



Board/Authority Authorized Course: **Principles of Sport 10**

School District/Independent School Authority Name: Cowichan Valley School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD79 Cowichan Valley
Developed by: Darcy Hoff, Kevin O'Donnell	Date Developed: February 10, 2021
School Name: Cowichan Secondary	Principal's Name: Darcy Hoff
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Principles of Sport	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 120
Course Category: (Filled in by the developing school) Leisure and Recreational Activities	Course Code: (Filled in by the district) YLRA-0E

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required:

The teacher must be a qualified Physical Education specialist with a coaching certification within that sport. Extensive coaching and playing experience are required. In addition, a background and knowledge in athletic training is preferred. Access to playing fields, classrooms, gymnasium and fitness facility (weight room) are necessary. Essential equipment will include sport specific items, pinnies and various training equipment.

Course Synopsis:

This course is a sport-specific program designed to develop student-athletes on a continuous, yearlong basis. As a result, and given the nature of sport, it is essential that technical skills and knowledge of the respective game be reinforced year to year. As students develop, the grade 10 course asks them to have a deeper understanding for the rationale for decisions made around training, preparation and practices. This course is designed to have students learn a variety of scientific principles, techniques and methodologies pertaining to the human body. Topics will include physical training, preparation and recovery, practices that support mental wellbeing and preparation, care and prevention of athletic related injuries, sports nutrition, the evolution of the sport, and the relationship to personal development and identity. In addition, important life skills will also be developed. These skills include: goal-setting, leadership, time management, conflict resolution, communication, and social responsibility.

Goals and Rationale:

The pursuit of athletic excellence serves to promote physical literacy and provide for a healthy active lifestyle, lifelong learning and the skills and knowledge necessary to motivate students to be self-directed. This course creates an appreciation for the personal benefits of sport-specific high-level training and physical fitness. It is paramount that students learn the principles of training and the specific methodologies that suit their individual development and needs to promote a lifetime of fitness.

Indigenous Worldviews and Perspectives:Declaration of First Peoples Principles of Learning:

- Athletic endeavours support the development of self in support of connecting with others.
- Learning is embedded in memory, history and story.
- Leading and coaching involves learning from mentors as well as those we are meant to lead.
- Leadership and learning is holistic, reflexive, reflective, experiential and relational.
- Athletic learning requires exploration of one's identity, philosophy and ethics.

Declaration of Aboriginal Worldviews and Perspectives:

The First Peoples Principles of Learning are inherent in the aspects included in Principles of Sport 11. Being a member of a sports academy is inseparable from connectedness and relationships; specifically:

- Community involvement (process and protocols)
- The power of story
- Experiential learning
- Flexibility
- Leadership
- A positive learner centered approach
- Community engagement
- The role of the teacher (leader or coach)
- Local focus

BIG IDEAS

<p>Healthy living is essential for all sport.</p>	<p>Physical literacy and tactical awareness enable development within sport.</p>	<p>It is important for athletes to understand and apply sport specific rules, regulations and conventions to be safe, respectful and successful athletes</p>	<p>Within all sports our personal development and identity influence how we interact with others and how we develop an understanding of ourselves</p>	<p>Mental wellbeing and preparation set a foundation for athletic development and performance.</p>
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Healthy Living</p> <ul style="list-style-type: none"> Engage in the development and maintenance of personal physical health through sound nutritional practices Reflect on outcomes of personal healthy-living goals and explore the effectiveness of various strategies Identify the potential effects of social influences on health value diverse training experiences <p>Physical literacy</p> <ul style="list-style-type: none"> demonstrate proficiency at fundamental technical and tactical skills of the sport identify the biomechanics of fundamental movements within the sport and its connection to reduction of sports injury identify and address injuries appropriately demonstrate proper (safe and efficient) technique in the application of fitness training technique 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> F.I.T.T. Principle, specificity Sport specific skills Reflection and refinement of skills and strategy tactical awareness understand the positional responsibilities understand the specific laws and/or rules of the sport understand the history and cultural influences on the sport understand a variety of techniques related to mental preparation, performance and recovery (e.g., imagery, self-talk) understand the importance of rest and recovery understand social dynamics and your role and contribution to them understand conflict resolution strategies and solution-based problem solving

Rules and Regulations

- Recognize and describe the evolution of the sport
- Consistently demonstrate respect for officials and officiating
- Consistently demonstrate respect for the rules of the game
- Develop a more generalized understanding of the rules of the sport

Personal development

- Consistently demonstrate respect towards peers, coaches, officials and other supporting staff
- Explain and demonstrate personal and team discipline and cohesion and patience
- Develop and demonstrate skills for responding to interpersonal conflict
- Demonstrate appropriate social behaviour while working cooperatively with others
- Encourage and support classmates and staff
- Demonstrate dedication and commitment to sport
- Demonstrate personal accountability

Mental wellbeing and sports psychology

- Engage in sound decision making skills when under pressure and in a variety of situations
- Plan ways to overcome potential physical and mental barriers to participation in sport
- Identify the effects of visualization and mental preparation on goal setting and human performance

- understand the factors that influence self-confidence and self-esteem and how they influence mental wellbeing
- concepts of nutrition (micro and macronutrients)
- signs and symptoms of common sports injuries and strategies to avoid them
- dietary requirements for optimal performance and recovery
- sport safety guidelines
- consequences of bullying, stereotyping, and discrimination
- self-confidence and self-esteem and how they influence mental well-being and performance
- signs and symptoms of stress, anxiety, and depression
- potential short- and long-term consequences of health decisions

Big Ideas – Elaborations

Healthy living:

- *Sample inquiry questions*
 - How does participation in a variety of activities and sports improve my wellbeing?
 - How does improved nutritional awareness and practices influence my sense of wellbeing?

