

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

COURSE TITLE:	Team Sports I
COURSE NUMBER:	8870
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):	10, 11, 12
GRADUATION REQUIREMENT OR ELECTIVE:	Elective
PREREQUISITES:	None

BOARD OF EDUCATION ADOPTION:

COURSE DESCRIPTION:

This course is designed to give students the opportunity to learn team sports and techniques used for obtaining optimal physical fitness. Students will participate in comprehensive team sports as well as cardio-respiratory endurance activities. Students will learn basic to intermediate fundamentals and overall fitness training and conditioning. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. Students will gain an awareness of the career paths related to team sports and fitness.

COURSE OUTLINE:

1. MAJOR GOALS PERTAINING TO TEAM SPORTS AND FITNESS

- 1.1 Analyze effective movement skills and the fundamentals of movement
- 1.2 Distinguish an improved level of physical fitness to maintain an active lifestyle
- 1.3 Analyze knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of activity
- 1.4 Develop knowledge of career paths related to Team Sports I 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 I 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 Understand principles of resistance training
 - 3.3.2 Recognize physiological principles involved in human movement
 - 3.3.3 Practice a leisure time physical activity and analyze opportunities in the community to participate in this activity
 - 3.3.4 Describe current trends in fitness and conditioning
 - 3.3.5 Understand 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 Recognize personal and social responsibility
 - 3.4.2 Indicate conflict resolution skills
 - 3.4.3 Express social skills: Encouragement, Active listening, Courtesy
 - 3.4.4 Select 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 competency in skills
 - 3.5.2 Understand the history, safety, rules and etiquette, strategies, score keeping, and officiating of Basketball
 - 3.5.3 Describe the similarities and differences between Basketball and other sports
 - 3.5.4 Analyze offensive and defensive strategies in game play and written work
 - 3.5.5 Develop intermediate fundamental skills: dribbling, passing, receiving, shooting, lay-up, and set shot, etc.
- 3.6 Standard 1: Football (flags optional)
 - 3.6.1 Develop intermediate competency in skills
 - 3.6.2 Understand the history, safety, rules and etiquette, strategies, score keeping, and officiating of Football

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

- 3.11.3 Describe the similarities and differences between Softball and other sports
- 3.11.4 Analyze offensive and defensive strategies in game play and written work
- 3.11.5 Develop intermediate fundamental skills: throwing, catching, batting, bunting, and fielding, etc.
- 3.12 Standard 1: Team Handball
 - 3.12.1 Develop intermediate competency in skills
 - 3.12.2 Understand the history, safety, rules and etiquette, strategies, score keeping, and officiating of Team Handball
 - 3.12.3 Describe the similarities and differences between Team Handball and other sports
 - 3.12.4 Analyze offensive and defensive strategies in game play and written work
 - 3.12.5 Develop intermediate fundamental skills: dribbling, shooting, player positioning, and passing, etc.
- 3.13 Standard 1: Ultimate Frisbee
 - 3.13.1 Develop intermediate competency in skills
 - 3.13.2 Understand the history, safety, rules and etiquette, strategies, score keeping, and officiating of Ultimate Frisbee
 - 3.13.3 Describe the similarities and differences between Ultimate Frisbee and other sports
 - 3.13.4 Analyze offensive and defensive strategies in game play and written work
 - 3.13.5 Develop intermediate fundamental skills: throwing, catching, and running patterns, etc.
- 3.14 Standard 1: Volleyball
 - 3.14.1 Develop intermediate competency in skills
 - 3.14.2 Understand the history, safety, rules and etiquette, strategies, score keeping, and officiating of Volleyball
 - 3.14.3 Describe the similarities and differences between Volleyball and other sports
 - 3.14.4 Analyze offensive and defensive strategies in game play and written work
 - 3.14.5 Develop intermediate Fundamental Skills: serve, set, spike, forearm pass, block, court position, rotation, and play, etc.
- 3.15 Standard 1: Water Polo
 - 3.15.1 Develop basic competency in skills
 - 3.15.2 Understand the history, safety, rules and etiquette, strategies, score keeping, and officiating of Water Polo
 - 3.15.3 Describe the similarities and differences between Water polo and other sports
 - 3.15.4 Analyze offensive and defensive strategies in game play and written work
 - 3.15.5 Develop basic fundamental skills: dribbling, passing, shooting, egg beater, etc.

- 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 STRATEGIES:

- 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 I 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 – Softball Bunt

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. Softball bunt
 - a. Demonstrate the steps to bunting
 1. Stand in batting position
 2. Square shoulders to pitcher and pivot back foot
 3. Bend knees
 4. Bottom hand stays at end of bat. Top hand slides up the bat in balanced position slightly lower than shoulder height.
 5. Instead of swinging or pushing the ball with the bat, absorb/give/catch the ball with the bat to place the ball right in front of you in a bunting zone.
2. Teacher cues steps and students model
3. Guided practice – choose one leader for each group to guide students in skill as teacher oversees each group
4. Students will learn the proper technique of a softball bunt

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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