

LSC Use Only
Number: _____
Action: _____
Date: _____

UWUCC Use Only
Number: 91-25c
Action: _____
Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: HP 212 Team Sports
Suggested 20 Character Course Title: Team Sports
Department: Health and Physical Education
Contact Person: Dr. Vidvuds Celtnieks, Mr. Carl Davis, Ms. Kofie Montgomery

II. If a course, is it being Proposed for:

_____ Course Revision/Approval Only
_____ Course Revision/Approval and Liberal Studies Approval
_____ Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

<u><i>Paul L. Clark</i></u> Department Curriculum Committee	<u><i>James G. Mill</i></u> Department Chairperson
<u><i>Thomas M. ...</i></u> College Curriculum Committee	<u><i>David E. Wingard</i></u> College Dean *
_____ Director of Liberal Studies (where applicable)	_____ Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted to LSC: _____	Semester to be implemented: _____	Date to be published in Catalog: _____
to UWUCC: _____		

I. CATALOG DESCRIPTION

HP 212 Team Sports

3 credits
2 lecture
4 lab hours
(4c-21-3sh)

Prerequisite: HP 200 Fundamentals of Physical Activity

Introduces students to the history, current status, and teaching similarities among team sports. Also, includes materials and methods unique to each sport.

COURSE SYLLABUS

I. CATALOG DESCRIPTION

HP 212 Team Sports

3 credits
2 lecture
4 lab hours
(4c-2l-3sh)

Prerequisite: HP 200 Fundamentals of Physical Activity

Introduces students to the history, current status, and teaching similarities among team sports. Also, includes materials and methods unique to each sport.

II. COURSE OBJECTIVES

At the conclusion of the course the students will be able to:

- A. formulate an educational philosophy of team sports.
- B. describe the nature, purpose, and current trends in team sport/activities.
- C. identify historical significant events for each sport.
- D. identify equipment, care, and safety management for each sport/activity.
- E. demonstrate and analyze basic skills and movement patterns from a beginner to an intermediate skill level.
- F. identify principles of offense, defense, and transition common to all team sports.
- G. describe the nature, purpose, and current trends in team sport/activities.
- H. interpret specific sport rules and strategies.
- I. identify social behavior modified through group "strategy" and "teamwork".
- J. develop teaching progressions with sample block unit plans, lesson plans, and evaluation methods.
- K. demonstrate basic classroom organizational patterns for lecture, demonstration, and practice as well as demonstrate knowledge that the coach and the teacher are one and the same.

III. COURSE OUTLINE

A. Orientation to Team Sports (4 hours)

1. Introduction techniques of organization
2. Principles of team sports
3. Principles of learning
4. Modified game (principles)
5. Offensive and defensive
 - a. Ball possession
 - b. Depth

B. Basketball (20 hours)

1. Introduction to the sport:
history, equipment, current status, and safety
2. The Practice Session
 - a. Progression Drills
3. Offense
 - a. Fundamental skills
 - 1.) Passing
 - 2.) Catching
 - 3.) Ball handling
 - 4.) Shooting
 - 5.) Footwork
 - 6.) Dribbling
 - 7.) Pivoting
 - 8.) Jumping
 - 9.) Rebounding
 - 10.) Screening
 - b. Drills
 - 1.) Shadow play
 - 2.) 1 vs. 1
 - 3.) 2 vs. 2
 - 4.) 3 vs. 3
 - 5.) Position development
4. Individual Defensive Fundamentals
 - a. Components of Sound Defense
 - 1.) Stance
 - 2.) Balance
 - 3.) Hand position
 - 4.) Footwork
 - 5.) Vision
 - 6.) Mobility/footwork/slides
 - b. Defensive Drills
 - 1.) Directional Movement
 - 2.) 1 vs. 1

- c. Multiple Defensive Techniques
 - 1.) 2 vs. 2
 - 2.) 3 vs. 3
 - 3.) Rebounding
 - 4.) Combating screens
 - 5.) Position development

- 5. Team Selection

- 6. Team Offenses
 - a. Freelance
 - b. Continuity offense
 - c. Set plays
 - d. Fast break
 - e. Man to man offense
 - f. Team zone patterns
 - g. Offenses vs. pressure defenses
 - h. Delay
 - i. Special Plays

- 7. Team Defenses
 - a. Man to man
 - b. Zone defense
 - c. Defense fast break
 - d. Pressure defenses
 - e. Combination defenses

- 8. Coaching and Player Aids
 - a. Basketball rules
 - b. Tests on technique of play
 - c. Motivational techniques
 - d. Control factors
 - e. Offense and defensive specifics
 - f. Substitutes
 - g. Team strategy
 - h. Opponent observation
 - i. Statistics
 - j. Managers

- 9. Tips for the Physical Education Teacher and Basketball Coach
 - a. Problems in Physical Education
 - b. Class organization and leader selection
 - c. Teacher techniques
 - 1.) Motivation
 - 2.) Leader style
 - 3.) Contingency performance levels
 - 4.) Control factors
 - 5.) Styles of the coach
 - a. Authoritarian, etc.
 - b. Lesson plans for Basketball class
 - c. Modified games

10. Text

Required

-Wilkes, Glenn, (1990). Basketball. (Fifth Edition). Dubuque, IA: Wm. C. Brown Company.