Physical literacy and tactical awareness:

- *Sample inquiry questions*
 - In what ways and to what extent does effective training prevent sports related injuries?

Rules and regulations:

- *Sample inquiry questions*
 - How does a deeper understanding of the rules and regulations of my sport enhance my ability to participate as a safe, respectful and proficient athlete?

Personal development:

- *Sample inquiry questions*
 - How do I contribute to a positive team or training culture?
 - What actions and behaviours contribute to the wellbeing of fellow classmates and coaching staff?

Mental wellbeing:

- *Sample inquiry questions*
 - How does attending to mental preparation enhance my ability to persevere when under pressure?

Curricular Competencies – Elaborations

Healthy Living

- **personal physical health:** taking care of your personal physical well-being by developing the habit of regular physical activity
- **nutritional practices:** personal and family food choices, preparation for training/performance and recovery practice, food choices while travelling, sport specific nutritional needs.
- **personal healthy-living strategies:** e.g., goal setting (short term and long-term goals), self-reflection, time management, self-discipline, role play, food analysis
- **social influences** could include:
 - social media
 - use of technology (e.g., gaming)
 - peer pressure
 - How can I manage my use of technology?
 - relationships with family, peers and staff
- **diverse training experiences** may include:
 - participate in other sports that overlap in mental and physical skills

- Yoga, Pilates, dance, golfing
- a variety isolated training in gym (e.g., weightlifting, plyometrics)
- sprint training

Physical literacy

- **fundamental technical skills:** the motor programs necessary to complete a physical movement
- **tactical skills:** combining technical skill with reading the situation and decision making
- **biomechanics:** how the physical patterns of movement connect to the structure and function of the body
- **fitness training technique:** safe and effective movements while training.
 - role of fitness development in pre-season practices
 - role of skill development in pre-season practices
 - develop agility, balance and coordination
 - rest and recovery
 - off-season conditioning
- **appropriate:**
 - rehabilitation from injury
 - adhere to physical injury and concussion protocols

Personal development

- **skills:**
 - How do I find a positive solution?
 - Why is communication sometimes ineffective?
 - What can I do intentionally to make my communication more effective?
 - What role did I have in creating the conflict? How have I demonstrated compassion?
 - What role do I have to remedy situations that are difficult?
- **appropriate social behaviour:** How does my personal awareness influence a situation? How does being socially aware allow me to contribute positively to our class and training culture?
- **personal accountability:** students are responsible for their own actions and behaviour.

Mental wellbeing and sports psychology

- **strategies** may include:
 - visualization
 - imagery
 - positive self-talk
 - maintaining positive relationships with others
- **decision making skills:** identifying and choosing the most appropriate solution to a problem or scenario that occurs in training, performance and in interpersonal relationships
- **barriers:** what are some situations that may arise that will impact my commitment, persistence or performance? How can I act proactively to prevent them? How can I handle them when they occur?

Content – Elaborations

Healthy Living:

- be able to identify the dietary food groups
- be able to identify sources of nutrients in the dietary food groups.
- be able to distinguish between fat, carbohydrates, protein, vitamins and minerals and their impact on their health.
- be able to identify the dietary requirements for optimal performance and recovery.
- understand and appreciate the necessity for a good diet if one desires optimal performance.
- understanding of the importance of hydration before, during and after exercise.

FITT principle: a guideline to help develop and organize personal fitness goals based on:

- Frequency – how many days per week
- Intensity – how hard one exercises in the activity (e.g., percentage of maximum heart rate)
- Type – the type of activity or exercise, focusing on the fitness goal (e.g., jogging for cardio endurance)
- Time – how long the exercise session lasts

Specificity: The types of exercises chosen will determine the kinds of fitness improvements (e.g., a student who wants to improve his or her flexibility levels would perform stretching exercises).

Sport Specific skills include:

- movement,
- offensive
- defensive
- fine/gross motor skills
- different formations and systems of play

Positional responsibility: e.g., spatial positioning based on events, anticipating plays and behaviours and adjusting position

Understanding the history and cultural influences on the game: e.g., how roles have changed and how changing rules have influenced the sport; the influence of political climates and practices on sport.

Rules, regulations and conventions: knowing hand signals of umpires/referees, rule changes, how rules vary in different locations and different competition formats (e.g., altered playing formats, international versus domestic competition), routines and common practices before, during and after a competition.

Health decisions: including those involving physical activity, healthy eating, sleep routines, and technology

Recommended Instructional Components:

- