

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

COURSE TITLE:	Racquetball Level II
COURSE NUMBER:	8950
CALPADS NUMBER:	2512
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 Racquetball I

BOARD OF EDUCATION ADOPTION:

COURSE DESCRIPTION:

This course is designed to give students the opportunity to further their learning of intermediate to advanced racquetball skills and techniques taught in Racquetball I. Students will take part in comprehensive intermediate and advanced racquetball skills and cardio-respiratory endurance activities. Students will learn intermediate to advanced fundamentals and overall fitness training and conditioning. Students will demonstrate an understanding of the skills needed 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 racquetball and fitness.

COURSE OUTLINE:

1. MAJOR GOALS PERTAINING TO RACQUETBALL 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
- 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 racquetball skills 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 Racquetball 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
- 3.5 Standard 1: Racquetball Skills
 - 3.5.1 Demonstrate basic to intermediate skills: forehand grip, backhand grip, forehand stroke, backhand stroke, and footwork
 - 3.5.2 Practice basic to intermediate serves: basic serve, low drive serve, V serve, and lob serve
 - 3.5.3 Practice basic to intermediate defensive shots: forehand ceiling, and backhand ceiling
 - 3.5.4 Practice basic intermediate offensive shots: front wall kill, and drop shots, passing shots, overhead kill, overhead drive and around the wall
- 3.6 Standard 1: Racquetball Rules
 - 3.6.1 Apply the USRA Rules (usra.org)
 - 3.6.2 Employ the violations and faults
 - 3.6.3 Illustrate the terms and definitions
- 3.7 Standard 2: Fitness Post Test

- 3.7.1 Reassess personal fitness and compare scores to pre-test scores and personal goals
- 3.7.2 Record data on fitness software
- 3.8 **Standard 3: Closure**
 - 3.8.1 Evaluate and implement fitness and activity plans
 - 3.8.2 Reflection
 - 3.8.3 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 Racquetball 2 (1 week)
- 6.2 Fitness Pre-Test (2 weeks)
- 6.3 Physical Fitness Concepts and Techniques (27 weeks and ongoing)
- 6.4 Social Skills and Cooperative Activities (1 week)
- 6.5 Racquetball Skills (27 weeks – optional)
- 6.6 Racquetball Rules (2 weeks – ongoing)
- 6.7 Fitness Post Test (2 weeks)
- 6.8 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 – Forehand

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. Forehand
 - a. Demonstrate the steps to forehand hit
 - 1. Stand with non-hitting shoulder facing wall and feet shoulder width apart
 - 2. Handshake grip (V on top) on racquet

3. Swing racquet back
4. Step forward shifting weight to front foot
5. Swing racquet, snap wrist, and follow through
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 racquetball

Resources:

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

Committee Members:

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|---------------------|--------------------------------------|----------------------------|
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