C. Soccer (20 hours)

1. Introduction

- a. History
- b. Current status
- c. Trends with youth soccer

2. Basic skills

- a. Passing
 - 1.) Long pass
 - 2.) Short pass
 - 3.) Through pass
 - 4.) Wall pass
 - 5.) Reverse pass
- b. Controlling and stopping the ball
- c. Dribbling and running with the ball
- d. Tackling
- e. Shooting
- f. Heading
- g. Goalkeeping
- h. Offensive strategy
 - 1.) Penetration
 - 2.) Width mobility
 - 3.) Improvisation
- i. Defensive strategy
 - 1.) Delay
 - 2.) Concentration
 - 3.) Balance
 - 4.) Control/restraint

3. Small game strategies - elementary tactics

4. Rules

5. Text

a. Required

- Nichols, Beverly. (1990). Moving and Learning. St. Louis MO: Mosby.

b. Supplemental

- Hughes, Charles. (1990). The Winning Formula. London: EP Publishing Limited.

- Nelson, Richard. (1986). Soccer. Dubuque, Iowa: Wm. C. Brown Company Publishers.

D. Field Hockey (10 hours)

1. Introduction
 - a. History
 - b. Current status - men and women
 - c. Equipment
 - d. Safety
 - e. Values
2. Basic Skills
 - a. Dribbling
 - b. Passing
 - c. Dodging
 - d. Tackling
 - e. Playing aerial balls
3. Game strategy
 - a. 3 vs. 3
 - b. 4 vs. 4
 - c. 5 vs. 5
4. Rules
5. Peer mini lessons
6. Unit block plan
7. Text
 - a. Required
 - Nichols, Beverly. (1990). Moving and Learning. Mosby. St. Louis, MO: Mosby.
 - b. Supplemental
 - John, J. (1988). Field Hockey Handbook. Vancouver, B.C: Hancock House.
 - Fong, D. (1982). The Coaches Collection of Field Hockey. Champagne, ILL.: Leisure Press.

E. Softball (10 hours)

1. Introduction
 - a. History
 - b. Equipment
 - c. Safety - a visual aid
2. Fundamentals
 - a. Catching
 - b. Throwing
 - c. Fielding
 - d. Batting
 - e. Baserunning
 - f. Pitching
3. Defensive Strategies
 - a. Positions
 - b. Special situations

4. Offensive Strategies
5. Peer mini lessons in lessons
6. Unit plan
7. Texts
 - a. Required
 - Potter, D. and G. Brockmeyer. (1989). Teaching softball: Steps to success. Leisure Press.
 - b. Supplemental
 - Potter, D and G. Brockmeyer. (1989). Softball: Steps to success. Leisure Press.

F. Volleyball (20 hours)

1. Introduction
 - a. History
 - b. Current status
 - c. Trends
 - d. Equipment
 - e. Safety
2. Basic Skills
 - a. Passing
 - b. Setting
 - c. Serving
 - g. Offense
 - h. Defense
3. Modified games
4. Rules
5. Peer mini lessons
6. Unit plan
7. Texts
 - a. Required
 - Viera, B and Ferguson B. (1989). Volleyball steps to success. Leisure Press.
 - b. Supplemental
 - Viera B. and Ferguson, B. (1989). Teaching volleyball steps to success. Leisure Press.

IV. EVALUATION METHODS

The final grade for the course will be determined as follows:

- 20% Performance tests - the number of skill tests will vary depending on the activity
- 20% Student evaluation of performance - based on the ability to watch an activity and make error corrections. Students will complete task sheets to complete this assignment.
- 20% Planning - units and lesson planning. Students will submit one unit plan and three lesson plans. 10% for unit plan, 10% for lesson plans.
- 20% Written tests - maximum of two written tests, 10% for each test, consisting of multiple choice completion, true/false, and short answer. (50 points each test)
- 20% Peer teaching assignment. Based on accuracy of material organization, teacher feedback, and general impression. (5 Points each)

100 - 90	=	A
89 - 80	=	B
79 - 70	=	C
69 - 60	=	D
59 - 0	=	F

Each activity/sport will be given equal weighting.

V. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

Textbook: Wilkes, Glenn. (1990). Basketball (5th ed.)
Dubuque, IA: Wm. C. Brown.

V. BIBLIOGRAPHY

A. Basketball Required Textbooks

Cousy and Power. (1970). Basketball concepts and techniques. Boston: Allyn and Bacon, Inc.

Cousy, Power, with Wm. E. Warren. (1983). Basketball concepts and techniques. (2nd ed.) Newton, Mass.: Allyn and Bacon Inc.

- Fox, Robert A. (1988). Basketball (The complete handbook of individual skills) Englewood Cliffs, N.J.: Prentice Hall.
- Drowatzky, John N. (1975). Motor learning: principles and practices. Minneapolis: Burgess Publishing Co.
- Earle, Jimmy. (1976). Complete book of 1-2-1 basketball. West Nyach, N.Y.: Parker Publishing Co., Inc.
- Healey and Hartley. (1975). Basketball's ten greatest defenses. West Nyach, N.Y.: Parker Publishing Co., Inc.
- Johnson-Updyke-Schaefer-Stolberg. (1958). Sport exercise and you. Chicago: Holt, Rinehart, Winston.
- Meguire, Frank. (1958). Offensive basketball. Englewood Cliffs, N.J.: Prentice-Hall, Inc.
- Newell and Benington. (1962). Basketball methods. New York: Ronald Press Co.
- Novich and Taylor. (1989). Training and conditioning of athletes.
- Ridenour-Herkowitz-Clark-Teeple-Roberton. (1978). Motor development: Issues and applications. Princeton, N.J.: Princeton Book Co. Pub.
- Ridl, Charles "Buzz". (1966). How to develop a deliberate basketball offense. West Nyach, Parker Pub. Co., Inc.
- Wilkes, Glenn. (1990). Basketball (5th ed.) Dubuque, IA: WCB Publishers.
- Webster, Fran. (1984). Basketball amoeba defense (A complete multiple system). West Nyach, N.Y.: Parker Publishing Company, Inc.
- Wooden, John. (1980). Practical modern basketball (2nd ed.) New York- Chichester-Brisbane-Toronto: John Wiley and Sons Publisher.

