

Folsom Cordova Unified School District

Course Outline

Course 3: Individual, Dual, and Team Activities

Date: November 2008

Subject Area: Elective

Grade Level(s): 10-12

Course Length: 1 year

Grading: A-F

Number of Credits: 5 per Semester

Prerequisite: Course 1, 2 or Instructor permission

COURSE DESCRIPTION:

The high school course description presented here communicates the essence of the high school physical education experience. The content articulates the knowledge, skills, and confidence students need to maintain meaningful physical activity throughout their lifetime. The course sequence provides a blueprint for delivering the content in a manner that equips students to make a successful transition from the physical education instructional program to participation in physical activity during adulthood. The adult lifestyle demands that individuals initiate and monitor their own participation in physical activity.

Team activities is an elective that provides students with the opportunity to explore a variety of physical activities in search of one they can enjoy and participate in for a lifetime. Students will acquire skills, knowledge, and attitudes throughout participation in a wide variety of activities related to the body and its movement.

GENERAL GOALS/PURPOSES:

Students will:

- Understand basic movement skills and knowledge of rules and strategies in team activities.
- Display the ability to work cooperatively with a teammate and use conflict resolution skills.
- Describe the origin of a variety of team activities and their role in society.
- Demonstrate an understanding of basic offensive & defensive strategies in team activities.
- Use feedback to improve performance.
- Use standardized physical fitness test to assess personal fitness and establish realistic and challenging goals for improving and maintaining their fitness levels for life.
- Demonstrate responsible personal behavior while participating in movement activities.
- Apply knowledge of scientific or bio-mechanic principles to improve personal performance.
- Identify current career opportunities in physical education and related fields.
- Participate in a variety of team activities.
- Articulate the knowledge, skills, and confidence needed to maintain a meaningful physical activity throughout their lifetime.
- Successfully transition from our physical education instructional program to participation in physical activity during adulthood.
- Initiate and monitor participation in physical activity which an adult lifestyle will demand.
- Understand that family responsibilities, career demands, and individual choices will influence physical activity patterns.
- Develop proficient movement skills in each area of physical education.
- Expand their capabilities for independent learning.
- Examine practices that allow for sound decision making to enhance successful participation in movement activities.

STUDENT READING COMPONENT:

Students will:

- Complete research based assignments.
- Utilize activity study guides.
- Read and take written test.
- Research the history and evolution of team sports.
- Research the impact sports have had on society.

STUDENT WRITING COMPONENT:

Students will:

- Take written test.
- Write self and peer evaluations.
- Research rules that govern sports.
- Write a personal fitness portfolio.
- Analyze and critique a sport movement.

STUDENT ORAL COMPONENT:

Students will:

- Utilize oral communication skills while participating in class activities that foster positive, responsible, personal, and social behaviors.
- Participate in daily class discussions.
- Complete an oral presentation on sport movement analysis.

DETAILED UNITS OF INSTRUCTION/CONTENT:

Team Activities

Flag Football	Soccer	Lacrosse	Softball	Team Handball
Hockey	Rugby	Volleyball	Basketball	
Over-the Line	Speedball	Water Polo	Ultimate Frisbee	

Activity units may vary by school site due to facilities and equipment.

Content Units:

1. Safety rules and principles.
2. Five components of health.
3. Health risk factors of sports participation.
4. Body composition and implications on health and fitness.
5. Heart rate—computation, regulation, implications.
6. Muscles/Anatomy
7. Biomechanics/Analysis of movement.
8. Nutrition
9. Steroids and performance enhancing drugs
10. Personal program planning.

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

The three content standards to be integrated and addressed are:

Standard 1:

Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

Standard 2:

Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

Standard 3:

Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to learning and performance of physical activity.

Grading and Evaluation

Standard FCUSD grading scales reflect the following: A = 90%-100%; B = 80%-89%; C = 70%-79%; D = 60%-69%; F = Below 60%.

The following grading procedure will be used:

- Participation
- Sportfolio
- Concepts and written work
- Learning and performance of physical activities

LAB FEE: None

DISTRICT ESLR'S TO BE ADDRESSED:

1. **Self Directed Learners:** Achieve and maintain a health-enhancing level of physical fitness and exhibit a healthy lifestyle.
2. **Effective Communicators:** Demonstrate responsible social behavior including respect for all others.
3. **Quality Producers/Performers:** Students will become competent in many movement activities.
4. **Constructive Thinkers:** Understand how fitness correlates with health, how and why they move in a variety of situations. Students will understand how culture, history, nutrition, and fitness relate to health.
5. **Collaborative Workers:** Work together towards a common goal.
6. **Responsible Citizens:** Demonstrate responsible, personal, and social behavior while participating in movement activities, and classroom activities.

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