

Course Description:

In this course, students explore key concepts from combative sports, gymnastics and tumbling, and a variety of team sports and activities. Students will also focus on advanced fitness guidelines, motor skill development, game strategy, and the physical, emotional, and cognitive factors that affect performance. Throughout the course, students evaluate their own fitness by setting goals, designing an exercise plan, and tracking their results.

Course Objectives:

- Demonstrate an understanding of moderate to vigorous physical activity by planning and tracking participation in an exercise program at least five days per week.
- Demonstrate the ability to develop an individualized exercise program by examining SMART goals, creating a program, and participating in a program.
- Explain how movement patterns, from simple to complex, apply to athletic activities by breaking down athletic movements into their simplest parts.
- Demonstrate proficiency in movement skills by performing athletic movements with appropriate technique.
- Demonstrate an understanding of how balance, reaction time, agility, coordination, explosive power, and speed apply to performance by providing rationale for the enhancement of each of these components for various athletic activities.
- Demonstrate an understanding of tactical thinking by developing a successful game plan strategy that includes offensive, defensive, and transition tactics.
- Demonstrate the ability to take advantage of biomechanical principles to increase sports performance by describing modifications that can be made to one's technique in a variety of sports.
- Demonstrate an understanding of the relationship between physical, emotional, and cognitive states on athletic performance by developing a plan for an athlete to overcome decreased performance.
- Evaluate the improvement of athletic performance of various athletes by implementing feedback mechanisms to guide performance outcomes.
- Implement effective training and conditioning practices for athletic performance enhancement by implementing the SPORT framework of skill acquisition into a safe and effective training program.
- Create and modify training plans for teams and athletes by using effective assessment and feedback mechanisms to improve athletic performance.
- Demonstrate the ability to analyze contest situations and determine appropriate strategies by developing a step-by-step approach to strategy development in contests.
- Develop strategies to increase the chances of success during athletic contests by implementing practices to prepare athletes for competition.
- Demonstrate an understanding of independent learning of movement skills by utilizing effective coaching and cueing techniques to help someone perform a skill with proper technique.
- Demonstrate the development of personal enjoyment through physical activity by tracking physical activity and mood through a journal.
- Demonstrate an understanding of how physical activity can be leveraged to improve psychological well-being by communicating exercise strategies as mood boosters to clients.
- Demonstrate an understanding of the importance of attitude on performance by developing an action plan to overcome challenging physical activities.

- Demonstrate how to keep people engaged in physical activity at all skill levels by developing a program to support them at their ability level.

Required Materials:

In course.

Course Overview:

Unit 1: Advanced Exercise and Movement Skill Development

- Texts:

Lesson 1: Moderate Physical Activity Guidelines; Vigorous Physical Activity Guidelines; Developing Challenging Physical Fitness Goals

Lesson 2: Explaining Simple Movement Patterns in Physical Activity; Complex Movement Patterns in Physical Activity; Combining and Applying Movement Patterns in Physical Activity

Lesson 3: Applying Movement Patterns in Combative Sports; Applying Movement Patterns in Gymnastics and Tumbling; Applying Movement Patterns in Team Sports

Lesson 4: Understanding the Skill-Related Components of Athletic Performance; Describing the Physiology of Skill Development; Developing Skills Through Motor Pattern Development

Lesson 5: Assessing Skill Performance; Building a Skill Development Program; Coaching and Cueing for Proper Movement Skill Technique

- Key Terms

- Workbook Problems (lessons 1-5, one to three questions each)

- Discussion Board (lessons 1-5)

- Checkpoint (lessons 1-5, 10 questions each)

- Project: Physical Activity Log (lessons 1-5)

- Project: Create Your Own SMART Goal (check-ins: lessons 1, 3, and 5)

Unit 2: Game Strategy

- Texts:

Lesson 6: Describing the Offensive Strategy; Describing the Defensive Strategy; Describing the Transition Strategy

Lesson 7: Applying Game Theory in Sports; Implementing Game Strategy; Developing Precontest Strategies

Lesson 8: Implementing In-Game Strategy; Preparing for Situational Game Strategy; Executing Situational Game Strategy

Lesson 9: Determining Next Steps through Outcomes; Developing New Game Plans; Reassessing Success of New Practice Strategies

Lesson 10: Working with Different Skill Levels; Looking into Team Motivation; Focusing on the Individual in a Team Setting

- Key Terms
- Workbook Problems (lessons 6-10, one to three questions each)
- Discussion Board (lessons 6-10)
- Checkpoint (lessons 6-10, 10 questions each)
- Project: Physical Activity Log (lessons 6-10)
- Project: Create Your Own Cue Statement (check-ins: lessons 6, 8, 10)