C. Soccer

- Batty, Eric. (1975). Soccer - Coaching the modern way. London: Faber and Faber Limited.

Becherbauer, Franz. (1978). Soccer power.
Princeton, N.J.: Simon and Schuster.

Chyzowych, Walter. (1978). The official soccer book
of the United States soccer federation. New
York: Rand McNally and Co.

Hughs, Charles. (1981). Soccer tactics and
teamwork. West Yorkshire, England: EP
Publishing Limited.

Hughes, Charles. (1990). The winning formula.
London: EP Publishing Limited.

Jeffery, William. (1982). The young sportman's
guide to soccer. New York: Harper and Row.

Jose, Collin. N.A.S.L. (1989). A complete record
of the north american soccer league. Princeton,
N.J.: Simon and Schuster.

Lammich, Gunter, and Dr. Heinz Kadow. (1976). Warm
up for soccer. New York: Simon and Schuster.

Lover, Stanley. (1987). Association football laws.
Ittus. London: Sphere Books Limited.

Nelson, Richard. (1986). Soccer. Dubuque, Iowa:
Wm. C. Brown Company Publishers.

Shilton, Peter. (1974). Shilton in Goal - A
player's guide. London: Stanley Paul and Co. Ltd.

Wosman, Phil, and Paul Gardner. (1972). Sports
illustrated soccer. Philadelphia: J.B. Lippincott
Co.

Yannis, Alex. (1980). Inside soccer. New York:
McGraw - Hill Book Company.

Soccer America: P.O. Box 23704, Oakland, CA
94623-0704.

Soccer Digest: 990 Grove Street, Evanston, Illinois
60201-4370.

Soccer Journal. SUNY - Binghamton, Binghamton, N.Y.
13901.

D. Field Hockey

Castelyn, B. (1988). U.S.A. field hockey coaching
manual. (2nd ed.), Colorado Springs, United
States: Field Hockey Association.

- Falla, J. (1987). Hockey: Learn to play the modern way. New York: Sports Illustrated Winner's Circle Books.
- Fong, D. (1982). The coach's collection of field hockey drills, West Point: Leisure Press.
- Gray, G. (January 1989). Floor hockey: Is it a safe sport for schools? JOPERD 60(1):51.
- John, J. (1988). Field hockey handbook. Harcock House: Vancouver B.C.
- Kostrinsky, D. (1987). Field hockey coaching drills. Ithaca, N.Y.
- Nichlos, B. (1990). Moving & learning. St. Louis, MO: Mosby.
- U.S.F.H.A. (1985). Junior field hockey coach's manual. Colorado Springs: United States Field Hockey Association.
- Wein, H. (1985). The science of hockey, (3rd ed.), London: Pelham Books.

E. Softball

- Allan, E. (1969). Baseball play and strategy. New York: Ronald Press.
- Allen, A. (1959). Handbook of baseball drills. Englewood Cliffs, NJ: Prentice-Hall.
- American Alliance for Health, Physical Education, Recreation and Dance (1988). NAGWS softball guide. Reston, VA: Author.
- Anderson, R. (1985). Stretching. Bolinas, CA: Shelter Publications.
- Dobson, M., & Sisley, B. (1971). Softball for girls.
- Drysdale, S., & Harris, K. (1982). Complete handbook of winning softball. Rockleigh, NJ: Longwood.
- Houseworth, S., & Rivkin, F. (1985). Coaching softball effectively. Champaign, Il: Leisure Press.

Jones, B.J., & Murray, M.J. (1978). Softball concepts for coaches and teachers. Dubuque, IA: Wm. C. Brown.

Joyce, J., Anquillare, J., & Klein, D. (1975). Winning softball. Chicago: Henry Regnery.

Kneer, M., & McCord, C. (1987). Softball: Slow and fast pitch. Dubuque, IA: Wm. C. Brown.

Linde, K., & Hoehn, R. (1985). Girls' softball: A complete guide for players and coaches. West Nyack, NY: Parker.

Meyer, R. (1984). The complete book of softball. Champaign, IL: Leisure Press.

Noren, A.T. (1966). Softball with officiating rules. N.Y.: Ronald Press.

Polk, R., & Lopiano, D. (1983). Baseball-Softball playbook. Mississippi State: Mississippi State University.

Potter D. and G. Brockmeyer. (1989). Softball steps to success. Leisure Press.

Potter D. and G. Brockmeyer. (1989). Teaching softball steps to success. Leisure Press.

Wenk, R. (1984). Coaching youth softball. Champaign, IL: Leisure Press.

Whiddon, N.S., & Hall, L.T. (1980). Teaching softball. Minneapolis, MN: Burgess.

Williams, T., & Underwood, J. (1986). The science of hitting. New York: Simon & Schuster.

F. Volleyball

Bertucci, B., & Hippolyte, R. (Eds.) (1984). Championship volleyball drills (Vol. I). Champaign, IL: Leisure Press.

Bertucci, B., & Korgut, T. (Eds.) (1985). Championship volleyball drills. (Vol.II) Champaign, IL: Leisure Press.

