

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

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| COURSE TITLE: | Individual & Dual Activities Level II |
| COURSE NUMBER: | 8910 |
| CALPADS NUMBER: | 2510 |
| 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 Individual & Dual Activities Level I |

BOARD OF EDUCATION ADOPTION:

COURSE DESCRIPTION:

This course is designed to give students the opportunity to further their learning of individual and dual sports and techniques taught in Individual & Dual Sports Level I. Students will take part in comprehensive individual and dual sports and cardio-respiratory endurance activities. Students will learn basic to intermediate to advanced fundamentals and overall fitness training and conditioning. Students will demonstrate an understanding of 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 individual and dual sports and fitness.

COURSE OUTLINE:

1. MAJOR GOALS PERTAINING TO INDIVIDUAL AND DUAL SPORTS & 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 individual and dual sports 1 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 Individual & Dual Sports 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: Archery
 - 3.5.1 Practice intermediate to advanced competency in skills and show progress by demonstrating those skills during modified games
 - 3.5.2 Identify the history, safety, rules and etiquette, and strategies
 - 3.5.3 Develop similarities and differences
 - 3.5.4 Demonstrate intermediate shooting skills, sights, distances and lengths of arrows
 - 3.5.5 Practice skills and techniques for lifetime enjoyment of archery
- 3.6 Standard 1: Badminton
 - 3.6.1 Practice basic to intermediate competency in skills and show progress by demonstrating those skills during modified games
 - 3.6.2 Identify the history, safety, rules and etiquette, strategies and score keeping

- 3.6.3 Develop similarities and differences
- 3.6.4 Analyze offensive and defensive strategies in game play and written work
- 3.6.5 Demonstrate intermediate to advanced fundamental skills: forehand drive, backhand drive, drop, underhand and overhead clear, smash, backhand serve, and underhand serve
- 3.7 Standard 1: Cycling
 - 3.7.1 Practice basic to intermediate fundamental skills and techniques
 - 3.7.2 Identify the history, safety, rules and etiquette, and strategies
 - 3.7.3 Demonstrate basic to intermediate fundamental skills: gears, shifting, brake, turns, bike, positioning for hills, terrain, pedals, traffic
 - 3.7.4 Practice basic skills in cycling for lifelong enjoyment
- 3.8 Standard 1: Racquetball
 - 3.8.1 Practice intermediate to advanced competency in skills and show progress by demonstrating those skills during modified games
 - 3.8.2 Identify the history, safety, rules and etiquette, strategies and score keeping
 - 3.8.3 Develop similarities and differences
 - 3.8.4 Analyze offensive and defensive strategies in game play and written work
 - 3.8.5 Demonstrate intermediate fundamental skills: forehand, backhand, and serving
- 3.9 Standard 1: Golf
 - 3.9.1 Practice basic to intermediate competency in skills and show progress by demonstrating those skills during modified games
 - 3.9.2 Identify the history, safety, rules and etiquette, strategies and score keeping
 - 3.9.3 Develop similarities and differences
 - 3.9.4 Demonstrate intermediate to advanced fundamental skills: basic swing, chipping, and putting
- 3.10 Standard 1: Swimming
 - 3.10.1 Practice basic to intermediate competency in skills and show progress by demonstrating techniques
 - 3.10.2 Identify the history, safety, rules and etiquette
 - 3.10.3 Develop similarities and differences
 - 3.10.4 Demonstrate basic fundamental skills: breaststroke, backstroke, butterfly, and freestyle
- 3.11 Standard 1: Tennis
 - 3.11.1 Practice intermediate to advanced competency in skills and show progress by demonstrating those skills during modified games
 - 3.11.2 Identify the history, safety, rules and etiquette, strategies and score keeping
 - 3.11.3 Develop similarities and differences
 - 3.11.4 Analyze offensive and defensive strategies in game play and written work.
 - 3.11.5 Demonstrate intermediate to advanced fundamental skills: backhand, forehand, smash, and serve, etc.
- 3.12 Standard 1: Handball
 - 3.12.1 Practice intermediate to advanced competency in skills and show progress by demonstrating those skills during modified games
 - 3.12.2 Identify the history, safety, rules and etiquette, strategies and score keeping
 - 3.12.3 Develop similarities and differences
 - 3.12.4 Analyze offensive and defensive strategies in game play and written work

- 3.12.5 Demonstrate intermediate fundamental skills: sidearm and overhand
- 3.13 **Standard 1: Two-Player Volleyball**
 - 3.13.1 Practice intermediate to advanced competency in skills and show progress by demonstrating those skills during modified games
 - 3.13.2 Identify the history, safety, rules and etiquette, strategies and score keeping
 - 3.13.3 Develop similarities and differences
 - 3.13.4 Analyze offensive and defensive strategies in game play and written work
 - 3.13.5 Demonstrate intermediate fundamental skills: serve, set, spike, forearm pass, block, dig, court position, rotation, and play, etc.
- 3.14 **Standard 2: Fitness Post Test**
 - 3.14.1 Reassess personal fitness and compare scores to pre-test scores and personal goals
 - 3.14.2 Record data on fitness software
- 3.15 **Standard 3: Closure**
 - 3.15.1 Evaluate and implement fitness and activity plans
 - 3.15.2 Reflection
 - 3.15.3 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 Individual and Dual 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 Archery (4 weeks - optional)
- 6.6 Badminton (4 weeks - optional)
- 6.7 Cycling (4 weeks - optional)
- 6.8 Racquetball (4 weeks - optional)
- 6.9 Golf (4 weeks - optional)
- 6.10 Swimming (4 weeks - optional)
- 6.11 Tennis (4 weeks - optional)
- 6.12 Two-player volleyball (4 weeks - optional)
- 6.13 Fitness Post Test (2 weeks)
- 6.14 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 – Badminton Smash

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. Badminton Smash Strategies
 - a. Review the steps to a smash
 1. Stand perpendicular with the non-hitting shoulder towards the net
 2. Raise racquet in opposite hand above your head
 3. Drop racquet face to almost touch back
 4. Whip racquet overhead to contact shuttlecock
 5. The racquet face will be at around a 45 degree angle during contact
 6. Snap your wrist
 7. Follow through and turn shoulders parallel to the net
2. Lecture
 - a. What is the purpose of a smash?
 - b. When do you hit a smash?
 - c. What part of the court do you hit a smash to?
3. Guided practice – students partner up in pairs (groups of 4) on the court. One set of partners will hit an underhand clear while the other side works on the proper technique of a smash
4. Students will learn an advanced badminton smash strategy

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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