

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

OFFICIATING TEAM AND INDIVIDUAL SPORTS

Curriculum Writing Committee:

James Donnelly, Jen Marchetti, and Sean Giblin

Grade Level:

10-12

Date of Board Approval: _____2020_____

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Course Weighting: OFFICIATING TEAM AND INDIVIDUAL SPORTS

Unit Tests	15%
Officiating unit evaluations (Application of learning)	15%
Homework/Classwork	10%
Class Participation	45%
Quizzes	5%
Preparation	10%
Total	100%

Curriculum Map

Overview:

This is a one semester elective physical education class open to students in grades 10-12. It does not fulfill physical education credits. This course is designed to enable students to acquire knowledge of sport rules and regulations, to develop skills in officiating selected sports, improve skills in specified team sports, and maintain or improve health-related fitness. Students will be introduced to the rules and techniques of officiating team sports. Students will also learn important characteristics of becoming an official. In addition to learning the rules and mechanics of officiating, students will have the opportunity to demonstrate these learned skills. Students enrolled in this course will be required to officiate a variety of team sports within other physical education classes offered at Delaware Valley High School. Students will also be given contact information to assist them in finding officiating jobs within the community.

Goals: The goals of the officiating course are to give the students an understanding and opportunity to apply the following:

- Rules of baseball and softball according to NFHS standards
- Proper umpiring mechanics and proper positioning
- Officiating a softball game
- Rules of soccer according to NFHS standards
- Proper refereeing mechanics and proper positioning
- Officiating a soccer game

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- Rules of football according to NFL flag/USA football standards
- Proper refereeing mechanics and proper positioning
- Different officiating roles in football
- Officiating a football game
- Rules of volleyball according to NFHS standards
- Proper refereeing mechanics and proper positioning
- Officiating a volleyball match
- Rules of basketball according to NFHS standards
- Proper refereeing mechanics and proper positioning
- Different officiating roles in basketball
- Officiating a basketball game
- Fitness as it relates to various sports officiating roles
- Aspects of sportsmanship, control of emotions, crowd control at contests, and the actual skills needed to officiate athletic contests

Big Idea # 1: Participation in physical activity impacts wellness throughout a lifetime. Why do people choose the physical activities they participate in over a lifetime? How can participation in physical activity enhance my life? What knowledge is needed to select an appropriate response in a variety of physical activities?

Big Idea #2: Community well-being is dependent upon a balance of personal and social responsibility. What are the outcomes of various safe and unsafe practices and what impact can the outcomes have on my life and the lives of others around me?

Textbook and Supplemental Resources:

There is no textbook for this class.

- 1) Online sources will be used for this class
 - a) <https://nfhslearn.com/>
 - b) <https://www.nfhs.org/>
 - c) NFHS Officiating Methods ASEP for
 - i) Softball/Baseball-
http://www.asep.com/courses/ASEP_Previews/asep_674_preview/
http://www.asep.com/courses/ASEP_Previews/asep_660_preview/
 - ii) Soccer-http://www.asep.com/courses/ASEP_Previews/asep_672_preview/
 - iii) Basketball-
http://www.asep.com/courses/asep_preview/asep_662_preview/index.cfm
 - d) <https://nflflag.com/>
- 2) Successful Sports Officiating American Sport Education Program 2011
- 3) NFHS Rules Book updated yearly for Softball/Baseball, Soccer, Volleyball, and Basketball

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- 4) NFL Flag Football Rulebook updated yearly
- 5) Calling the Play- A Beginner's Guide to Amateur Sports Officiating, Dolan, Edward F. 1981
- 6) PowerPoint and Videos
- 7) Handouts/Worksheets
- 8) Equipment Necessary for safe instruction and game play

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Curriculum Plan

Unit: Officiating Softball/Baseball

Time/Days: 46 minutes / 18 days

PA Academic Standards: 10.3.12A; 10.4.12B,D,E,F; 10.5.12 A,B,C,F

Eligible Content:

- Determining an appropriate physical activity plan will support life-long personal health and fitness goals.
- Regular physical activity impacts an individual physiologically, socially, and psychologically throughout a lifetime.
- Adult group interactions that occur in physical activities provide an opportunity to develop the skills necessary to be productive and contributing members of society.
- Movement skills, movement concepts, and skill-related fitness enrich movement performance throughout life.
- Game strategies are used to recognize tactical problems and to select the appropriate responses in a variety of physical activities.
- The use of unsafe practices in the home, school and community can have personal and legal consequences.
- Understanding injury management strategies can help individuals respond to emergency situations.
- Determining the benefits, risks and safety factors of an activity can lead to safe participation in self-selected, life-long physical activities.