Egstrom, G.H., & Schaafsma, F. (1980). Volleyball (3rd ed.). Dubuque, IA: Wm. C. Brown.

Ejem, M., Buchtel, J., & Johnson, K.M. (1983). Contemporary volleyball. Huntington Beach, CA: Volleyball Plus.

Lucas, J. (1985). Pass, set, crush volleyball illustrated. Wenatchee, WA: Euclid Northwest Publications.

Scates, A.E. (1984). Winning volleyball drills. Boston: Allyn and Bacon.

Selinger, A., & Ackermann-Blount, J. (1986). Arie selinger's power Volleyball. New York: St. Martin's Press.

Viera B. and B. Ferguson (1989). Volleyball steps to success. Leisure Press.

Viera B. and B. Ferguson (1989). Teaching volleyball steps to success. Leisure Press.

G. Other Team Sports

H. Team Sports Wrap - Up

Harrison J: (1988). Instructional strategies for physical education, Dubuque: WC Brown Group.

Mosston M. and Arnsworth, S.: (1986). Teaching physical education, education, ed. 3, Columbus: Charles E. Merrill Publishing Co.

Moyer S.: (September 8, 1988). Teaching tips: A reciprocal criteria sheet and A nontraditional batting style, JOPERD 59(7).

Oxendine J.: (1984). Psychology of motor learning, Englewood Cliffs, NJ: Prentice-Hall, Inc.

Rink, J.: (1985). Teaching physical education for learning, St. Louis: Times Mirror/Mosby College Publishing.

Singer R.: (1986). Children in physical activity: Motor learning considerations, In American Academy of Physical Education: Effects of physical activity on children, Champaign, IL: Human Kinetics Publishers.

Stallings, L. (1982). Motor Learning from Theory to Practice, St. Louis: Times Mirror/Mosby College Publishing.

Ejem, M., Buchtel, J., & Johnson, K.M. (1983). Contemporary volleyball. Huntington Beach, CA: Volleyball Plus.

Lucas, J. (1985). Pass, set, crush volleyball illustrated. Wenatchee, WA: Euclid Northwest Publications.

Scates, A.E. (1984). Winning volleyball drills. Boston: Allyn and Bacon.

Selinger, A., & Ackermann-Blount, J. (1986). Arie selinger's power Volleyball. New York: St. Martin's Press.

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Singer R.: (1986). Children in physical activity: Motor learning considerations, In American Academy of Physical Education: Effects of physical activity on children, Champaign, IL: Human Kinetics Publishers.

Stallings, L. (1982). Motor Learning from Theory to Practice, St. Louis: Times Mirror/Mosby College Publishing.

COURSE ANALYSIS QUESTIONNAIRE

A. DETAILS OF THE COURSE

- A1 This course will be required of all students in the B.S. in Education emphasis and shall be considered an elective for students in the B.S. in Physical Education and Sport Program. This course will satisfy requirements set forth in Specific Standard IV of the Pennsylvania Standards for Program Approval and Teacher Certification: It specifically addresses individual and dual sports adventure activities and outdoor pursuits.
- A2 This course will eliminate the need for the following courses in the HPE curriculum: HP 203, Basketball; HP 204, Field Hockey; HP 206, Softball; HP 208, Soccer; HP 306, Volleyball.
- A3 This course will be offered as a mixture of lecture, discussion, skill practice, reciprocal and peer teaching.
- A4 This course has not been offered as a Special Topic.
- A5 This course is not intended to be dual level.
- A6 This course is not to be taken for variable credit.
- A7 Similar courses are offered at most, if not all, the State System of Higher Education Institutions. (Slippery Rock, West Chester, Lock Haven, as well as Temple, Rutgers and Pepperdine).
- A8 The Pennsylvania Department of Education Standards of Program Approval and Certification specifically requires the competencies included in this course.

B INTERDISCIPLINARY IMPLICATIONS

- B1 This course will be team-taught by HPE faculty holding expertise in Team Sports.
- B2 A coaching track could follow if enrollment increases.
- B3 This course does not overlap with any other course at the University.
- B4 Seats in the course will be made available for students in Continuing Education.

C IMPLEMENTATION

C1 Resources

- a. No new faculty are needed to teach this course.
- b. Current space allocations are adequate to offer this course.
- c. Library holdings need to be updated.
- d. No travel funds are necessary.

C2 No grant funds are available for this course.

C3 This course will be offered each semester.

C4 One section each semester.

C5 24 students per section.

C6 No recommended enrollment by outside agencies.

C7 This course will be required of all students in the education emphasis of the HPE curriculum. The program reflects a consolidation of a number of other courses and is intended to eliminate a considerable amount of course contact hours for students.

PH 203 BASKETBALL

Lois Clark
233 Zink Hall
357-2771

Office Hrs. - M-Th, 2:00 -
3:30

I. General Course Objectives:

- A. To develop sufficient skill to enable you, as a teacher, to adequately demonstrate basic skills.
 1. We remember:
 - a. 10 % of what we read
 - b. 20 % of what we hear
 - c. 30 % of what we see and hear
 - d. 70 % of what we say
 - e. 90 % of what we say and do
- B. To demonstrate on the playing court and on a written test the basic strategies for man-to-man offense and defense.
- C. To further knowledge in the areas of teaching methods, lead-up games, drills, conditioning, and skill analysis.

II. Class Dress and Procedures:

- A. Physical Education Major's Uniform. Basketball shoes.
- B. When you report to class, check in with the teacher before warming-up.
 1. When practicing before class starts, work on your weaknesses. Ask other students to help you.

