

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

COURSE TITLE:	Bowling Level II
COURSE NUMBER:	8660
CALPADS NUMBER:	2512
CST:	None
DEPARTMENT:	Physical Education
NCLB TEACHER CREDENTIAL REQUIREMENTS:	To be determined by the Credential Analyst in Personnel
LENGTH OF COURSE:	Semester or Year
CREDITS PER SEMESTER:	5
GRADE LEVEL(S):	10-12
GRADUATION REQUIREMENT OR ELECTIVE:	Elective
PREREQUISITES:	Completion of Bowling I

BOARD OF EDUCATION ADOPTION:

COURSE DESCRIPTION:

This course is designed to give students the opportunity to further their learning of bowling skills, techniques, rules of play, etiquette, and social values, as well as training techniques used for achieving optimal physical fitness. Students will demonstrate an understanding of the skills learned in Bowling Level I to advance their knowledge of movement and skills. Students will apply these skills to help them develop the foundation for enjoyment, continued social development through physical activity, and access to a physically active lifestyle. Students will gain an understanding of the career paths related to bowling and fitness.

COURSE OUTLINE:

1. MAJOR GOALS AS PERTAINING TO BOWLING 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 bowling and fitness

2. PERFORMANCE OBJECTIVES:

- 2.1 Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies essential to perform a variety of physical activities
- 2.2 Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies
- 2.3 Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity

3. CONTENT OUTLINE:

- 3.1 Standard 3: Introduction to Bowling
 - 3.1.1 Philosophy
 - 3.1.2 Class Curriculum, Expectations, Grading Policy
 - 3.1.3 Classroom/Bowling Alley Rules and Procedures
 - 3.1.4 Locks and Locker Room Procedure
 - 3.1.5 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: Personal Fitness
 - 3.3.1 Analyze movement using principles of resistance
 - 3.3.2 Create and implement individualized fitness plan applying the components of fitness (cardio-respiratory, muscle strength, muscle endurance, flexibility, and body compositions), the FITT principle, and principles of training (overload, progression, specificity and regularity)
 - 3.3.3 Assess personal fitness, compare personal fitness scores data to health standards and set goals of maintenance and improvement
 - 3.3.4 Analyze body types related to age, gender groups, and fitness levels
 - 3.3.5 Apply another leisure time physical activity and apply opportunities in the community to participate in this activity
 - 3.3.6 Interpret historical trends in fitness participation and activities that have an impact on current physical education and sports
 - 3.3.7 Demonstrate fitness activities: (circuit training, fitness lab, weight room, aerobics, steps, runs, medicine balls, cardio equipment)
 - 3.3.8 Practice fitness technology: (heart rate monitors, skin calipers, computer software)
 - 3.3.9 Introduction to weight training: Describe safety and procedures in the weight room
 - 3.3.10 Apply nutrition as related to fitness and bowling
- 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: Students shall apply basic bowling history and rules of the game
- 3.6 Standard 1: Students shall describe terminology associated with bowling
- 3.7 Standard 1: Students shall demonstrate basic bowling techniques: grip, body alignment, three, four and five-step approach, delivery and follow-through, spot/pin bowling
- 3.8 Standard 1: Students shall apply bowling etiquette
 - 3.8.1 Bowler should not be interrupted
 - 3.8.2 Only one person should be on each lane's approach area at any given time. If two bowlers happen to be on the approach area at the same time, the person to the right should bowl first
- 3.9 Standard 1: Students shall apply ball selection
 - 3.9.1 Weight of ball
 - 3.9.2 Size of thumb and finger holes
 - 3.9.3 Span of ball
- 3.10 Standard 1: Students shall apply safety awareness associated with the game of bowling
 - 3.10.1 Delivery and release of the ball
- 3.11 Standard 1: Students shall apply scoring a complete line in the game of bowling
 - 3.11.1 Scoring symbols
 - 3.11.2 Scoring of strike and spare
 - 3.11.3 Basic addition
 - 3.11.4 Maximum possible scoring is 300 per game
 - 3.11.5 Maximum possible scoring per frame is 30
- 3.12 Standard 1: Students shall describe the lifetime participation aspects of bowling
- 3.13 Standard 1: Students shall demonstrate and apply various strike and spare-making techniques
- 3.14 Standard 1: Students shall demonstrate and apply methods of basic deliveries: grip, stance, arm-swing, release (curve or straight)
- 3.15 Standard 2: Fitness Post Test
 - 3.15.1 Reassess personal fitness and compare scores to pre-test scores and personal goals
 - 3.15.2 Record data on fitness software
- 3.16 Standard 3: Closure
 - 3.16.1 Evaluate and implement fitness and bowling plans
 - 3.16.2 Reflection
 - 3.16.3 Locker Room Shut-Down

