

# Team Sports 1   (#1503350)

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| **Course Number:** 1503350  | **Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Physical Education > **SubSubject:** Team >  |
| **Course Section:** Grades PreK to 12 Education Courses  | **Abbreviated Title:** TEAM SPRTS 1  |
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|  | **Course Length:** Semester (S)  |
| **Course Level:** 2  |  |
| **Course Status :** Course Approved  |  |
| **Keywords:** PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Physical Education, Team, Team Sports 1, Team Sports, TEAM SPRTS 1  |  |
| **Grade Level(s):** 9, 10, 11, 12  | **Grade Level(s) Version:** 9,10,11,12  |
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#### VERSION DESCRIPTION

The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course.

#### GENERAL NOTES

**English Language Development ELD Standards Special Notes Section:**
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

#### ****Course Standards****

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| **Name** | **Description** |
| [ELD.K12.ELL.SI.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/8640) | English language learners communicate for social and instructional purposes within the school setting. |
| [LAFS.910.SL.1.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/6108) | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. 1. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
2. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
3. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
4. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
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| [MAFS.912.S-ID.1.2:](http://www.cpalms.org/Public/PreviewStandard/Preview/5642) | Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. [★](http://www.cpalms.org/Standards/mafs_modeling_standards.aspx)

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| **Remarks/Examples:**In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points. |

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| [PE.912.C.2.20:](http://www.cpalms.org/Public/PreviewStandard/Preview/7769) | Identify appropriate methods to resolve physical conflict. |
| [PE.912.C.2.21:](http://www.cpalms.org/Public/PreviewStandard/Preview/7771) | Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics. |
| [PE.912.C.2.23:](http://www.cpalms.org/Public/PreviewStandard/Preview/7776) | Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance. |
| [PE.912.C.2.25:](http://www.cpalms.org/Public/PreviewStandard/Preview/7779) | Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities. |
| [PE.912.C.2.28:](http://www.cpalms.org/Public/PreviewStandard/Preview/7787) | Interpret and apply the rules associated with specific course activities. |
| [PE.912.C.2.9:](http://www.cpalms.org/Public/PreviewStandard/Preview/7724) | Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.

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| **Remarks/Examples:**Some examples of precautions are hydration and appropriate attire. |

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| [PE.912.L.3.4:](http://www.cpalms.org/Public/PreviewStandard/Preview/7845) | Identify the in-school opportunities for participation in a variety of physical activities. |
| [PE.912.L.3.5:](http://www.cpalms.org/Public/PreviewStandard/Preview/7823) | Identify the community opportunities for participation in a variety of physical activities. |
| [PE.912.L.3.6:](http://www.cpalms.org/Public/PreviewStandard/Preview/7847) | Identify risks and safety factors that may affect physical activity throughout life. |
| [PE.912.M.1.10:](http://www.cpalms.org/Public/PreviewStandard/Preview/8015) | Apply sport specific skills in simulation and in real-life applications.

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| **Remarks/Examples:**An example of a simulation is a practice setting or lead up activity. An example of a real-life application is a game or performance setting. |

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| [PE.912.M.1.15:](http://www.cpalms.org/Public/PreviewStandard/Preview/8020) | Select and apply sport/activity specific warm-up and cool-down techniques. |
| [PE.912.M.1.23:](http://www.cpalms.org/Public/PreviewStandard/Preview/8028) | Demonstrate proficiency of critical elements when striking with objects, implements or body parts. |
| [PE.912.M.1.31:](http://www.cpalms.org/Public/PreviewStandard/Preview/8036) | Demonstrate advanced offensive, defensive and transition strategies and tactics. |
| [PE.912.M.1.32:](http://www.cpalms.org/Public/PreviewStandard/Preview/8037) | Apply sport specific skills in a variety of game settings. |
| [PE.912.M.1.33:](http://www.cpalms.org/Public/PreviewStandard/Preview/8038) | Practice complex motor activities in order to improve performance. |
| [PE.912.M.1.35:](http://www.cpalms.org/Public/PreviewStandard/Preview/8040) | Select proper equipment and apply all appropriate safety procedures necessary for participation. |
| [PE.912.M.1.5:](http://www.cpalms.org/Public/PreviewStandard/Preview/8010) | Apply strategies for self improvement based on individual strengths and needs. |
| [PE.912.R.5.2:](http://www.cpalms.org/Public/PreviewStandard/Preview/7909) | Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities. |
| [PE.912.R.5.3:](http://www.cpalms.org/Public/PreviewStandard/Preview/7910) | Demonstrate sportsmanship during game situations.

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| **Remarks/Examples:**Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat. |

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| [PE.912.R.5.4:](http://www.cpalms.org/Public/PreviewStandard/Preview/7911) | Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.

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| **Remarks/Examples:**Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat. |

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| [PE.912.R.5.5:](http://www.cpalms.org/Public/PreviewStandard/Preview/7912) | Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities. |
| [PE.912.R.6.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/7922) | Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle. |
| [PE.912.R.6.3:](http://www.cpalms.org/Public/PreviewStandard/Preview/7924) | Analyze the roles of games, sports and/or physical activities in other cultures. |

#### There are more than 109 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: [http://www.cpalms.org/Public/PreviewCourse/Preview/13452](file:///C%3A%5CPublic%5CPreviewCourse%5CPreview%5C13452%3FisShowCurrent%3Dfalse)

#### ****Related Certifications****

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