Course Title: Competitive Sailing
Course Code: PS528

Transcript Title: Competitive Sailing
Grades Levels: 9-12
Board Adoption Date: 9/8/2015

Content Area: Physical Education
GPA Scale: 4.0
Date Course Submitted: 8/24/2015

Credential Req: NA
Graduation Subject Areas: PE, Electives

UC/CSU “A-G” Area Approvals: NA
School Site that wrote and submitted the course: NHHS-Boulton

Recommend Skills: Swimming ability. Students must be able to swim 50 yards and tread water for five minutes. This prerequisite will be validated in class during the first week of the course. Competitive sailing experience or demonstrated ability.

Next course(s): NA

COURSE DESCRIPTION:

Competitive Sailing is an intermediate/advanced course by tryouts only. Students will develop the skills and techniques related to competitive co-ed doubled-handed dinghy sailing, singlehanded sailing, team racing and small keelboat sailing. Students will also improve knowledge of boating safety, nautical vocabulary, seamanship skills and the racing rules of sailing. Students are exposed to sailboat racing through classroom lectures, on-the-water practice and field trips.

Students improve appreciation of sailing through classroom lectures and discussions, on-the-water practice, video review and event fieldtrips.

Regular practice will use small dinghies and small keelboats with instructor supervision and direction from small outboard safety boats.

GOALS:

- Students will develop technical skills required for small boat sailing
- Students will improve physical and mental abilities needed for competitive sailing
- Students will develop critical thinking and reasoning skills
Newport-Mesa Unified School District  
Office of Secondary Curriculum and Instruction  
High School Course of Study

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- Students will develop team building, leadership and group dynamics skills
- Students will study the racing rules of sailing in theory and practice
- Students will learn to responsibly care for boats, sails and other equipment
- Students will learn how to rig and tune their boat for racing trim.
- Students will learn to assess weather conditions including wind, swells, currents, tide and waves.
- Students will understand the value of boating safety and learn to recognize and avoid dangerous situations
- Students will enhance their appreciation of environmental issues and stewardship

California Content Standards:

Physical Education Model Content Standards for California Public Schools – High School Course 1, 2, 3A – Adventure Outdoor/Activities and  4A-

Course 1: Sailing (9-12)
Standard 1: Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities. (1.2, 1.4, 1.5, 1.6, 1.9, 1.10, and 1.12)
Standard 2: Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies. (2.2, 2.3, 2.4, 2.5, and 2.10)
Standard 3: Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity. (3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.9 and 3.10)

Course 2: Sailing (9-12)
Standard 1: Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities. (1.3, 1.5, 1.6 and 1.12)
Standard 2: Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies. (2.3, 2.5, 2.9, and 2.10)
Standard 3: Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity. (3.3, 3.5, 3.6, 3.8 and 3.9)
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**Course 3A - Adventure/Outdoor Activities: Sailing (9-12)**
Standard 1: Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities. (1.2, 1.3, 1.4 and 1.5)

Standard 2: Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies. (2.1, 2.3, and 2.4)

Standard 3: Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity. (3.1, 3.2, 3.4, 3.6, 3.7, 3.8 and 3.9)

**Course 4A - Advanced Adventure/Outdoor Activities: Sailing (9-12)**
Standard 1: Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities. (1.1, 1.2, 1.3 and 1.4)

Standard 2: Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies. (2.1 and 2.2)

Standard 3: Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity. (3.1, 3.2 and 3.3)

**Evaluation:**
Student achievement will be measured using multiple assessment tools including but not limited to: student attendance, participation, attitude, involvement, evolution of skill over time, teamwork, leadership and sportsmanship.
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Unit 1
*Equipment & Safety*
Safety Equipment (life jackets, bailers)
Personal gear – clothing and sun protection
Boats
Rigging
Trailering
Knots

Unit 2
*Review Small Boat Sailing Skills*
Tacking & Gybing
Roll tacking
Mark Rounding Skills
Team Work

Unit 3
*Fundamentals of the racing start*
Timing
Positioning
Offensive/defensive tactics

Unit 4
*Physical Conditioning*
Strength training and conditioning: 30 minutes
Cardiovascular training and conditioning: 30-45 minutes
2-4 mile endurance run (once per week)
Cardiovascular Evaluation: One mile timed run
Bimonthly Physical Assessment to track students’ progress

Unit 5
Skill Development
Starting drills
Racing drills

Unit 6
Racing Tactics
Upwind
Reaching
Downwind

Unit 7
Rules of the Road, Racing Rules, Protests and Appeal
Rules of the Road vs Racing Rules
How to prepare a written protest
How to prepare mentally to present a protest

Unit 8
Reading Bay, Ocean and Lake Condition
Weather Patterns (High and Low Pressure Systems, “Squalls”, Thermal Winds, etc.)
Wind
Swells
Currents
Tide
Waves
Unit 9
*Team Racing Fundamentals*

Format
Winning combinations
Team Racing Rules
Guest speakers

**Schedule:**

All units will be taught throughout the year.

*Support -- for students who are struggling with the content*

Content: Content requirements may be modified to accommodate students’ physical challenges and/or learning disabilities.
Process: Students are paired up with other students during on-the-water activities for support.
Product: Students physical execution during on-the-water activities will be modified. Students will work collaboratively in groups of two or more.

*Differentiation Extension – for high achieving students.*

Content: Students may be expected to demonstrate more challenging techniques in their on-the-water activities.
Process: Students may be given leadership roles to support students who may be struggling.
Product: Students may be given the opportunity to support struggling students. Students may be required to demonstrate more challenging techniques in their choreography presentation. Students will lead a discussion on a sailing related topic of their choice and will be responsible for the entire process and delivery.