

basic fundamental skills in basketball, volleyball, track and field, soccer and softball for leisure pursuit.

2. Upon completion of this course with emphasis on teaching, the student will have opportunities to prepare lessons and teach within the class.
3. The student will receive experience in fundamental motor and sport skills in a supervised teaching practicum.
4. The student will demonstrate knowledge of basic rules, regulations, facilities, equipment, playing strategies and conditioning programs of basketball, volleyball, track and field, soccer, and softball.
5. The student will develop the skills and competencies essential for one preparing to enter the teaching profession.
6. To assist the students in their development and knowledge of the basic fundamental motor skills.
7. The student will gain knowledge and skills in team sports activities for lifetime/outdoor leisure time and recreational pursuits.
8. Each student will develop and maintain a level of physical fitness appropriate to successful performance in team sports activities.

BEHAVIORAL OBJECTIVES

Upon completion of the course requirements for Team sports II, PEDU 214, the student will be able:

1. To list and explain the four (4) domains of education and the relationship of physical education objectives to each. (Knowledge/Comprehension)
2. To list and explain the four (4) major objectives of physical education. (Knowledge/Comprehension)
3. To write a two page history of both basketball and softball including pioneers, dates, places, original rules and the reasons for its origin. (Synthesis)

4. To list and explain five (5) principles relative to motion, stability, force, spin and rebound, and projectiles. (Knowledge/Comprehension)
5. To write five (5) behavioral objectives for track and field, volleyball, soccer, basketball and softball. (Synthesis)
6. To write five (5) daily lesson plans for each activity. (Synthesis)
7. To list and describe the player's position and responsibilities for each sport. (Knowledge/Evaluation)
8. To interpret and apply the appropriate methods of instruction in teaching team sports. (Each student will teach one skill in each sport including 3-5 drills for each skill taught and a skills test). (Evaluation)
9. To identify and select the appropriate materials, equipment, and supplies needed to conduct team sports activities, and supplies needed to conduct team sports activities relative to defensive and offensive systems. (Knowledge/Evaluation)
10. To demonstrate average proficiency in basketball and softball skills as determined by objective skills tests and teacher rating. (Application)
11. To score 70% or better on all written examinations and assignments. (Each student is responsible for reading three (3) articles relative to team sports or movement education and critique each). (Knowledge)
12. To perform each type of fundamental movement skill with 90% accuracy. (Application)
13. To score at least 85% on the post-test on AAHPERD Physical Fitness Test, and mini conditioning program.

VI. EVALUATION CRITERIA

All exercises and examinations will be graded according to the percentage value stated below:

Unit plan/lesson plans - Volleyball	4%
Unit plan/lesson plans - Soccer	4%
Unit plan/lesson plans - Basketball	4%
Unit plan/lesson plans - Softball	4%
Unit plan/lesson plans - Track and Field	4%
Skill Test - Volleyball	5%
Skill Test - Soccer	5%
Skill Test - Basketball	5%
Skill Test - Softball	5%

Skill Test - Track and Field	5%
Mid-Term Exam	10%
AAHPERD Physical Fitness Test	15%
Final Exam	15%
Mini Conditioning Program	5%

GRADING SCALE

- A = 92-100
- B = 83-91
- C = 73-82
- D = 64-72
- F = 63 and Below

ABSENTEE POLICY

In addition to the University's policy on absenteeism, any unexcused absence above the allowable minimum will result in one (1) point being deducted from the student's final grade average. Example: Final grade average 92 = A; 3 unexcused absences = minus 3 points; 3 points deducted (92 - 3 = 89) = B grade.