Objectives:

The Students will be able to:

1. Identify benefits of becoming an umpire. (DOK 1)
2. Compare and Contrast various officiating styles. (DOK 2)
3. Know the rules and mechanics of umpiring softball/baseball. (DOK1)
4. Compare the similarities and differences of Softball and Baseball rules. (DOK 2)
5. Interpret the rules of Softball/Baseball and how they are applied in game situations. (DOK 2)
6. Apply Concepts learned in class to successfully umpire a Softball/Baseball Game. (DOK 4)
7. Demonstrate a variety of basic skills necessary to actively participate in a softball game. (DOK 2)
8. Perform activities that will enhance fitness and improve activity performance. (DOK 1)
9. Exhibit responsible personal and social behavior that respects self and others in physical activity settings. (DOK2)

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10. Critique his/her own officiating performance as well as their peers. (DOK4)
11. The students will identify their role in regard to safety while participating in an activity. (DOK Level 1)

Core Activities and Corresponding Instructional Methods:

1. Participate in class lectures and discussion on the benefits, responsibilities, and ethics of officiating.
2. Assess current knowledge of rules of softball by completing a rules pretest.
3. Participate in class lecture and discussion on the rules and mechanics of umpiring softball and baseball.
4. Work with partner(s) to umpire a Softball game.
5. Self-critique umpiring performance.
6. Participate in class Softball games.
7. Evaluate peer performances as umpires.
8. Observe and critique the performance of an umpire in a high school, collegiate, or professional softball or baseball game.
9. Complete a unit test on rules and mechanics of the game.

Assessments

- **Diagnostic:** Softball rules pre-test
- **Formative:** Questions and answer, Self-assessment of refereeing skills w/ checklist, Peer assessment of refereeing skills w/ checklist, Observation and critique of sporting event
- **Summative:** Reflective writing assignment, Written Rules Test, Teacher observation of student officiating

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Unit: Officiating of Soccer

Time/Days: 46 minutes / 18 days

PA Academic Standards: 10.3.12A; 10.4.12B,D,E,F; 10.5.12 A,B,C,F

Eligible Content:

- Determining an appropriate physical activity plan will support life-long personal health and fitness goals.
- Regular physical activity impacts an individual physiologically, socially, and psychologically throughout a lifetime.
- Adult group interactions that occur in physical activities provide an opportunity to develop the skills necessary to be productive and contributing members of society.
- Movement skills, movement concepts, and skill-related fitness enrich movement performance throughout life.
- Game strategies are used to recognize tactical problems and to select the appropriate responses in a variety of physical activities.
- The use of unsafe practices in the home, school, and community can have personal and legal consequences.
- Understanding injury management strategies can help individuals respond to emergency situations.
- Determining the benefits, risks, and safety factors of an activity can lead to safe participation in self-selected, life-long physical activities.

Objectives:

The students will be able to:

1. Compare and Contrast various soccer officiating systems. (DOK 2)
2. Know the rules, positioning and signals of officiating soccer. (DOK 1)
3. Interpret the rules of soccer and how they are applied in game situations. (DOK 2)
4. Apply Concepts learned in class to successfully officiate a soccer match. (DOK 4)
5. Demonstrate a variety of basic skills necessary to actively participate in a soccer match. (DOK 2)
6. Perform activities that will enhance fitness and improve activity performance. (DOK 1)
7. Exhibit responsible personal and social behavior that respects self and others in physical activity settings. (DOK2)
8. Critique his/her own officiating performance as well as their peers. (DOK4)
9. Identify their role in regards to safety while participating in an activity. (DOK Level 1)

Core Activities and Corresponding Instructional Methods:

1. Assess current knowledge of rules of soccer by completing a rules pretest.

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2. Participate in class lecture and discussion on the rules, positioning and signals of officiating soccer.
3. The students will be instructed on the role of the official including safety for all participants.
4. Work with partner(s) to officiate a soccer match.
5. Self-critique refereeing performance.
6. Participate in class soccer matches.
7. Evaluate peer performances as officials.
8. Observe and critique the performance of an official in a high school, collegiate, or professional soccer game.
9. Unit test on the rules, positioning, and signals of soccer officiating.