Unit 3: Considerations for Athletic Development

- Texts:

Lesson 11: Introducing the SPORT Framework; Implementing the SPORT Framework; Looking at the SPORT Framework and Integrated Training

Lesson 12: Introducing Advanced Biomechanics; Applying Advanced Biomechanics to Sports; Opposing Forces in Sports

Lesson 13: Utilizing Equipment in Sports; Using Equipment to Take Advantage of the Principles of Biomechanics; Applying Biomechanics to Increase Performance of Movement Skills;

Lesson 14: Understanding Feedback for Performance Enhancement; Providing Feedback on Performance; Applying Effective Feedback for Performance Improvement

Lesson 15: Identifying Assessments for Various Athletes; Using Assessment Results to Build Appropriate Training Programs; Understanding Reassessments and Program Modification

- Key Terms
- Workbook Problems (lessons 11-15, one to three questions each)
- Discussion Board (lessons 11-15)
- Checkpoint (lessons 11-15, 10 questions each)
- Project: Physical Activity Log (lessons 11-15)

- Project: Create a SPORT Framework Slide Presentation (check-ins: lessons 11, 13, and 15)

Unit 4: Behavior Modification

- Texts:

Lesson 16: Introducing the Psychological Benefits of Exercise; Understanding the Physiology of Psychological Improvements of Exercise; Finding Opportunities to Improve Psychological Well-Being through Exercise

Lesson 17: Understanding Motivation, Focus, and Flow; Looking at Motivation, Flow, and Focus; Motivation and Visualization Techniques

Lesson 18: Explaining Failure in Athletic Performance; Determining How Bad Diets and Poor Sleep Affect Physical Activity; Determining How Injuries and Illness Affect Physical Activity

Lesson 19: Using Visualization; Overcoming Failure; Overcoming Health-Related Factors to Improve Performance

Lesson 20: Choosing the Right Technique; Training the Brain; Performing Better through Visualization

- Key Terms
- Workbook Problems (lessons 16-20, one to three questions each)
- Discussion Board (lessons 16-20)
- Checkpoint (lessons 16-20, 10 questions each)
- Project: Physical Activity Log (lessons 16-20)
- Project: The Endorphin Experiment (lessons 16, 18, and 20)

Unit 5: Personal Program Development

- Texts:

Lesson 21: Understanding Attitude, Determination, and Grit; Understanding Motivation; Looking at Personal Satisfaction and Enjoyment of Physical Activities

Lesson 22: Setting Exercise Plan Goals; Developing an Exercise Program; Developing a Continuous Assessment Schedule

Lesson 23: Evaluating Movement Patterns; Using Movement Skill Feedback; Connecting the SPORT Framework and Personal Skill Development

Lesson 24: Assessing Performance Skill Levels; Combining Personal Goals with Performance Skill Improvement; Developing a Program to Meet Personal Goals

Lesson 25: Understanding Why Young People Quit Physical Activities; Engaging People to Keep Them Motivated in Physical Activity; Looking into Community Engagement Programs

- Key Terms
- Workbook Problems (lessons 21-25, one to three questions each)
- Discussion Board (lessons 21-25)
- Checkpoint (lessons 21-25, 10 questions each)
- Project: Physical Activity Log (lessons 21-25)
- Project: Mission Possible: Cultivating Attitude, Determination, and Grit (check-ins: lessons 21, 23, and 25)

Unit 6: Review and Final Exam

Lesson 26 – Unit 1 Review

Lesson 1 Review; Lesson 2 Review; Lesson 3 Review; Lesson 4 Review; Lesson 5 Review

Lesson 27 – Unit 2 Review

Lesson 6 Review; Lesson 7 Review; Lesson 8 Review; Lesson 9 Review; Lesson 10 Review

Lesson 28 – Unit 3 Review

Lesson 11 Review; Lesson 12 Review; Lesson 13 Review; Lesson 14 Review; Lesson 15 Review

Lesson 29 – Unit 4 Review

Lesson 16 Review; Lesson 17 Review; Lesson 18 Review; Lesson 19 Review; Lesson 20 Review

Lesson 30 – Unit 5 Review & Final Exam

Lesson 21 Review; Lesson 22 Review; Lesson 23 Review; Lesson 24 Review; Lesson 25 Review

- Practice Questions (lessons 26-30)
- Discussion Board (lessons 26-30)
- Project: Physical Activity Log (final submission)
- Project: Make Your SMART Goal SMARTER (check-ins: lessons 26, 28, and 30)
- Final Exam
- End of Course