Sample Course Outline

Physical Education Studies

General Year 11

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Sample course outline

Physical Education Studies – General Year 11

Unit 1 and Unit 2

| **Week** | **Key teaching points** | **Assessment** |
| --- | --- | --- |
| 1 | Developing physical skills and tactics* develop and apply basic movement skills, patterns and techniques
* definitions of strategy and tactic
* basic classifications of physical activity
	+ invasion
	+ target
	+ net/wall
	+ athletics
	+ striking, fielding
	+ aquatics
* identify and develop basic tactical concepts
* identify and apply solutions to selected tactical problems
	+ prevent scoring
	+ restart play
	+ score

Note: the above content areas are ongoing and will be addressed throughout the practical skill development teaching and learning activities.Functional anatomy* five major functions of bones
	+ support
	+ protection
	+ movement
	+ storage
	+ blood cell production
 |  |
| 2–3 | Functional anatomy* four bone classifications
	+ long
	+ short
	+ flat
	+ irregular
* major bones that assist with skeletal movement
	+ femur
	+ tibia
	+ humerus
	+ fibula
	+ radius
	+ pelvis
	+ ulna
	+ vertebrae
* basic structure and function of tendons and ligaments
 |  |
| 4 | Functional anatomy* basic terminology used to describe types of movements
	+ extension
	+ flexion
	+ rotation
* sagittal, frontal, and transverse anatomical planes
 |  |
| 5–6 | Functional anatomy* basic functions of the muscles
	+ movement
	+ posture
	+ joint stability
* types of muscles
	+ skeletal
	+ smooth
	+ cardiac
* major skeletal muscles that assist with movement
	+ biceps
	+ triceps
	+ abdominals
	+ gastrocnemius
	+ soleus
	+ quadriceps
	+ trapezius
	+ hamstrings
	+ deltoids
	+ pectoralis
	+ latissimus
	+ gluteus maximus
 |  |
| 7 | Functional anatomy* body types (somatotypes) and their suitability to specific sports
	+ endomorph
	+ mesomorph
	+ ectomorph
 |  |
| 8–9 | Functional anatomy* basic structure and function of the circulatory system
	+ heart
	+ arteries
	+ veins
	+ capillaries
	+ blood
* basic structure and function of the respiratory system
	+ lungs
	+ diaphragm
	+ alveoli
 | **Task 1**: Topic test – functional anatomy(7.5%) |
| 10–11 | Exercise physiology* immediate responses of the circulatory system to physical activity
	+ heart rate
	+ stroke volume
	+ blood pressure
	+ cardiac output
	+ maximal oxygen uptake (VO2max)
* responses of the respiratory system to physical activity
	+ tidal volume
	+ respiratory rate
	+ vital capacity
	+ gas exchange
 |  |
| 12–13 | Exercise physiology* definitions and features of the energy systems
	+ anaerobic – adenosine triphosphate–creatine phosphate (ATP-CP)
	+ lactic acid
	+ aerobic
 |  |
| 14–15 | Exercise physiology* components of health-related fitness
	+ cardiorespiratory endurance
	+ muscular strength
	+ muscular endurance
	+ flexibility
	+ body composition
* components of a performance-related fitness profile
	+ agility
	+ balance
	+ coordination
	+ reaction time
	+ speed
	+ power

**Motor learning and coaching*** explain the relationship between components of performance‑related fitness and skill development in terms of balance, speed, strength, and flexibility
 | **Task 2**:Performance in selected sport (netball)(25%) |
| 16–17 | Exercise physiology* characteristics of warm-up and cool down
	+ aerobic/continuous activity
	+ stretching (muscle specific)
	+ specific to the game
	+ safe techniques
* simple tests to measure fitness components
	+ step test
	+ grip test
	+ chin-up test
	+ sit and reach tests
	+ skinfold measurements
 | **Task 3**:Fitness testing – exercise physiology(12.5%) |
| 18–19 | Biomechanics**Note: No calculations required*** definitions of biomechanical principles relating to motion
	+ linear motion – movement in straight line
	+ angular motion – rotation
	+ general motion – combination of angular motion to create linear motion
* phases of movement (preparation, action and follow through) and how they can assist with biomechanical analysis
 |  |
| 20–21 | Biomechanics* role of biomechanics
	+ improve performance
	+ prevent sports injuries
 |  |
| 22–23 | **Motor learning and coaching*** classification of motor skills
	+ environmental influences – open and closed
	+ muscular involvement – gross and fine
	+ continuity – discrete, continuous and serial
	+ difficulty – simple and complex
* Fitts and Posner model of the phases of learning
	+ cognitive (early)
	+ associative (intermediate)
	+ autonomous (final)
 |  |
| 24–25 | Motor learning and coaching* basic elements of a training session
	+ warm-up
	+ fitness session
	+ skill development
	+ culmination
	+ cool down
* basic processes of coaching and/or teaching a skill
	+ introduce
	+ demonstrate and practise
	+ provide feedback
 |  |
| 26–27 | Motor learning and coaching* observe skills using basic tools, schema and rubrics
	+ checklists
	+ video
 | **Task 4**:Skill observation and analysis – motor learning and coaching(12.5%) |
| 28–29 | Sport psychology* factors to consider when preparing mentally for physical activity
	+ personal attitudes
	+ behaviours
	+ values
	+ participation
* role of mental skills in creating a mindset to improve performance
	+ know yourself
	+ use positive mental talk
	+ believe in yourself
	+ use your mind’s eye (mental imagery)
	+ learn from success and failure
 | **Task 5**:Performance in selected sport (soccer)(25%) |
| 30 | Sport psychology* skills and strategies required for team building
	+ compromise
	+ commitment to group goals
	+ respect for others’ values and trust
 | **Task 6**:End-of-year test(17.5%) |