



## ADVANCED TEAM SPORTS



Advanced Team Sports

36.04100

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**Course Description:** Provides opportunities to officiate and to enhance skills in team sports strategies.

*The physically educated student has developmentally appropriate grade-level comprehension and application of the concepts and principles of fitness motor skills, movement patterns, tactics, and strategies which contribute to a physically literate and active lifestyle.*

### Motor Skills and Movement Patterns

**PETSAD.1 The physically educated student demonstrates competency in a variety motor skills and movement patterns.**

- a. Summarizes and assesses the appropriate motor skills and movement patterns needed to participate in sports and games.
- b. Summarizes and assesses the appropriate motor skills and movement patterns needed to participate in sports and games involving controlling and using manipulates (balls, pucks, birdies, long implements, short implements, and frisbee discs).
- c. Summarizes and assesses the appropriate motor skills and movement patterns needed to participate in sports and games involving throwing and catching.
- d. Summarizes and assesses the appropriate motor skills and movement patterns needed to participate in sports and games involving striking with the upper body.
- e. Summarizes and assesses the appropriate motor skills and movement patterns needed to participate in sports and games involving striking with the lower body.
- f. Summarizes and assesses the appropriate motor skills and movement patterns needed to participate in sports and games involving striking with long and/or short handled implements.
- g. Summarizes and assesses the basic muscle groups, bones, and joints used in motor skills and movement patterns in at least one invasion game, one net game, and one striking game.
- h. Summarizes and assesses how muscles are used in a basic, sport-specific motion that is used in an invasion, net, or striking game or sport.

### Movement Concepts and Principles

**PETSAD.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.**

- a. Conveys the principles and concepts of safety, rules, equipment, and warm-up/cool-down procedures for at least one invasion game, one net game, and one striking game.
- b. Conveys the principles and concepts of offensive and defensive player positions and applies the appropriate positioning to game situations for at least one invasion game, one net game, and one striking game.
- c. Conveys the principles and concepts of basic offensive, defensive, and set plays for at least one invasion game, one net game, and one striking game.
- d. Conveys sequences of individual motor skills and movement patterns for use of body position, movement in general space, use of manipulates, and use of force/motion/rotation for at least one invasion game, one net game, and one striking game.
- e. Conveys applications of a sequence of partner and whole team motor skills and movement patterns for creating space and offensive advancements and scoring in general and individual space for at least one invasion game, one net game, and one striking game.
- f. Conveys applications of a sequence of partner and whole team motor skills and movement patterns for creating space and defensive play to prevent offensive advancements and scoring in general and personal space for at least one invasion game, one net game, and one striking game.

- g. Conveys applications of an offensive strategies and tactics enacted by individual students, small groups, and the whole team using appropriate motor skills and movement patterns in at least one invasion game, one net game, and one striking game.
- h. Conveys applications of defensive strategies and tactics enacted by individual students, small group, and the whole team using appropriate motor skills and movement patterns in at least one invasion game, one net game, and one striking game.
- i. Conveys applications of strategies for set plays and tactics for at least one invasion game, one net game, and one striking game.

## Fitness

**PETSAD.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.**

- a. Interprets and evaluates the cardiovascular benefit of participating in an invasion game, one net game, and one striking game.
- b. Interprets and evaluates the level of physical exertion (vigorous, moderate, and low) in an invasion game, a net game, and a striking game.
- c. Interprets and evaluates the muscular endurance needed when competing in an invasion game, a net game, and a striking game.
- d. Interprets and evaluates the muscular power needed when competing in an invasion game, a net game, and a striking game.
- e. Interprets and evaluates the flexibility needed when competing in an invasion game, a net game, and a striking game.
- f. Interprets and evaluates the risks and safety factors that affect physical activity levels in team sports in heat, humidity, and cold.

## Personal and Social Behavior, Rules, Safety, and Etiquette

**PETSAD.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.**

- a. Identifies and follows the rules of each team sport.
- b. Exhibits proper etiquette, respect for others, and teamwork in given team sport
- c. Uses communication skills to promote positive team building group dynamics.
- d. Becomes a problem solver and remains impartial when communicating and coming to a decision regarding a strategy, tactic, principle, concept, or ruling during an activity or game.
- e. Applies safe practices in physical education setting.

**PETSAD.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

- a. Promotes the value of a physically active lifestyle as it relates to high school, college, and career productivity.
- b. Promotes the health benefits of participation in life-long team sports and games.
- c. Advocates how learning a team sport provides confidence in physical skills that can lead to better social interaction and participation in sports throughout one's life.
- d. Advocates how exercise can positively affect psychological fitness and sociological interactions.
- e. Advocates how strategies, tactics, and participation as an individual and player in team sports can be a form of self-expression.
- f. Conveys appropriate responses to success, failure, sportsmanship, and conflict as it relates to team sport participation.
- g. Conveys appropriate interactions between students, teammates, coaches, officials, administrators, and parents as it relates to the team sport participation.