Excused absences include **DOCUMENTED** emergencies, medical or otherwise; University service, i.e., athletics, band, choir, etc., or instructor's approval. **This policy includes all levels of classes (100 thru 400 level.)**

VII. COURSE OUTLINE WITH ASSIGNMENT SCHEDULE

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|-------------------------------------------------|-----------------|
| I. Practical Overview of Physical Education | 1st Week |
| A. Definitions | |
| 1. Education | |
| 2. Physical Education | |
| 3. Health | |
| 4. AAHPERD Youth Fitness Test (Pre-Test) | |
| B. Philosophies | |
| 1. Education | |
| 2. Physical Education | |
| C. Aims | |
| 1. Education | |
| 2. Physical Education | |
| D. Taxonomy of Educational Objectives (Domains) | |
| 1. Cognitive Domain | |
| 2. Affective Domain | |
| 3. Psychomotor Domain | |
| 4. Physical Domain | |
| E. Objectives | |
| 1. Physical Education | |
| 2. Education | |

F. Planning

1. Behavioral Objective
2. Lesson plan (6 point)
3. Unit plan

II. Basketball

2nd-5th Week

- A. Knowledge Concepts
 1. History
 2. Terminology
 3. Rules and scoring
 4. Safety
 5. Strategy
- B. Conditioning-Pretest AAHERPD Youth Fitness Test
- C. Fundamental Skills
 1. Dribbling
 2. Passing
 - a. Chest
 - b. Bounce
 - c. Overhead
 - d. Hook
 - e. Push
 3. Pivot and turns
 4. Shooting
 - a. Lay-up
 - b. Jump-shot
 - c. Hook-shot
 - d. Free-throw
 5. Jumping and Rebounding
 6. Player Position and Responsibilities
 7. Defensive Systems of Play
 8. Offensive Systems of Play
 9. Fundamental Body Positions
 10. Pick and Roll (Screening)

III. Softball

6th-8th Week

- A. Knowledge
 - a. History
 - b. Terminology
 - c. Rules
 - d. Safety
 - e. Strategy
- B. Fundamental Skills
 1. Throwing and Catching
 2. Fielding
 - a. Ground balls
 - b. Aerial balls
 3. Pitching
 - a. Slow

- b. Fast
- 4. Base Running
- 5. Hitting
- 6. Catching
- 7. Player position and responsibilities
- 8. Offensive patterns/Strategies
- 9. Defensive patterns/Strategies
- 10. Rules
- C. Conditioning

IV. Soccer **9th - 12th week**

- A. Knowledge concepts
 - 1. History
 - 2. Terminology
 - 3. Rules and Scoring
 - 4. Safety
- B. Conditioning
- C. Fundamental Skills
 - 1. Controlling the ball with Feet:
Dribble, place kick, volley with the foot,
kicking with the heel, passing, trapping
tackling
 - 2. Controlling the ball with other body parts:
The volley, block, punt and dropkick
 - 3. Player positions and responsibilities
 - 4. Offense and Defense

V. Volleyball **13th - 15th week**

- A. Introduction
- B. Knowledge Concepts
 - 1. Terminology
 - 2. Rules and Scoring
 - 3. Safety
- C. Conditioning
- D. Fundamental Skills
 - 1. Serving
 - 2. Volley
 - 3. Forearm pass
 - 4. Spike
 - 5. Blocks
 - 6. Set-up
 - 7. Dig
 - 8. Dink
- E. Offensive and Defensive play

VI. Track and Field **16th - 18th week**

- A. Introduction and Organization

- B. Track Events
 - 1. Sprints
 - 2. Relays
 - 3. Distances
- C. Field Events
 - 1. Long Jump
 - 2. High Jump
 - 3. Throwing Events
 - 4. Putting the Shot
- D. Judging and Starting
- E. AAHPERD Youth Fitness Test (Post-Test)

VIII. TEACHING STRATEGIES

1. Lecture/discussion/demonstrations on conditioning for each unit of activity.
2. Lecture/discussions on nature, purpose, values, facilities/equipment, terminology, rules and safety procedures prior to such unit of activity.
3. Explanation/demonstration of motor skills for each unit of activity.
4. Use of films for skills and strategy.
5. Students participation and practice of basic skills by means drills, lead-up games, modified games.
6. Student practice of basic skills and individual tactics utilizing task and reciprocal teaching.
7. Presentation of written/oral assignments on fundamental skills and strategies.
8. Selection of team for actual game competition.