Team Sports 2 Syllabus
2020 - 2021

Course: Team Sports 2
Teacher: Mrs. Woodward
E-mail: Holly.Woodward@qacps.org
Pre-requisite: Physical Education & Team Sports 1
Credit: 1 Credit

Grades: 10th, 11th, and/or 12th
Department: Physical Education
Phone: 410-758-0500
Office Hours: M/T/TH/F:
8:00-10:15 & 2:00-3:30

COURSE DESCRIPTION:
The purpose of this semester course is to enable students to acquire an advanced knowledge of team sports play, develop sport skills, and maintain/improve health-related fitness. The content may include, but not be limited to the following: safety practices, rules, terminology, etiquette, sportsmanship, skill development, fitness activities, and officiating.

Students will also learn basic knowledge about nutrition and wellness. Topics may include basic concepts of nutrition, the digestive and metabolic processes, nutrient requirements, dietary guidelines, importance of physical fitness, community health issues, food management, and careers in the field of nutrition and wellness.

Students will also gain insight into fundamental concepts in the field of sports, entertainment, and recreation marketing. Some topics may include the essential skills related to advertising, sponsorship, and sports marketing campaigns. In addition, the course covers crucial workplace skills, such as teamwork and leadership.

COURSE OUTCOMES:
- Students will improve their personal cardiovascular fitness level and sports performance through participation in a variety of sports and sport related activities.
- Students will have knowledge of rules and skills involved in a variety of sports.
- Students will have adequate foundations to successfully participate, officiate, and spectate in a variety of sports.
- Students will describe the principles of nutrition.
- Students will describe nutrient requirements based on age and gender and describe dietary guidelines.
- Students will describe how food choices impact health and wellness and describe the role of exercise in fitness and wellness.
- Describe the scope and working of the sports, entertainment, and recreation industry.
- Explore the scope of various marketing functions and its effect on sports.
- Discuss the role of advertising, endorsement, and sponsorships in sports, entertainment, and recreation.
- Discuss the processes of sales and organizational purchases in sports, entertainment, and recreation industry.

COURSE OUTLINE:

<table>
<thead>
<tr>
<th>Topics</th>
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<tbody>
<tr>
<td>Soccer Skills, Rules, and Game Play</td>
<td>Nutrition</td>
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<td>Basketball Skills, Rules, and Game Play</td>
<td>Dietary Guidelines</td>
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<td>Volleyball Skills, Rules, and Game Play</td>
<td>Health and Wellness</td>
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<td>Flag Football Skills, Rules, and Game Play</td>
<td>Sports, Recreation, &amp; Entertainment Marketing Fundamentals</td>
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<td>Floor Hockey Skills, Rules, and Game Play</td>
<td>Mass Marketing</td>
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<tr>
<td>Basketball Skills, Rules, and Game Play</td>
<td>Advertising &amp; Merchandising</td>
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<td>Softball Skills, Rules, and Game Play</td>
<td>Evolution of the Sports, Entertainment, &amp; Recreation Industry</td>
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MATERIALS NEEDED:

- Computer, paper, & pen/pencils
- Timer (hour, minutes, & seconds)
- A safe area to perform skills, activities, or exercises.
- A Bouncing Ball to practice sports skills
  - Examples: basketball, volleyball, soccer ball, plastic/rubber bouncing ball, playground ball, dog’s toy, lax ball etc.)
- A big imagination
- The willingness to think “out of the box” to help make your TS 2 class the best it can be.
- Positive attitude towards learning
- Be respectful of your peers and teachers

GRADING POLICY:

➢ Mastery (Summative) Assessments: 50%
  - Skills Post-Test Assessment
  - Skills Assessments
  - Sport Unit Tests/Quizzes
  - Mastery Projects

➢ Progress (Formative) Assessments: 50%
  - Unit Assessments
  - Participation in Daily Class Activities and/or Discussions
  - Progress Projects

Online Learning Expectations

Synchronous – Join the video conference on time and have materials ready. These materials may include pencil, paper, timer, sport equipment, and any websites needed to complete physical education work. Have Schoology open and ready to go in a browser. You are expected to be on the video conference for the duration of class. You should not be using your phone at all unless permitted by the teacher, please ask and we will work out a solution. Please find a quiet place in your house and give yourself an area to work.

Asynchronous – Assignments that are asynchronous are to be done on your own; however, I am available for help during the designated asynchronous period. Also during this time, you may be asked to attend a video conference for small group instruction. Small group instruction, if assigned, is mandatory.

Check-in Day – Every Wednesday there will be a brief 10-minute video conference or check-in to provide a brief period of instruction and to ensure all students are on track with the current assignments. Students will complete or continue asynchronous assignments on check-in day.

Office Hours – Every day except for Wednesday there are Office Hours set aside for reteaching, 1:1 or group tutoring, small group instruction and student/parent meetings.

Schoology Code of Conduct

New Grading Policy for Online Learning

Due to the shift to virtual learning for the Fall semester, the high school grading policy has been adjusted in order to provide students a better method to demonstrate their mastery of the content. The grades will now be divided into two categories: Mastery Assessments (50%) and Progress Assessments (50%). The previously utilized Final Exam category has been incorporated into the Mastery Assessment category in order to better align with online learning. Mastery Assessments will continue to be any assignment
that demonstrates the summation of a student’s learning - tests, projects, essays, etc. Progress Assessments will continue to be any assignment that demonstrates a student’s progressing towards mastery of a concept - daily work, quizzes, discussion, participation, etc.

Students will have three days from the assigned due date to submit work late; each day after that, the assignment will be docked 10% off the final score. Teachers will establish a due date and a deadline for each assignment. After the deadline, late work will not be accepted. In extenuating circumstances, please work with the teacher directly.

**Academic Dishonesty Policy**

Work must be completed individually unless otherwise directed by the teacher. In our virtual learning environment, student work may only include the electronic resources provided or recommended by the teacher. Submitting work copied from non-approved electronic resources is still considered plagiarism. Plagiarism (the practice of taking someone else’s work or ideas and passing them off as one's own) is a severe offense at QACHS and will result in immediate consequences such as:

- Parent Contact by email or phone
- Immediate Zero on the Assignment
- Conference with the Academic Dean

Examples of Academic Dishonesty (not an exhaustive list):

- Using unauthorized materials, apps, and/or resources
- Copying work from another student or from the web
- Working with other students on an assignment intended for individual work
- Having anyone else but you complete any part of your coursework for you
- Using online searches to find answers to your assessment questions
- Posting answers to assessment questions online

**Attendance**

In order to be marked present for each class, each day, students must login to Schoology for each class, each day, and complete any work assigned for that day. Students should contact their teachers and guardians should contact the front office if a student must miss a class, or a full day of classes, in order to ensure that the missed instruction is marked as an excused absence. Students are responsible for making up any and all work missed due to an excused absence in order to receive credit for that work. All make up work must be completed by the established deadline or other arrangements must be made with the teacher.

**Syllabus Sign-Off**

The school will send out a Google Form to each parent asking them to virtually sign off on their student’s teachers’ syllabi.