4. INSTRUCTIONAL METHODS AND/OR STRATEGIES:

- 4.1 Demonstrations – by teacher, student(s), or experts on video
- 4.2 Lecture
- 4.3 Modeling
- 4.4 Guided practice
- 4.5 Group discussion

- 4.6 Student centered learning to include:
- Peer coaching
 - Reciprocal teaching
 - Checklists
 - Video (peer and self-analysis)
 - Guided discovery
 - Stations and circuits
 - Task cards
 - Computer lab

5. EVALUATION OF STUDENT PROGRESS:

- 5.1 Journals and logs
- 5.2 Portfolios
- 5.3 Checklists
- 5.4 Rubrics of performance assessments during activity
- 5.5 Quizzes and tests
- 5.6 Projects (rubric assessed)
- 5.7 Video
- 5.8 Computer software
- 5.9 Fitnessgram

6. TIME ESTIMATES:

- 6.1 Two days a week of physical fitness and wellness on campus (1 hour each day 18 weeks – ongoing)
- 6.2 Three days a week bowling at bowling alley (1 hour each day - ongoing)
 - 6.2.1 Introduction to Bowling (1 week)
 - 6.2.2 Fitness Pre-Test (2 weeks)
 - 6.2.3 Social Skills and Cooperative Activities (2 weeks)
 - 6.2.4 Students shall apply basic bowling history and rules of the game (1 week)
 - 6.2.5 Students shall describe terminology associated with bowling (1 week)
 - 6.2.6 Students shall demonstrate basic bowling techniques (4 weeks)
 - 6.2.7 Students shall apply bowling etiquette (1 week - ongoing)
 - 6.2.8 Students shall apply basic ball selection (1 week)
 - 6.2.9 Students shall apply safety awareness associated with the game of bowling (1 week - ongoing)
 - 6.2.10 Students shall apply scoring a complete line in the game of bowling (3 weeks)
 - 6.2.11 Students shall describe the lifetime participation aspects of bowling (1-2 weeks)
 - 6.2.12 Students shall demonstrate and apply various strike and spare-making techniques (1 week – ongoing)
 - 6.2.13 Students shall demonstrate and apply methods of basic deliveries (1 week – ongoing)

- 6.2.14 Fitness Post Test (2 weeks)
- 6.2.15 Closure (1 week)

Sample Lesson Plan

Standard to be taught: 1.6 Demonstrate independent learning of movement skills in individual and dual activities.

Assessment:

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

Teaching strategies:

- 1. Demonstration
- 2. Modeling
- 3. Guided Practice

Student activities:

- 1. Demonstrate the 4-step approach
 - a. First step – push away
 - b. Second step – bring the ball to the side
 - c. Third step – extend the ball backward
 - d. Fourth step – slide the front foot and bring the ball forward and release it toward the target
- 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 4-step approach

Resources:

- 1. Bowling Videos or DVDs
- 2. Internet
- 3. Bowling Alleys
- 4. Community College Courses
- 5. Bowling pins, bowling ball, bowling lanes, bowling shoes

Committee Members:

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|--------------------|--------------------------------------|----------------------------|
| 1. Melinda Hall | Director of Curriculum & Instruction | Curriculum & Instruction |
| 2. Spooimai Habibi | Curriculum Specialist | Curriculum & Instruction |
| 3. Mandy Loushin | Physical Education Teacher | Ygnacio Valley High School |
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5. Scott Wood Physical Education Dept. Chair College Park High School
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