
NCLB TEACHER CREDENTIAL REQUIREMENTS:	To be determined by the Credential Analyst in Personnel
LENGTH OF COURSE:	One Semester or One Year
CREDITS PER SEMESTER:	5
GRADE LEVEL(S):	11, 12
GRADUATION REQUIREMENT OR ELECTIVE:	Elective
PREREQUISITES:	Completion of Team Sports I

BOARD OF EDUCATION ADOPTION:

COURSE DESCRIPTION:

This course is designed to give students the opportunity to further their knowledge of team sports and techniques used for obtaining optimal physical fitness. Students will practice comprehensive team sports and cardio-respiratory endurance activities. Students will build upon the skills learned in Team Sports I. Students will further their learning of intermediate to advanced fundamentals and overall fitness training and conditioning. Students will demonstrate how to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. Students will develop an understanding of the career paths related to team sports and fitness.

COURSE OUTLINE:

1. MAJOR GOALS PERTAINING TO TEAM SPORTS 2 AND FITNESS

- 1.1 Develop effective movement skills and the fundamentals of movement
- 1.2 Create a health-enhancing level of physical fitness to maintain an active lifestyle
- 1.3 Organize knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of activity
- 1.4 Demonstrate an understanding of the various influences on the evolution of a movement-related activity
- 1.5 Develop knowledge of career paths related to team sports and fitness

2. PERFORMANCE OBJECTIVES:

- 2.1 To demonstrate knowledge and competency in motor skills, movement patterns and strategies needed to perform a variety of physical activities
- 2.2 Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies
- 2.3 Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity

3. CONTENT OUTLINE:

- 3.1 Standard 3: Introduction to Team Sports 2 and Conditioning
 - 3.1.1 Class Curriculum, Expectations, Grading Policy
 - 3.1.2 Classroom Rules and Procedures
 - 3.1.3 Locks and Locker Room Procedures
 - 3.1.4 Dressing Policy
- 3.2 Standard 2: Fitness Pre-Test
 - 3.2.1 Assess personal fitness, compare personal scores data to health standards and set goals of maintenance and improvement
- 3.3 Standard 2: Physical Fitness Concepts and Techniques
 - 3.3.1 Apply principles of resistance training
 - 3.3.2 Apply physiological principles involved in human movement
 - 3.3.3 Examine a leisure time physical activity and participate in this activity
 - 3.3.4 Apply current trends in fitness and conditioning
 - 3.3.5 Apply the components of total health fitness and the relationship between physical activity and lifelong wellness
- 3.4 Standard 3: Social Skills and Cooperative Activities
 - 3.4.1 Demonstrate personal and social responsibility
 - 3.4.2 Interpret conflict resolution skills
 - 3.4.3 Employ social skills: Encouragement, Active listening, Courtesy
 - 3.4.4 Practice cooperative activities, ice breakers, tag games, trust activities, problem solving initiatives

Content outline below can be used but is not limited to the following sports:

- 3.5 Standard 1: Basketball
 - 3.5.1 Develop intermediate to advanced competency in skills and show progress by demonstrating advanced techniques during modified games
 - 3.5.2 Analyze the history, safety, rules and etiquette, strategies, score keeping, officiating of Basketball
 - 3.5.3 Apply the similarities and differences between Basketball and other sports
 - 3.5.4 Create offensive and defensive strategies in game play and written work
 - 3.5.5 Develop intermediate to advanced fundamental skills: dribbling, passing, receiving, shooting, jump shot, block, steal, lay-up, set shot, and rebounding, etc.
- 3.6 Standard 1: Football (flags optional)
 - 3.6.1 Develop intermediate to advanced competency in skills and show progress by demonstrating advanced techniques during modified games

