**Sample Course Outline**

Physical Education Studies

ATAR Year 11

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Sample course outline

Physical Education Studies – ATAR Year 11

Unit 1 and Unit 2

| **Week** | **Key teaching points** | **Assessment** |
| --- | --- | --- |
| 1 | **Developing physical skills and tactics*** develop a range of sport-specific movement skills and techniques to enhance performance
* select, adapt and apply skills and techniques in games and other competitive situations
* select and apply tactics to solve sport specific tactical problems
* use of space
* positioning
* decision making

**Note:** The above content areas are ongoing and will be addressed throughout the practical skill development teaching and learning activities.**Functional anatomy*** bones

|  |  |  |
| --- | --- | --- |
| * humerus
* radius
* ulna
* femur
* patella
 | * tibia
* fibula
* pelvis
* sternum
* ribs
 | * carpals
* metacarpals
* phalanges
* tarsals
* metatarsals
 |

* muscles

|  |  |  |
| --- | --- | --- |
| * biceps
* triceps
* gastrocnemius
* trapezius
* deltoid
 | * quadriceps
* hamstrings
* tibialis anterior
* adductor group
* latissimus dorsi
 | * soleus
* abdominal
* gluteus maximus
* pectorals
* hip flexors
 |

 |  |
| 2–3 | **Functional anatomy*** structure and function of the circulatory system
* [heart](http://www.biologyreference.com/Bl-Ce/Blood-Vessels.html)
* arteries
* veins
* capillaries
* blood
* structure and function of the respiratory system
* lungs, diaphragm, alveoli (gaseous exchange)
* inspiration (inhalation)
* diaphragm contracts
* thoracic cavity expands
* air pressure in the lungs drops
* air is drawn into lungs due to pressure difference
* expiration (exhalation)
* diaphragm relaxes
* pleural cavity contracts
* air pressure in the lungs increases
* air is pushed out of the lungs
 |  |
| 4–5 | **Functional anatomy*** characteristics of skeletal muscle tissue and their relationship to the production of movement for physical activity
* excitability
* contractibility
* extendibility
* elasticity
* relationship between the musculoskeletal system and joint movement in the creation of movement
* antagonist pairs
* origin and insertion points of muscles
* movement types created by muscle action and joint movement
* flexion
* extension
* supination
* pronation
* circumduction
* rotation
* dorsi flexion
* plantar flexion
* adduction
* abduction
 |  |
| 6–7 | * Biomechanics
* definition of the following terms:
* linear motion
* angular motion
* general motion
* projectile motion
* application of projectile motion to sport in relation to:
* optimal projection
* parabolic trajectory
* release of projectiles
* angle
* velocity
* height
 |  |
| 8 | **Biomechanics** * application of linear motion to sport in relation to:
* speed
* velocity
* acceleration
 |  |
| 9 | **Biomechanics** * definition of the principle of balance and how it applies to sport in relation to:
* base of support
* height of centre of gravity
* line of centre of gravity
* mass
* static balance
* dynamic balance
 |  |
| 10–11 | **Biomechanics** * definition of Newton’s First, Second and Third Laws of Motion, and how they apply to sporting contexts
* definition of the three classes of levers
* axis (fulcrum)
* resistance (load)
* force (effort)
 | **Task 1:** topic test - functional anatomy; biomechanics(8 %) |
| 12–13 | **Motor learning and coaching*** classification of motor skills
	+ gross
	+ fine
	+ open
	+ closed
	+ discrete
	+ serial
	+ continuous
* Fitts and Posner phases of motor learning and how they can be used to develop/improve specific physical skills
 |  |
| 14–15 | * Motor learning and coaching
* types of cues used to improve performance
* visual
* verbal
* proprioceptive
* information processing model during skill performance
* identification of stimuli/input
* response identification/decision making
* response/output
* feedback
 | **Task 2:** sport 1 performance – developing physical skills and tactics (15%) |
| 16–17 | * Motor learning and coaching
* types of feedback
* intrinsic (inherent)
* extrinsic (augmented)
* terminal knowledge of results, knowledge of performance
* concurrent
* verbal
* non-verbal
* purpose of feedback
* reinforcement
* motivation
 | **Task 3:** Semester 1 written examination (15%) |
| 18 | **Exercise physiology*** responses to physical activity
* heart rate (HR)
* stroke volume
* blood pressure (BP)
* cardiac output
* respiratory rate
* perspiration
* blood redistribution
 |  |
| 19 | **Exercise physiology*** long-term cardiovascular and respiratory effects of training
* cardiac hypertrophy
* heart rate (HR)
* stroke volume
* blood pressure (BP)
* blood volume/haemoglobin
* maximum oxygen uptake (VO2 max)
* capillarisation
* ventilation
* oxygen exchange
 |  |
| 20 | **Exercise physiology*** utilisation of carbohydrates, fats and proteins as energy sources for physical activity
 | **Task 4:** biomechanical analysis – biomechanics; exercise physiology; motor learning and coaching(10%) |
| 21–22 | **Exercise physiology*** the [energy systems](http://www.brianmac.co.uk/energy.htm) and their response to physical activity
* anaerobic
* adenosine triphosphate creatine phosphate (ATP-CP)
* lactic acid
* aerobic
 |  |
| 23 | **Exercise physiology*** relationship between energy systems and types of physical activity
* the energy system continuum
 |  |
| 24–25 | **Exercise physiology*** interrelationship between training methods, principles of training and fitness components
* training methods
* resistance training – isometric, isotonic, isokinetic
* interval training (short and long)
* continuous training
* circuit training
* fartlek
* flexibility
* plyometrics
 |  |
| 26–27 | **Exercise physiology*** principles of training
* progressive overload
* frequency
* intensity
* time (duration)
* type
* specificity
* reversibility (detraining)
* components of fitness
* cardiorespiratory endurance
* muscular strength
* muscular endurance
* flexibility
* body composition
* agility
* balance
* coordination
* reaction time
* speed
* power
 | **Task 5:** topic test – exercise physiology(12%) |
| 28 | **Sports psychology*** psychological considerations for improved performance and achieving the ideal performance state (‘the zone’)
* motivation
* self-confidence
* stress management
* concentration or attentional control – Nideffer’s model
* arousal regulation for optimal performance, including the inverted U hypothesis
 |  |
| 29 | **Sports psychology*** influence of age, skill level, and type of activity on motivation, arousal regulation (inverted U hypothesis), concentration in physical activity
* goal setting
* characteristics of goals (SMARTER)
* types of goals
* performance
* outcome
* process
 |  |
| 30 | Examination revision | **Task 6:** sport 2 performance – developing physical skills and tactics(15%)**Task 7:** Semester 2 written examination(25%) |