

Physical Education Intermediate Activities

Intermediate Activities offers a wide range of developmentally appropriate activities that are increasingly complex in content, concept, and skill development and execution. Students continue to practice skills in modified form but begin to participate in regulation games with more complex playing environments than those experienced in *Beginning Activities*. Teams are kept small, allowing maximum participation and involvement by all students. Cooperative as well as traditional sports activities are included in the curriculum.

Intermediate Activities incorporates more in-depth instruction and application of the elements of physical fitness. Students begin to see the relationship between proper nutritional choices and physical activity for the maintenance of a lifelong healthy lifestyle. Activity journals are introduced as a means of tracking progress toward personal fitness goals and self-assessment.

Pre and post fitness tests are used to provide personal information, to individualize instruction, and to indicate student improvement. *Fitness scores are never used as the primary factor in the grading process.* Fitness tests to be considered are the *Presidential Physical Fitness Test* and the *FitnessGram*.

Intermediate Activities continues social and cognitive development with reading and writing experiences introduced to broaden the physical education experience. The curriculum continues to offer a scope and sequence of activities to challenge students of all abilities and skill levels. The instruction closely articulates with the 7th grade content, but is not repetitive in activity selection.

Measures are taken to ensure the physical and emotional safety of all students. Equipment is inspected regularly and maintained in proper working condition, and facilities are kept clean and free from hazards. Activities are offered which are safe and developmentally appropriate, and enrollment numbers meet Northwest accreditation limiting standards so students are safely supervised, and the curriculum is effectively delivered. Students feel free to participate and explore without the fear of failure, harm, or ridicule.

Intermediate Activities Core Curriculum

Standard 1: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Objective 1: Demonstrate the correct technique for a variety of movement skills.

- a. Perform movement skills such as walking, running, and jumping with efficiency and with proper form.
- b. Perform non-movement skills, such as stretching during warm-up and cool-down, with mature skill levels while working individually and with a partner.
- c. Perform advanced manipulative skills such as kicking and striking a variety of objects, demonstrating both accuracy and force while moving or being guarded.

Objective 2: Apply correct techniques of basic skills in a number of individual, dual, and team sport-specific activities.

- a. Consistently throw and catch or kick and receive a ball while being guarded by opponents.
- b. Combine skills with basic offensive and defensive strategies to participate in modified versions of individual and team sports.
- c. Review and demonstrate correct weight transfer, follow-through, and bodytarget alignment in a variety of activities.

Objective 3: Demonstrate correct technique in a variety of improvised rhythmic activities.

- a. Participate in a variety of dances such as square, folk, aerobic, modern, ballroom, and line.
- b. Perform rhythmic activities representing various cultures such as Native American, African, and Latin American dances.

Standard 2: Students will demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Objective 1: Demonstrate ways to link and transfer basic manipulative skills and concepts to specialized sports activities.

- a. Apply the principle of transfer of learning by identifying similarities and differences of movement concepts to facilitate the learning of a new skill.
- b. Identify and analyze offensive and defensive strategies in a number of different activities.
- c. Describe the key elements, such as balance and follow-through, in the execution of sport specific skills.

Objective 2: Set goals and monitor changes in the development of movement skills to improve performance.

- a. Recognize that time and effort are prerequisites for skill improvement.
- b. Review the goal-setting process.
- c. Use visual and mental cues to learn and self-assess performance.
- d. Understand the use of rubrics to assess performance levels.

Standard 3: Students will participate regularly in physical activity.

Objective 1: Assess personal fitness level and maintain a basic exercise plan that incorporates all elements of physical fitness. *Caution: Assessment of body composition is inappropriate at this level.*

- a. Determine personal fitness levels using a variety of assessment instruments.
- b. Design and implement a personal fitness program based on the fitness assessment results.
- c. Monitor progress through periodic fitness tests, activity journals, and computer software programs.
- d. Evaluate progress and adjust fitness plan to meet individual needs.

Objective 2: Participate in activities that promote physical fitness.

- a. Participate in activities that develop flexibility, muscular strength and endurance, and cardiovascular fitness.
- b. Utilize the overload principle to improve all elements of physical fitness.
- c. Participate on small teams to promote maximum participation and fitness outcomes.
- d. Explore a variety of nontraditional physical activities such as orienteering, field hockey, and rock climbing during and after school hours.

Standard 4: Students will achieve and maintain health-enhancing levels of physical fitness.

Objective 1: Demonstrate knowledge of the elements of physical fitness.

- a. Define the elements of physical fitness.
- b. Correctly demonstrate various resistance-training techniques.
- c. Learn to relate pulse rate and physical energy expenditure.
- d. Maintain a daily activity journal as a record of physical fitness activities.
- e. Apply the **FITT** (frequency, intensity, time, type) guidelines to a number of activities.
- f. Participate in a daily stretching program to promote flexibility.

Objective 2: Describe the relationship between physical activity and proper nutritional choice.

- a. Review the concept of energy balance.
- b. Using a diet and activity log, analyze the balance between food intake and energy expenditure.
- c. Create a meal plan based on the food pyramid.
- d. Identify poor food choices and healthy alternatives.

Objective 3: Demonstrate the biomechanical principles of posture during activity.

- a. Demonstrate correct posture when lifting heavy objects.
- b. Identify exercises that contribute to trunk stabilization.
- c. Discuss the importance of balance in developing strength in opposing muscle groups.

Objective 4: Adjust and monitor fitness and exercise programs using a variety of technological resources.

- a. Assess and adjust personal fitness plan utilizing computer software for feedback.
- b. Evaluate intensity levels of activities using data from heart rate monitors and/or pulse sticks.
- c. Enhance the development of fitness plans through using information found on the Internet.
- d. Use camcorders or digital cameras to analyze performance and observe models of excellence in a variety of activities.

Standard 5: Students will exhibit responsible personal and social behaviors that show respect for themselves and others in physical activity settings.

Objective 1: Demonstrate the ability to make responsible choices in activity settings.

- a. Identify and follow rules while playing sports and games, while keeping winning and losing in perspective.
- b. Make responsible choices based on the safety of self and others when participating in physical activities.
- c. Accept the consequences of personal behavior choices.
- d. Strive to act independently of peer pressure.
- e. Work to improve physical fitness and motor skills.

Objective 2: Demonstrate the ability to work with others in activity settings.

- a. Demonstrate leadership in a number of activities.
- b. Work with a partner in fitness activities.
- c. Analyze factors contributing to performance outcomes without blaming others.
- d. Identify positive and negative peer influences.
- e. Resolve interpersonal conflicts with sensitivity to the rights and feelings of others.

Standard 6: Students will value physical activity for health, enjoyment, challenge, self expression and/or social interaction.

Objective 1: Appreciate the benefits of living a healthy lifestyle.

- a. Analyze and categorize physical activities and exercises according to their benefits throughout life.
- b. Recognize that, in addition to physical fitness, regular activity participation offers social and psychological benefits.
- c. Recognize how proper nutrition and exercise impact childhood obesity and type II

diabetes.

d. Recognize the importance of establishing a pattern of daily participation in a number of different activities.

Objective 2: Recognize that physical activity provides opportunities for challenge, enjoyment, self-expression, and social interaction.

a. Develop strategies for overcoming fear of participating in new activities outside of personal comfort zones.

b. Recognize individual abilities and limitations when determining goals and personal challenges.

c. Respect, appreciate, and enjoy the aesthetic and creative aspects of activity participation.

d. Participate in activities that offer social interaction with people of varying ability levels and different social and cultural backgrounds.