- 3.6.2 Analyze the history, safety, rules and etiquette, strategies, score keeping, officiating of Football
- 3.6.3 Apply the similarities and differences between Football and other sports
- 3.6.4 Create offensive and defensive strategies in game play and written work
- 3.6.5 Develop intermediate to advanced fundamental skills: forward pass, receiving techniques, stance, blocking, centering the ball, carrying the ball, lateraling the ball, over the shoulder catch, passing patterns, and punting, etc.
- 3.7 Standard 1: Lacrosse
 - 3.7.1 Develop basic to intermediate competency in skills and show progress by demonstrating advanced techniques during modified games
 - 3.7.2 Analyze the history, safety, rules and etiquette, strategies, score keeping, officiating of Lacrosse
 - 3.7.3 Apply the similarities and differences between Lacrosse and other sports
 - 3.7.4 Create offensive and defensive strategies in game play and written work
 - 3.7.5 Develop basic to intermediate fundamental skills: passing, shooting, maneuvering with the ball
- 3.8 Standard 1: Over-The-Line
 - 3.8.1 Develop intermediate competency in skills and show progress by demonstrating advanced techniques during modified games
 - 3.8.2 Analyze the history, safety, rules and etiquette, strategies, score keeping, officiating of Over-The-Line
 - 3.8.3 Apply the similarities and differences between Over-The-Line and other sports
 - 3.8.4 Create offensive and defensive strategies in game play and written work
 - 3.8.5 Develop intermediate fundamental skills: striking the ball with the bat, catching, and fielding, etc.
- 3.9 Standard 1: Rugby
 - 3.9.1 Develop basic to intermediate competency in skills and show progress by demonstrating advanced techniques during modified games
 - 3.9.2 Analyze the history, safety, rules and etiquette, strategies, score keeping, officiating of Rugby
 - 3.9.3 Apply the similarities and differences between Rugby and other sports
 - 3.9.4 Create offensive and defensive strategies in game play and written work
 - 3.9.5 Develop intermediate fundamental skills: passing, receiving, maneuvering with the ball, kicking, and running patterns, etc.
- 3.10 Standard 1: Soccer
 - 3.10.1 Develop intermediate to advanced competency in skills and show progress by demonstrating advanced techniques during modified games
 - 3.10.2 Analyze the history, safety, rules and etiquette, strategies, score keeping, officiating of Soccer
 - 3.10.3 Apply the similarities and differences between Soccer and other sports
 - 3.10.4 Create offensive and defensive strategies in game play and written work
 - 3.10.5 Develop intermediate to advanced fundamental skills: kicking, dribbling, trapping, throw-ins, corner kick, goal kick, volleying, penalty kicks, and goal keeping, etc.

- 3.11 Standard 1: Softball
 - 3.11.1 Develop intermediate to advanced competency in skills and show progress by demonstrating advanced techniques during modified games
 - 3.11.2 Analyze the history, safety, rules and etiquette, strategies, score keeping, officiating of Softball
 - 3.11.3 Apply the similarities and differences between Softball and other sports
 - 3.11.4 Create offensive and defensive strategies in game play and written work
 - 3.11.5 Develop intermediate to advanced fundamental skills: throwing, catching, batting, bunting, base running, pitching, and fielding, etc.
- 3.12 Standard 1: Team Handball
 - 3.12.1 Develop intermediate to advanced competency in skills and show progress by demonstrating advanced techniques during modified games
 - 3.12.2 Analyze the history, safety, rules and etiquette, strategies, score keeping, officiating of Team Handball
 - 3.12.3 Apply the similarities and differences between Team handball and other sports
 - 3.12.4 Create offensive and defensive strategies in game play and written work
 - 3.12.5 Develop intermediate to advanced fundamental skills: dribbling, shooting, player positioning, and passing, etc.
- 3.13 Standard 1: Ultimate Frisbee
 - 3.13.1 Develop intermediate and advanced competency in skills and show progress by demonstrating advanced techniques during modified games
 - 3.13.2 Analyze the history, safety, rules and etiquette, strategies, score keeping, officiating of Ultimate Frisbee
 - 3.13.3 Apply the similarities and differences between Ultimate Frisbee and other sports
 - 3.13.4 Create offensive and defensive strategies in game play and written work
 - 3.13.5 Develop intermediate to advanced fundamental skills: throwing, catching, and running patterns, etc.
- 3.14 Standard 1: Volleyball
 - 3.14.1 Develop intermediate to advanced competency in skills and show progress by demonstrating advanced techniques during modified games
 - 3.14.2 Analyze the history, safety, rules and etiquette, strategies, score keeping, officiating of Volleyball
 - 3.14.3 Apply the similarities and differences between Volleyball and other sports
 - 3.14.4 Create offensive and defensive strategies in game play and written work
 - 3.14.5 Develop intermediate to advanced fundamental skills: serve, set, spike, forearm pass, block, dig, court position, rotation, and play, etc.
- 3.15 Standard 1: Water Polo
 - 3.15.1 Develop intermediate competency in skills and show progress by demonstrating advanced techniques during modified games
 - 3.15.2 Analyze the history, safety, rules and etiquette, strategies, score keeping, officiating of Water Polo
 - 3.15.3 Apply the similarities and differences between Water Polo and other sports