III. Course Work:

A. The following information should tell you specifically the amount and quality of work expected of you in order to receive an A, B, or C. Grading will be done by contract. All Tasks must be done until they meet the specifications and are acceptable. Your final grade will be that of the lowest task fulfillment.

B. Final Grade Requirements:

1. To receive an "A" grade one must accomplish the following objectives
 - a. Score a minimum of 85% on eight skill tests.
 - b. Complete one cognitive option.
 - c. Complete one method option.
 - d. Score a minimum of 85% on all tests.
 - e. Be checked off by the teacher on basic offensive and defensive skills.
 - f. Above average participation in all class activities.

2. To receive a "B" grade one must accomplish the following objectives.
 - a. Pass a minimum of eight skill tests with a score of 75%.
 - b. Complete one cognitive task.
 - c. Score a minimum of 80% on all written tests.
 - d. Above average participation in all class activities.
3. To receive a "C" grade one must accomplish the following:
 - a. Pass a minimum of four skill tests with a score of 70%.
 - b. Score a minimum of 70% on all written tests.
 - c. Satisfactory participation in all class activities.

IV. Psychomotor Objectives: (AAEPER Skill Test Manual, LSU Basketball Skill Tests)

- A. Speed pass for time, accuracy passing, foul shooting, side shot, front shot, lay-ups, dribbling, LSU passing test, LSU high, low shooting test.
- B. Teacher evaluation of offensive and defensive skills.

V. Methods Projects:

- A. Conduct the class for a maximum of ten minutes in one basketball drill, or lead-up game. Submit your activity to the teacher in lesson plan form. You will be assigned a date for your lesson.
- B. Interview a high school or elementary school physical educator. Submit a typed summary of the interview. Ask questions concerning how they teach basketball. Include unit planning, objectives, organization, games, officiating, and testing and grading.
- C. Organize and prepare lesson plans for a ninth grade Physical Education class. Assume the students have been introduced to the fundamental skills and basic rules. Organize a six week unit, two classes per week, one hour class length. The average class is 35 students. You have 12 basketballs, three baskets, and one stop watch.

VI. Cognitive skill Tasks:

- A. Prepare a mechanical analysis for one type of shot. Use a minimum of three references. Type your paper and submit it to the teacher.
- B. Read and summarize six current readings on teaching team sports. Source must have been written within the last five years.
- C. Organize and write a paper on specific teaching progressions for offensive play. Include drills with progressions.
- D. Same as C, except for defensive play.

VII. Time schedule for Tasks:

- A. November 25th- All teaching lessons completed
- B. December 11th- All method and knowledge tasks completed.

VIII. Course Content:

A. Passing and Receiving	Pages 38-44
1. types of passes	
2. apply to game situation	
B. Methods	
1. Drills	pages 92-94
2. Conditioning	95-98
3. Teaching	182-192
C. Basic ball Handling	
1. dribbling	31-37
2. king ball drill	(film)
D. Footwork	64-67
E. Individual Offense	99-107
F. Shooting	45-64 78-82
G. Two, Three, and Four player Tactics	91-92 83-88
H. Individual Player Defense	107-116 133-154
I. Rebounding	67-78
J. Fast Break Basketball	121
K. Basic Team Play	121-131 133-154

I. Unit Topic: BASKETBALL

II. Situation:

- Size of Class (25)
- Time Available (45 min.)
- Lesson Number
- Previous Lesson

III. Objectives

- A. Resulting from previous experience (review)
- B. Today's Lesson
 - skill, knowledge, attitudes

IV. Lesson Procedure

V. Materials and Equipment needed for today

VI. Specific Plan for Lesson Procedure:

Time	Subject Matter	Procedure	Outcomes
5-10 min.	organize for class attendance announcements		
20-25 min.	Procedure drills evaluation		
10 min.	Closing Procedures assignment showers (if necessary)		

VII. Teacher evaluation of the lesson.

HP 208, SOCCER

I. Overview

To develop understanding, skill, teaching methods, and an appreciation of the game from the beginner's level to international competition.

II. Specific Objectives

- A. Provide knowledge of the rules and see that they are applied in game situations.
- B. To teach basic skills, drills, and attempt to get the student to put them to use.
- C. To understand how to develop stamina, coordination, agility, and speed vital to the game.
- D. To stress team play and sportsmanship.
- E. To know safety methods and their application.

III. Content

- A. Achievement standards and skills
 - 1. Learn rules of soccer
 - 2. Learn to play the various positions
 - 3. Learn the basic skills necessary for good performance
 - 4. Learn team offense and defense
 - 5. Learn team strategy.
- B. Procedure
 - 1. Teaching Methods
 - a. On the spot teaching
 - b. Demonstrations
 - c. Textbook
 - d. Possible field trips to games
 - 2. Learning Activities
 - a. Drills - circle, double column, single column, semi-circle, and divided column formations
 - b. Fundamentals
 - (1) Kicking
 - (a) Instep
 - (b) Volley
 - (c) Half-Volley
 - (d) Pivot Instep
 - (e) Heel
 - (f) Sole of the feet
 - (g) Head over heel
 - (2) Passing
 - (a) Inside of the foot
 - (b) Inside of the foot lob pass
 - (c) Sole of the foot
 - (d) Flick

- (3) Dribbling
 - (a) Inside of the foot
 - (b) Outside of the foot
 - (c) Variations
- (4) Trapping
 - (a) Sole of the foot
 - (b) Inside of the foot (instep)
 - (c) Inside of the leg (thigh)
 - (d) Chest
 - (e) Shin
 - (f) Belly
 - (g) Head
 - (h) Seat
- (5) Tackling
 - (a) Single leg
 - (b) Leg drag
 - (c) Hook
 - (d) Split leg
 - (e) Sliding
 - (f) Block
- (6) Heading
 - (a) Forward
 - (b) Backward
 - (c) Deflection
- (7) Juggling
 - (a) Foot
 - (b) Thigh
 - (c) Head
 - (d) Combinations
- (8) Formations
 - (a) M-formation
 - (b) W-formation
 - (c) "Man for Man"
 - (d) Zone
 - (e) Contemporary

IV. Evaluation

The following will be considered in the final grade:

Know the laws of the game and be able to differentiate true from false statements in a written test. Demonstrate this knowledge in a game situation.

