

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title		Sports PE 1A				Course Code			
Transcript Title:	Sports PE 1A			Grades Levels:	9-12		Board Adoption Date:		
Content Area:	Electives			GPA Scale:	4.0		Date Course Submitted:		4/2016
Credential Req:	Physical Education		Graduation Subject Areas:		Elective		This is a semester course		
UC/CSU “A-G” Area Approvals:		n/a		School Site that wrote and submitted the course:				Estancia High School	
Recommend Skills:	n/a								
Next course(s):	Course can be taken for repeatable credit								

COURSE DESCRIPTION (catalog summary):

Sports PE is designed to introduce and provide opportunities for students to develop basic and intermediate skills in a variety of sports and activities. Sports PE emphasizes the enjoyable participation in physical activities and team sports that help all students develop the knowledge, attitude, emotional skills, behavioral skills, and self-confidence needed to adopt and maintain physically active lifestyles. Students will be exposed to the basic skills, strategies and etiquette of the various sports and activities. The components of fitness (muscular strength, muscular endurance, flexibility, body composition, and cardiovascular fitness) will be emphasized throughout the course.

GOALS (expected performance outcomes for students):

Students will improve their ability to perform cardiovascular exercises and improve their strength, agility and flexibility.

Students will master the essential skills of selected team sports and activities.

Students will improve their individual ability to function as a productive member of a team.

CALIFORNIA CONTENT STANDARDS (how the course aligns with California and/or national curriculum standards):

Standard 1: *Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical exercises.*

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 the learning and performance of physical activity.*

EVALUATION (how the effectiveness of the course will be monitored and assessed):

Effectiveness of Sports PE will be monitored and assessed through student's participation and quarterly and semester grades.

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Units 1-5	Length of unit – 9 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
<i>Team sports to be introduced during the first quarter:</i> <i>Basketball</i> <i>Soccer</i>	<i>Foul</i> <i>Travelling</i> <i>Double-Dribble</i> <i>Pivot Foot</i> <i>Jump Shot</i> <i>Lay up</i> <i>Off sides</i> <i>Marking</i> <i>Free Kick</i> <i>Penalty Kick</i> <i>Hand Ball</i> <i>Corner Kick</i> <i>Goalie Kick</i>	Standard 1: Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical exercises. 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 the learning and performance of physical activity.	<i>Small skill sets for an activity.</i> <i>How to rotate on and off field or court.</i> <i>Modeling defensive and offensive positioning.</i> <i>Explaining and demonstrating rules and strategies of the game.</i>	<i>Athletic equipment</i> <i>Internet resources</i> <i>Access to sports fields or courts</i>
Differentiation	Support -- for students who are struggling with the content	Content: <i>Assign small parts of an activity.</i> Process: <i>Demonstrate the skills needed. Observe students perform these skills successfully.</i> Product: <i>Explain and demonstrate how small parts come together to successfully compete in a game. Check for understanding in various strategies.</i>		
	Extension – for high achieving students.	Content: <i>Assign activity, explain expectations and rules, and then let the group perform the activity on their own.</i> Process: <i>Students will form their own teams. Students will compete on their own. Teacher will supervise and serve as referee.</i> Product: <i>Students will run their own game and/or tournament. Students will be responsible for the outcome and reporting results.</i>		

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Evaluation	Formative Assessments (<i>ongoing & mid-lesson</i>): <i>Teacher will observe students as they form their own teams and compete in games against other teams or individuals. Teacher will assess student proper play in rules and strategies. Teacher will also assess good sportsmanship during activities.</i>
	Summative Assessments (<i>unit final evaluation</i>): <i>The teams or individuals will have an overall record and then be seeded for a bracket tournament. The tournament will take place during the last two weeks of each quarter.</i>

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Unit 2	Length of Unit: 9 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
<i>Team Sports to be introduced during second quarter:</i> <i>Softball</i> <i>Volleyball</i>	<i>Tagging Up</i> <i>Force Play</i> <i>Tag Play</i> <i>Lead Runner</i> <i>Base Hit</i> <i>Home Run</i> <i>Fly Ball</i> <i>Ground Ball</i> <i>Bump</i> <i>Set</i> <i>Spike</i> <i>Serve</i> <i>Rotation</i> <i>Ten foot line</i>	Standard 1: Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical exercises. 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 the learning and performance of physical activity.	<i>Small skill sets for an activity.</i> <i>How to rotate on and off field or court.</i> <i>Modeling defensive and offensive positioning.</i> <i>Explaining and demonstrating rules and strategies of the game.</i>	<i>Athletic equipment</i> <i>Internet resources</i> <i>Access to sports fields or courts</i>
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	Extension – for high achieving students.	Content: <i>Assign activity, explain expectations and rules, and then let the group perform the activity on their own.</i> Process: <i>Students will form their own teams. Students will compete on their own. Teacher will supervise and serve as referee.</i> Product: <i>Students will run their own game and/or tournament. Students will be responsible for the outcome and reporting results.</i>		

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