- 3.15.4 Create offensive and defensive strategies in game play and written work
- 3.15.5 Develop intermediate fundamental skills: dribbling, passing, shooting, egg beater
- 3.16 Standard 2: Fitness Post Test
 - 3.16.1 Reassess personal fitness and compare scores to pre-test scores and personal goals
 - 3.16.2 Record data on fitness software
- 3.17 Standard 3: Closure
 - 3.17.1 Evaluate and implement fitness and activity plans
 - 3.17.2 Reflection
 - 3.17.3 Locker Room Shut-Down

4. INSTRUCTIONAL METHODS AND/OR STRATEIES:

- 4.1 A variety of instructional strategies will be used to accommodate all learning styles and to reinforce reading, writing, and physical activity skills while learning physical education content. Methods include:
 - 4.1.1 Demonstrations – by teacher, student(s), or experts on video
 - 4.1.2 Lecture
 - 4.1.3 Modeling
 - 4.1.4 Guided practice and group discussion
- 4.2 Student centered learning to include:
 - 4.2.1 Peer coaching
 - 4.2.2 Reciprocal teaching
 - 4.2.3 Checklists
 - 4.2.4 Video (peer and self analysis)
 - 4.2.5 Guided discovery
 - 4.2.6 Stations and circuits
 - 4.2.7 Task cards

5. EVALUATION OF STUDENT PROGRESS:

- 5.1 Student achievement in this course will be measured using multiple assessment tools including but not limited to:
 - 5.1.1 Performance based assessments which assess physical education, cognitive concepts and skills
 - 5.1.2 Journals
 - 5.1.3 Portfolios
 - 5.1.4 Check lists
 - 5.1.5 Rubrics of performance assessments during activity
 - 5.1.6 Quizzes and tests
 - 5.1.7 Projects (rubric assessed)
 - 5.1.8 Video
 - 5.1.9 Computer software
 - 5.1.10 Fitnessgram
 - 5.1.11 Fitness Plan
 - 5.1.12 Fitness Testing Data Record (Data from at least three testing periods)

6. TIME ESTIMATES:

- 6.1 Introduction to Team Sports 2 and Conditioning (1 week)
- 6.2 Fitness Pre-Test (2 weeks)
- 6.3 Physical Fitness Concepts and Techniques (6 weeks and ongoing)
- 6.4 Social Skills and Cooperative Activities (2 weeks)
- 6.5 Basketball (4 weeks - optional)
- 6.6 Football (4 weeks - optional)
- 6.7 Lacrosse (4 weeks - optional)
- 6.8 Over-the-line (4 weeks - optional)
- 6.9 Rugby (4 weeks - optional)
- 6.10 Soccer (4 weeks - optional)
- 6.11 Softball (4 weeks - optional)
- 6.12 Team Handball (4 weeks - optional)
- 6.13 Ultimate Frisbee (4 weeks - optional)
- 6.14 Volleyball (4 weeks - optional)
- 6.15 Water Polo (4 weeks - optional)
- 6.16 Fitness Post Test (2 weeks)
- 6.17 Closure (1 week)

7. INSTRUCTIONAL MATERIALS:

- 7.1 Journals
- 7.2 Lab manuals
- 7.3 Heart rate monitors
- 7.4 Music
- 7.5 Videos
- 7.6 Tapes
- 7.7 Compact discs
- 7.8 Chalk boards/white boards
- 7.9 Audio and visual equipment
- 7.10 Sports/fitness equipment

Sample Lesson Plan – Volleyball Spike Defense with Outside Hitter

Standard to be taught: Standard 1 - To demonstrate knowledge and competency in motor skills, movement patterns and strategies needed to perform a variety of physical activities

Assessment:

- 1. Observation
- 2. Peer Assessment
- 3. Journal

Teaching strategies:

1. Modeling
2. Demonstration
3. Guided Practice

Student activities:

1. Spike Defense
 - a. Diagram of positioning
2. Place students in home positions
3. Teacher places students in defensive positions
4. Movement drill – home position to defensive position when ball is tapped
5. Modifications of movement drill
 - a. Toss ball
 - b. Hit ball
 - c. Outside hitter spikes ball
6. Guided Practice – modified game play
7. Students will learn the proper defensive skill for a hitter spiking

Resources:

1. Physical Activity and Sport for the Secondary School Student, By Neil J. Dougherty, Editor/NASPE, AAHPERD, 2002, ISBN –88314-725-4
2. Internet
3. Library

Committee Members:

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