

# COMMUNITY UNIT SCHOOL DISTRICT 200

## Intermediate Team Sports

**High School – Grade: 12**

**Intermediate Level – Multiple Semesters**

**Elective**

- 1. Subject Expectation (State Goal 19)**      **The student will acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.**

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Demonstrate physical competency skills in individual and team sports, creative movement, leisure and work-related activities</b>
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| Critical Content | 19.A.5 | a. demonstrate knowledge and skills in a self-selected individual sport, a team sport, create movement and work related activities |
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- students will be able to demonstrate and execute various intermediate level of skills (i.e., spin, placement, accuracy and pace) in the participation of Team Sport activities such as Football, Volleyball, Floor Hockey, Ultimate Frisbee, Basketball, Softball, Soccer
  - students will be able to demonstrate and execute various advanced techniques, i.e., basketball - reverse dribbling/lay ups; football – catching and passing skills in various pass patterns; volleyball – overhand service, blocking and spiking skills
  - students will be able to participate in proper exercise/training skills associated with the enhancement and maintenance of functional, lifetime muscle/skeletal and cardiovascular health

<b>Essential Learning 2 (Learning Standard B)</b>	<b>Analyze various movement concepts and applications</b>
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| Critical Content | 19.B.5 | a. apply the principles of efficient movement to evaluate personal performance |
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- fitness training - the ability to understand and apply correct bio-mechanical training methods and techniques necessary to achieve lifetime fitness (with and without fitness equipment)
  - leisure / sports activities – the ability to understand and demonstrate various game-play movements associated with successful participation in sports and leisure-time activities

<b>Essential Learning 3 (Learning Standard C)</b>	<b>Apply the knowledge of rules, safety and strategies during physical activities</b>
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- Critical Content 19.C.5a a. select components (e.g., equipment, boundaries, number of players, rules) which promote participation in novel or original physical activities
- choose and modify the necessary components which enhance the participation and competitiveness in physical activities
    - equipment choice and usage
    - boundary conditions and adaptations
    - individual talents and strengths (maximizing participation)
    - rules, etiquette and strategies of game play
- 19.C.5b b. analyze and apply complex offensive, defensive and cooperative strategies for selected games and sports
- select and apply typical offensive and defensive strategies for leisure activity and sports interests
    - create an offensive pass pattern play in football
    - utilize a team strategy to implement defensive game play
    - apply a strategy to implement offensive game play
    - create both offensive/defensive plays
  - select and apply proper safety and strategies for fitness training
    - spot each other on free weight lifting techniques
    - use a progressive training periodization in weight training
    - apply a personal pace to long distance cardiovascular running
    - use a heart rate monitor or the RPE scale in monitoring one’s heart rate during aerobic conditioning
    - establish progression in exercise workouts by using current fitness assessment data
    - use correct bio-mechanical position and methods in exercise training sessions

**2. Subject Expectation (State Goal 21)**

**The student will develop team-building skills by working with others through physical activity.**

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Demonstrate individual responsibility during group physical activities</b>
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- Critical Content 21.A.5 a. demonstrate individual responsibility through use of various team-building strategies in physical activity settings (e.g., etiquette, fair play, self-officiating, coaching, organizing a group activity)
- demonstrate individual leadership skills through the various team-building strategies in physical settings, such as displaying:
    - etiquette of activity during participation
    - fair play
    - self-officiating
    - coaching of others
    - organizing a group effort (i.e., team strategies, dance group choreography)
    - cooperative efforts in activities

<b>Essential Learning 2 (Learning Standard B)</b>	<b>Demonstrate cooperative skills during structured group physical activity</b>
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- Critical Content 21.B.5 a. demonstrate when to lead and when to be supportive to accomplish group goals
- demonstrate cooperative team skills during structured physical activity, including:
    - football plays as a team member
    - basketball plays as a team member
    - volleyball strategies as a team member
    - soccer strategies as a team member
    - personal fitness strategies with a workout partner

**3. Subject Expectation (State Goal 20) The student will achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.**

**Essential Learning 1 (Learning Standard A) Know and apply the principles and components of health-related fitness**

- Critical Content 20.A.5 a. implement and individualized health-related fitness plan which includes the principles of training
- design and implement an individualized health-related fitness plan; including the components of health-related fitness, associated health benefits and corresponding principles of training
    - flexibility training
    - muscle fitness training
    - cardiovascular endurance training
    - weight management strategies
    - lifestyle modifications necessary to change and/or maintain health status and wellness behaviors

**Essential Learning 2 (Learning Standard B) Assess individual fitness levels**

- Critical Content 20.B.5a a. collect and interpret health-related fitness data over a period of time, with and without the use of technology
- prepare an individual health-related fitness profile based on wellness assessment protocols obtained through TriFIT Wellness Technologies including:
    - body composition analysis
    - anthropometric measurements
    - strength/endurance muscle assessments
    - flexibility assessment
    - blood pressure screening
    - cardiovascular assessment
    - heredity profile
    - cholesterol screening
    - health risk appraisals
  - \* • assess and evaluate health-related fitness data over a period of time by comparison of a pre/post analysis, such as:
    - comparison of cardiovascular max VO2 fitness category

- between a pre/post test in the 12 min. run; 12 min. bike test; or other CV testing protocol
  - comparison of resting, active and recovery heart rates using a Polar Heart Rate Monitor over a training period
- 20.B.5b    b. evaluate the effects of fitness choices and heredity on wellness
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- analyze a student’s heredity risks, health appraisals, Medical PAR-Q, and other TriFIT wellness screenings
    - analyze the various heredity factors identified in TriFIT wellness screenings.
    - analyze the results of health appraisals identified in the student’s TriFIT report and establish modifications

<b>Essential Learning 3 (Learning Standard C)</b>	<b>Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan</b>
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- Critical Content    20.C.5a    a. set realistic, long-term, health-related fitness goals based on an individual profile
- identify personal stress agents and inhibitors involved with initiating and maintaining a fitness plan
  - identify personal motivational strategies, benchmarks, and behaviors necessary to modify the student’s plan.
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- interpret the results of physical fitness assessments, utilizing the information to develop individual fitness long term goals specifically in the areas of cardiovascular health, muscle fitness improvement, and weight management strategies, such as:
    - cardiovascular fitness improvement to show increase in F.I.T. training design so as to move a student into at least the “good” fitness category
    - muscle fitness improvement to show an increase in the F.I.T. training principles so as to move a student’s result into at least the “good” fitness category
    - weight management strategies will demonstrate a plan to improve body composition fitness level, blood pressure screening results, lower any high-cholesterol levels, increase quality and quantity of exercise sessions
- 20.C.5c    b. use profile data to monitor an individual wellness/fitness plan
- utilize the profile data and assessments in monitoring an individual wellness plan with TriFIT technologies: nutritional programs, strength training programs and health risk appraisal surveys