Be able to demonstrate skills of dribbling, kicking, trapping, heading, goalkeeping, and give the main points in the technique.

Show a mastery of the following skills in the practice tests:

<u>Distance Kick in Yards</u>		<u>Points</u>	<u>Wall rally: 20 Contacts Against Wall from 20 Feet</u>	
<u>Women</u>	<u>Men</u>		<u>Seconds</u>	<u>Juggling</u>
35	46	10	38	20
32	41	9	42	17
29	37	8	46	14
26	33	7	50	12
23	29	6	54	10
21	25	5	58	8
19	21	4	62	6
17	19	3	66	4
15	17	2	70	2
13	15	1	74	1

V. Equipment

- A. Corner Flags
- B. Soccer Balls
- C. Goals
- D. Colored Jerseys
- E. Whistles
- F. Pendulum Balls
- G. Shin Guards

Note: Every student will be expected to acquire a pair of molded soccer cleats and a soccer ball. On rainy days, students will be in tennis shoes.

Mr. Vidvuds Celtnieks
Office: Memorial Field House
Phone: 2759

- E. Skill Tests; Selected Dates (Random)
 - 1. 20 second lay-up test
 - 2. Speed dribble (timed)
 - 3. Obstacle Dribble (timed)
 - 4. Jump - Shot
 - 5. Foul Shots
 - 6. Selected Passing Drills - Accuracy

- F. Testing Basic Skill Format (applied percentages)
 - 1. Subjective Rating Scales
 - 2. Player Rating

- G. Testing Format (Knowledge - Quizzes - Final)
 - 1. True/False
 - 2. Multiple Choice
 - 3. Completion and Matching

Note: Computer Scan Answer Sheet used with written exams.

HP 306 VOLLEYBALL
SPRING, 1980

Office: Room 235 Zink Hall
Office Hours: Monday 2:15
Tuesday 2:15
Wednesday 2:15
Thursday 2:15
Friday 11:45

Text: Schaafsma, Francis and Ann Heck. Volleyball for Coaches and Teachers. Wm. c. Brown Company, 1971.

References: See Bibliography.

Course Objectives:

1. To develop sufficient skills to enable you, as a teacher, to adequately demonstrate basic skills.
2. To understand and demonstrate the following basic strategies: receiving serve, 4-2 offense, player-under-the-block defense, transition from offense to defense and transition from defense to offense.
3. To further knowledges in the areas of teaching methods through skill analysis, teaching progressions, lead-up games, drills, conditioning, etc.

Course Rational:

The accomplishment of the above objectives should result in your being prepared to teach volleyball. The ability to perform basic volleyball skills is essential in good demonstrations. These skills are only a beginning. If you can't do these basic skills you must practice either on your own or with your peers to overcome weaknesses. Additional knowledges in volleyball will enhance your teaching skills.

Course Work:

The following information should tell you specifically the amount and quality of work expected of you in order to receive an A, B, C, D, or F grade. The grading is based on the general form of a contract. Your grade will be that of the lowest task fulfillment. If you achieve a "C" in the skill area and an "A" in methods and knowledges your grade will be a "C". The rational is based on the fact that the tasks in the methods and knowledge areas are not graded, and therefore cannot be averaged. The tasks are done until they meet the specifications and are acceptable.

The last class day for this course will be approximately Tuesday, March 18 testing will be done during the last two weeks of class. These two weeks are reserved for tournament or game play, etc.

Testing for the skill tasks will be done only once during the regularly scheduled class period. If you desire to improve your score you may schedule an appointment with me or retest before or after a class. It is your responsibility to ask the instructor to check you off on a skill.

The following schedule states dates due for various tasks:

Tuesday, March 4 - Notebooks due

Tuesday, March 4 - Method and Knowledge Tasks finished

Thursday, March 13 - Skill Testing must be completed

Requirements:

Everyone in class must turn in a notebook containing the class handouts. You may organize your own material but it must be in a logical order. Have the information in a permanent notebook form (as opposed to a paper clip). Have a cover (plain or decorated), title page and table of contents. Number the pages.

