

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

<b>COURSE TITLE:</b>	<b>Individual &amp; Dual Activities Level I</b>
<b>COURSE NUMBER:</b>	<b>8740</b>
<b>CALPADS NUMBER:</b>	<b>2510</b>
<b>CST:</b>	<b>None</b>
<b>DEPARTMENT:</b>	<b>Physical Education</b>
<b>NCLB TEACHER CREDENTIAL REQUIREMENTS:</b>	<b>To be determined by the Credential Analyst in Personnel</b>
<b>LENGTH OF COURSE:</b>	<b>One Semester or One Year</b>
<b>CREDITS PER SEMESTER:</b>	<b>5</b>
<b>GRADE LEVEL(S):</b>	<b>10 - 12</b>
<b>GRADUATION REQUIREMENT OR ELECTIVE:</b>	<b>Elective</b>
<b>PREREQUISITES:</b>	<b>None</b>

**BOARD OF EDUCATION ADOPTION:**

**COURSE DESCRIPTION:**

This course is designed to give students the opportunity to learn individual and dual sports and techniques used for obtaining optimal physical fitness. Students will participate in comprehensive individual and dual sports and cardio-respiratory endurance activities. Students will learn basic to intermediate fundamentals and overall fitness training and conditioning. Students will develop the skills needed 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 individual and dual sports and fitness.

**COURSE OUTLINE:**

**1. MAJOR GOALS PERTAINING TO INDIVIDUAL AND DUAL SPORTS & 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 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 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: Archery
  - 3.5.1 Identify basic to intermediate competency in skills and show progress by demonstrating those skills during modified games
  - 3.5.2 Recognize the history, safety, rules and etiquette, and strategies
  - 3.5.3 Compare similarities and differences
  - 3.5.4 Describe basic shooting skills, sights, distances and lengths of arrows
  - 3.5.5 Identify skills and techniques for lifetime enjoyment of archery
- 3.6 Standard 1: Badminton
  - 3.6.1 Identify basic to intermediate competency in skills and show progress by demonstrating those skills during modified games
  - 3.6.2 Recognize the history, safety, rules and etiquette, strategies and score keeping
  - 3.6.3 Compare similarities and differences
  - 3.6.4 Demonstrate offensive and defensive strategies in game play and written

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

- 3.12.1 Identify basic to intermediate competency in skills and show progress by demonstrating those skills during modified games
- 3.12.2 Recognize the history, safety, rules and etiquette, strategies and score keeping
- 3.12.3 Compare similarities and differences
- 3.12.4 Demonstrate offensive and defensive strategies in game play and written work
- 3.12.5 Describe basic fundamental skills: sidearm and overhand
- 3.13 Standard 1: Two-Player Volleyball
  - 3.13.1 Identify basic to intermediate competency in skills and show progress by demonstrating those skills during modified games
  - 3.13.2 Recognize the history, safety, rules and etiquette, strategies and score keeping
  - 3.13.3 Compare similarities and differences
  - 3.13.4 Demonstrate offensive and defensive strategies in game play and written work
  - 3.13.5 Describe intermediate fundamental skills: serve, set, spike, forearm pass, block, 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 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
  - a. Demonstrate 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. Teacher cues steps and students model
- 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 the proper technique of a badminton smash

**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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|--------------------|--------------------------------------|--------------------------|
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