Assessments:

- **Diagnostic:** Soccer rules pre-test
- **Formative:** Questions and answer, Self-assessment of refereeing skills w/ checklist, Peer assessment of refereeing skills w/ checklist, Observation and critique of sporting event
- **Summative:** Reflective writing assignment, Written Rules Test, Teacher observation of student officiating

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Unit: Officiating of Football

Time/Days: 46 minutes / 18 days

PA Academic Standards: 10.3.12A; 10.4.12B,D,E,F; 10.5.12 A,B,C,F

Eligible Content:

- Determining an appropriate physical activity plan will support life-long personal health and fitness goals.
- Regular physical activity impacts an individual physiologically, socially, and psychologically throughout a lifetime.
- Adult group interactions that occur in physical activities provide an opportunity to develop the skills necessary to be productive and contributing members of society.
- Movement skills, movement concepts, and skill-related fitness enrich movement performance throughout life.
- Game strategies are used to recognize tactical problems and to select the appropriate responses in a variety of physical activities.
- The use of unsafe practices in the home, school, and community can have personal and legal consequences.
- Understanding injury management strategies can help individuals respond to emergency situations.
- Determining the benefits, risks, and safety factors of an activity can lead to safe participation in self-selected, life-long physical activities.

Objectives:

The students will be able to:

1. Compare and Contrast the various positions of officials in flag football. (DOK 2)
2. Know the rules, positioning and signals of flag football officials. (DOK 1)
3. Interpret the rules of flag football and how they are applied in game situations. (DOK 2)
4. Apply concepts learned in class to successfully officiate a flag football game. (DOK 4)
5. Demonstrate a variety of basic skills necessary to actively participate in a flag football game. (DOK 2)
6. Perform activities that will enhance fitness and improve activity performance. (DOK 1)
7. Exhibit responsible personal and social behavior that respects self and others in physical activity settings. (DOK2)
8. Critique his/her own officiating performance as well as their peers. (DOK 4)
9. Identify their role in regard to safety while participating in an activity (DOK 1)

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Core Activities and Corresponding Instructional Methods:

1. Assess current knowledge of rules of flag football by completing a rules pretest.
2. The students will be instructed on the role of the official including safety for all participants.
3. Participate in class lecture and discussion on the rules, positioning, and signals of a football referee.
4. Work with partner(s) to officiate a flag football game.
5. Self-critique refereeing performance.
6. Participate in class flag football games.
7. Evaluate peer performances as officials.
8. Observe and critique the performance of an official in a high school, collegiate, or professional football game.
9. Unit test on the rules, positioning, and signals of a football referee.

Assessments:

- **Diagnostic:** Football rules pre-test
- **Formative:** Questions and answer, Self-assessment of refereeing skills w/ checklist, Peer assessment of refereeing skills w/ checklist, Observation and critique of sporting event
- **Summative:** Reflective writing assignment, Written Rules Test, Teacher observation of student officiating

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Unit: Officiating of Volleyball

Time/Days: 46 minutes / 18 days

PA Academic Standards: 10.3.12A; 10.4.12B,D,E,F; 10.5.12 A,B,C,F

Eligible Content:

- Determining an appropriate physical activity plan will support life-long personal health and fitness goals.
- Regular physical activity impacts an individual physiologically, socially, and psychologically throughout a lifetime.
- Adult group interactions that occur in physical activities provide an opportunity to develop the skills necessary to be productive and contributing members of society.
- Movement skills, movement concepts, and skill-related fitness enrich movement performance throughout life.
- Game strategies are used to recognize tactical problems and to select the appropriate responses in a variety of physical activities.
- The use of unsafe practices in the home, school, and community can have personal and legal consequences.
- Understanding injury management strategies can help individuals respond to emergency situations.
- Determining the benefits, risks and safety factors of an activity can lead to safe participation in self-selected, life-long physical activities.