Notebook:

1. Title Page
2. Table of contents
3. Course Outline
4. Guideline to Behavioral Objectives
5. Lesson Plan Sample
6. Safety Considerations
7. Chewing Gum
8. Volleyball Rules
9. Volleyball at the Elementary Level
10. Skill tests at the Elementary Level
11. Who Can Mine-Volleyball
12. Volleyball Conditioning Drills and Exercise
13. Volleyball Drills
14. Points of Emphasis
15. Statistics Charts (Two)
16. Volleyball Equipment
17. Bibliography

Final Course Grades:

1. To receive an "A" grade one must do the following:
 - a. Mastery of all six psychomotor objectives
 - b. Satisfactory completion of one cognitive option
 - c. Satisfactory completion of one methods option
 - d. Grade of "B" or higher on written final
 - e. Notebook
2. To receive a "B" grade, one must do the following:
 - a. Mastery of at least four psychomotor objectives
 - b. Satisfactory completion of either one cognitive or one methods option
 - c. Grade of "C" or higher on written final
 - d. Notebook
3. To receive a "C" grade, one must do the following:
 - a. Mastery of at least four psychomotor objectives
 - b. Grade of "C" or higher on written final
 - c. Notebook

4. To receive a "D" grade, one must do the following:
 - a. Mastery of at least three psychomotor objectives
 - b. Grade of "D" or higher on written final
 - c. Notebook

Psychomotor Objectives:

The student, in a class testing situation (or arranged), should be able to:

1. Pass (overhand) the volleyball to self at least 25 consecutive times without an error.
2. Pass (overhand) the volleyball to a partner (student's choice) at least 50 times.
3. Pass (forearm) the volleyball to self at least 25 consecutive times without error.
4. Pass (forearm) the volleyball to a partner (student's choice) at least 50 times.
5. Serve the volleyball five times cumulating a minimum of 23 serving points.
6. Spike the volleyball over the net in a downward direction (or with topspin) 4 out of 5 trials.

Methods Project - All written material must be typed

1. Conduct the class for 5 minutes in (1) volleyball conditioning drills or (2) volleyball drills or (3) lead-up games from volleyball at the elementary level. Select activities from the information handed out in class. If you have an activity of your own you would like to substitute, please discuss with the instructor.

The activity should be based on the needs and interest of the class. Submit a typed lesson plan. At the end of the class period, write on your plan, your evaluation of your lesson in terms of your behavioral objectives (10 points).

2. Type the first two lesson plans of a volleyball unit for an eighth grade class of 36 students. There are 3 volleyball courts. There will be 35 minutes of activity time in the gym. The student had volleyball in the seventh grade during which the overhand pass, bounce pass, and serve were taught. Include warm-up activities, skill analysis, drills, and lead-up game. (10 points)
3. Interview a volleyball coach or teacher. Submit a typed summary of this interview. Use the following questions plus at least 5 of your own.
 1. How long is your volleyball unit (season)?
 2. What are your objectives regarding skill and game play?
 3. What types of drills are used?
 4. What audio-visual aids are used?
 5. What offense and defense is taught?

4. A visual aid project of an educational nature (slides, bulletin board, etc.). You must consult the instructor to see if your project is acceptable.

Knowledge Projects - All written materials must be typed

1. Read two skill analysis and coaching articles from Volleyball Magazine. Summarize your reading, emphasizing the finer points. Include the year and month, the author and title of the article and the page number
 2. Research any of the following and outline your material in a sequence that will be helpful to you. You may use your textbook as one source but you must have an additional source. Source must be listed including page numbers
- Knowledge Projects - All written materials must be typed

1. Read two skill analysis and coaching articles from Volleyball Magazine. Summarize your reading, emphasizing the finer points. Include the year and month, the author and title of the article and the page number (10 points).
2. Research any of the following and outline your material in a sequence that will be helpful to you. You may use your textbook as one source but you have an additional source. Source must be listed including page numbers. Reference books must be within the past ten years.
 - a. Blocking. Include different theories in setting a block. Include player setting a block player moving to set a block, blocking with or without an approach, ready position, jump, body action during a block, hand position, and contact with block, follow through timing or block, etc.
 - b. Dink, off-speed spike, spiking a 1 set, a 2 set, a 3 set, a 4 set.
 - c. Floater overhand serve, topspin overhand serve, roundhouse serve, serve strategy, 5 player serve reception 4 player serve reception
 - d. 5-1 offense, 6-0 offense, and 6-2 offense. Show the transition from offense to covering the spike.
 - e. Center back deep defense, no block and free ball situation. Go into anticipation and individual defensive play.
3. Written Final Exam. The examination will consist of discriminating multiple choice questions plus diagrams. It will be based on class work, class handouts and chapters 1, 2, 3, 5, 4-2 offense and player-under-the block defense.

HP 204 FIELD HOCKEY

Fall Semester 1980 9:45 - 11:15 T-Tr Kofie Montgomery 234 Zink

- I. Text: Field Hockey, the Coach and the Player. Second edition
 Barnes and Kentwell 1979
NAGWS Field Hockey Guide June 1980-June 1982
- Recommended: inside field hockey for women. first edition
 Gros, Vonnie (USA National Coach)

II. Reading assignments: To be read prior to class.

- Sept. 19 Introduction
- 11 Barnes: 9-23 (grip, dribble, drive, push)
- 16 Barnes: 3-8; 243-256 (equipment selection, care, etc.)
 24-40 (flick, scoop, fielding)
- 18 Barnes: 40-56 (tackles and dodges); 59-86 (attack)
- 23 Barnes: 115-131 (defensive principles)
- 25 QUIZ
- 30 Barnes: 165-194 (Push-in, bully, free hit, corners, etc.)
- Oct. 2 NAGWS Guide: rules
- 7 Barnes: 159-161; your position and opposing position
- 9 QUIZ
- 14 1/2 period practical skills. Unit and lesson plan due
- 16 Practical skills
- 21 Final written exam

III. Additional assignments

- 1. "Recorder for Day" - class notes on ditto
- 2. Six week unit plan - 9th grade girls and boys - 35 minute period - three times per week
- 3. Detailed lesson plan for one day
- 4. Budget - High School Varsity and Junior Varsity team - total of 30 players OR Junior High Class - total of 45 people
- 5. Bonus:
 - A. Comparison of Field Hockey and/or Soccer/Ice Hockey
 - B. Attend Varsity Game - analysis of one player

