



## INTERMEDIATE TEAM SPORTS



Intermediate Team Sports

36.03100

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**Course Description:** Enhances fundamental skills, strategies, and rules associated with team sports such as basketball, volleyball, soccer, softball, baseball, field hockey, lacrosse, team handball, and flag football.

*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

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

- a. Chooses and employs the appropriate motor skills and movement patterns needed to participate in sports and games involving body control and movement in open and personal space.
- b. Chooses and employs 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. Chooses and employs the appropriate motor skills and movement patterns needed to participate in sports and games involving throwing and catching.
- d. Chooses and employs the appropriate motor skills and movement patterns needed to participate in sports and games involving striking with the upper body.
- e. Chooses and employs the appropriate motor skills and movement patterns needed to participate in sports and games involving striking with the lower body.
- f. Chooses and employs the appropriate motor skills and movement patterns needed to participate in sports and games involving striking with long and/or short handled implements.
- g. Compares and contrasts the basic muscle groups, bones, and joints used in motor skills and movement patterns for at least one invasion game, one net game, and one striking game.
- h. Explains how muscles are used in a basic, sport-specific motion utilized in an invasion, net, or striking game or sport in order for a person to participate.

## Movement Concepts and Principles

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

- a. Applies 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. Applies the principles and concepts of offensive and defensive player positions and applies the appropriate positioning to game situations in at least one invasion game, one net game, and one striking game.
- c. Applies sequences of motor skills and movement patterns of body position, movement in general space, use of manipulates, and use of force/motion/rotation in least one invasion game, one net game, and one striking game.
- d. Applies a sequence of motor skills and movement patterns for creating space and offensive advancements and scoring in general and in individual space in at least one invasion game, one net game, and one striking game.
- e. Applies motor skills and movement patterns for creating space and defensive play to prevent offensive advancements and scoring in at least one invasion game, one net game, and one striking game.
- f. Employs offensive strategies and tactics enacted by individual students, small group, and the whole team in at least one invasion game, one net game, and one striking game.

- g. Employs defensive strategies and tactics enacted by individual students, small group, and the whole team in at least one invasion game, one net game, and one striking game.
- h. Enacts set plays, strategies and tactics for at least one invasion game, one net game, and one striking game.

## Fitness

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

- a. Compares and contrasts the cardiovascular benefit of participating in physical activities between at least one invasion game, one net game, and one striking game.
- b. Compares and contrasts the level of physical exertion (e.g., vigorous, moderate, and low) between at least one invasion game, one net game, and one striking game.
- c. Compares and contrasts the muscular endurance needed when competing in at least one invasion game, one net game, and one striking game.
- d. Compares and contrasts the muscular power needed when competing in at least one invasion game, one net game, and one striking game.
- e. Compares and contrasts the flexibility needed when competing in at least one invasion game, one net game, and one striking game.
- f. Discusses 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

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

- a. Identifies the difference between taunting and celebrating as it relates to sportsmanship.
- b. Uses communication skills to promote positive team building group dynamics.
- c. Becomes a problem solver and remains impartial when communicating and coming to a decision regarding a strategy, tactic, principle, concept, or ruling during game play.
- d. Applies safe practices in physical education setting.
- e. Identifies and follows the rules of each team sport and game.
- f. Exhibits proper etiquette, respect for others, and teamwork in a given team sport.
- g. Uses communication skills to promote positive team building group dynamics.
- h. Applies safe practices in physical education setting.
- i. Discusses appropriate responses to success, failure, sportsmanship, conflict, and teammate encouragement as it relates to participation in team sports.

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

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