Objectives:

The students will be able to:

1. Know the rules and mechanics of officiating volleyball. (DOK 1)
2. Identify the roles of the different officials in a volleyball match. (DOK 2)
3. Interpret the rules of Volleyball and how they are applied in game situations. (DOK 2)
4. Apply concepts learned in class to successfully officiate a volleyball match. (DOK 4)
5. Demonstrate a variety of basic skills necessary to actively participate in a volleyball match. (DOK 2)
6. Perform activities that will enhance fitness and improve activity performance. (DOK 1)
7. Exhibit responsible personal and social behavior that respects self and others in physical activity settings. (DOK 2)
8. Critique his/her own officiating performance as well as their peers. (DOK 4)
9. Identify their role in regard to safety while participating in an activity. (DOK 1)

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Core Activities and Corresponding Instructional Methods:

1. Assess current knowledge of rules of volleyball by completing a rules pretest.
2. The students will be instructed on the role of the official including safety for all participants.
3. Participate in class lectures and discussion on the rules and signals of a volleyball officiating.
4. Work with partner(s) to referee a volleyball match.
5. Self-critique refereeing performance.
6. Participate in class volleyball matches.
7. Evaluate peer performances as referees.
8. Observe and critique the performance of a referee in a high school or collegiate volleyball match.
9. Unit test on rules and signals of the game.

Assessments:

- **Diagnostic:** Volleyball rules pre-test
- **Formative:** Questions and answer, Self-assessment of refereeing skills w/ checklist, Peer assessment of refereeing skills w/ checklist, Observation and critique of sporting event
- **Summative:** Reflective writing assignment, Written Rules Test, Teacher observation of student officiating

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Unit: Officiating of Basketball

Time/Days: 46 minutes / 18 days

PA Academic Standards: 10.3.12A; 10.4.12B,D,E,F; 10.5.12 A,B,C,F

Eligible Content:

- Determining an appropriate physical activity plan will support life-long personal health and fitness goals.
- Regular physical activity impacts an individual physiologically, socially, and psychologically throughout a lifetime.
- Adult group interactions that occur in physical activities provide an opportunity to develop the skills necessary to be productive and contributing members of society.
- Movement skills, movement concepts, and skill-related fitness enrich movement performance throughout life.
- Game strategies are used to recognize tactical problems and to select the appropriate responses in a variety of physical activities.
- The use of unsafe practices in the home, school, and community can have personal and legal consequences.
- Understanding injury management strategies can help individuals respond to emergency situations.
- Determining the benefits, risks, and safety factors of an activity can lead to safe participation in self-selected, life-long physical activities.

Objectives:

The students will be able to:

1. Know the rules and mechanics of basketball officiating. (DOK 1)
2. Compare the similarities and differences of a two man and three-man system. (DOK 2)
3. Interpret the rules of basketball and how they are applied in game situations. (DOK 2)
4. Apply concepts learned in class to successfully officiate a basketball game. (DOK 4)
5. Demonstrate a variety of basic skills necessary to actively participate in a basketball game. (DOK 2)
6. Perform activities that will enhance fitness and improve activity performance. (DOK 1)
7. Exhibit responsible personal and social behavior that respects self and others in physical activity settings. (DOK 2)
8. Critique his/her own officiating performance as well as their peers. (DOK 4)
9. Identify their role in regard to safety while participating in an activity. (DOK 1)

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Core Activities and Corresponding Instructional Methods:

1. Assess current knowledge of rules of basketball by completing a rules pretest.
2. The students will be instructed on the role of the official including safety for all participants.
3. Participate in class lecture and discussion on the rules and mechanics of officiating basketball.
4. Work with partner(s) to officiate a basketball game.
5. Self-critique refereeing performance.
6. Participate in class basketball games.
7. Evaluate peer performances as referees.
8. Observe and critique the performance of a referee in a high school, collegiate, or professional basketball game.
9. Unit test on rules and mechanics of the game.

Assessments:

- **Diagnostic:** Basketball rules pre-test
- **Formative:** Questions and answer, Self-assessment of refereeing skills w/ checklist, Peer assessment of refereeing skills w/ checklist, Observation and critique of sporting event
- **Summative:** Reflective writing assignment, Written Rules Test, Teacher observation of student officiating