IV. Grading:

Quiz #1	10%
Quiz #2	10%
Final Written	20%
Practical Exam	20%
Additional Assignments	30%
Class Participation - game play, etc.	10%

HP 206 Softball

Course Outline

I. Textbook:

A. Required Books:

1. Teaching Softball, Burgess Publishing Co.
2. NAGWS, Softball Rulebook

B. Suggested Books:

1. Softball: Concepts for Coaches & Teachers, Wm. C. Brown
2. Complete Handbook of Winning Softball, Allyn & Bacon.

II. Class Procedure:

- A. Report to class on time. Indoor meeting; Auxillary Gymnasium, MFH. Outside meeting; softball field.
- B. Students leading warm-up drills are responsible for picking up equipment and returning equipment to the Zink Cage.
- C. Your physical education uniform must be worn for every class. Warm-ups can be worn.
- D. You are responsible for bringing a softball glove to class.
- E. You are responsible for contacting the teacher when you are sick or have another reason for missing class.
- F. Bring your books notebook and a pencil to all classes.
- G. Keep an organized notebook for class notes and class hand-outs.

III. General Objective:

The major goals of this course are to learn skills and strategies of softball rules and current aspects of the sport and to continue to develop the ability to plan and conduct classes.

IV. Specific Objectives:

- A. At the completion of this course, in class testing and evaluation sessions, you should be able to:
 1. Demonstrate basic softball skills/strategies as judged acceptable by the instructor.
 2. Develop an acceptable lesson plan for teaching softball lessons to secondary/elementary school children. (See checklist for lesson plan.)
 3. Teach assigned lessons and drills to your class.
 4. List/identify softball terminology.
 5. List/identify a sampling of the rules, NAGWS Rulebook - 1-9.
 6. Meet above average skill performance levels for the AAHPER softball skill test. See textbook - maximum.
 7. To demonstrate an interest in the game by participating intramurals and practicing during free time. Equipment can be checked out for practice from the Zink Cage.

V. Course Content:

- A. Introduction to Softball
 - 1. Film - A.S.A. Softball Playing It Right
 - 2. History
 - 3. Equipment
 - 4. Safety

- B. Fundamental Skills
 - 1. Catching - Throwing
 - 2. Fielding
 - 3. Batting
 - 4. Baserunning
 - 5. Pitching

- C. Defensive Strategies
 - 1. Positions
 - 2. Pitching and catching
 - 3. Special situations

- D. Offensive Strategies
 - 1. Batting order
 - 2. Hit and run
 - 3. Squeeze play
 - 4. Coaching bases

- E. Evaluation
 - 1. Daily participation
 - 2. Lessons
 - 3. Warm-up drills
 - 4. Skill tests
 - 5. Written tests

VI. Evaluation:

A. Standards for grades in this course are as follows:

<u>Grade</u>	<u>Skill</u>	<u>Written Tests</u>	<u>Lesson Presentation</u>	<u>Drill</u>	<u>Class Work</u>
A	85%	85%	10/10	10/10	65
B	80%	75%	9/10	9/10	60
C	70%	70%	8/10	8/10	55

LESSON PLAN CHECKLIST

1. Neat and typewritten
2. General objective
3. Specific objective
4. General information
 - Name
 - Date
 - Section
 - Equipment needed
 - Space
 - Time
 - Review
 - Assignment
5. Knowledge of subject
 - Key points
 - Progression
6. Teacher outline
 - Lecture
 - Demonstration
7. Appropriate student formations for drills and demonstration
8. Time - limit
9. End of class procedure
10. Self-evaluation of the lesson

WEEK #1

1
Introduction
1. Course Outline
2. Film-Softball, Playing it Right
3. Class discussion
4. Assignment
Pages 1-18 (Teaching Softball)

2
Class discussion of the assigned reading.
Skill Evaluation:
Throwing and Catching drills
fungo hitting
Assignment - 19-37 up to double play
Rule book - Rules 1,2,3,

WEEK #2

3
Class discussion of assignment
1. Mini-lessons on basic skills
The class will work in several small groups. Each student will present a short lesson on an assigned skill.

2. Assignments - 37-48 Defensive Rules Play #4 & 5

4
Discussion of the assignment
1. Positioning
Group practice for:
double play
relay throws
tag outs
force outs

2. Assignment - 48-51 Batting
73-78 Bunting
Rule #7

WEEK #3

5
Loop films of basic skills

Questions and answers for review purposes

Written Test #1

6
Discussion of the assignment

1. Small group practice
Reciprocal teaching - Each student will be evaluating and helping a partner.

2. Assignment - 51-56 (baserunning)
78-83 Sliding
Rule #8

WEEK #4

7
Meet inside for films

Outside student lessons

Assignment - 57-64 Pitching
Rule #6

8
Film on Pitching
Class discussion
Practice student lessons

WEEK #5

9
1. Pitching demonstration
fast pitch
2. Class practice
3. Student lesson

10
1. Meet inside for written test #2
2. Discussion of offensive strategy
hit and run
stealing
bunting plays
3. Assignment 64-70 - Rule #9

WEEK #6

11
Film - Playing the catcher's position
Student lessons

12
1. Warm-up
2. Student lessons
3. Assignment 89-102
Evaluate Techniques

WEEK #7

13
1. Group work (skill tests)
2. Student lessons

14
1. Completion of skill testing
2. Written examination #3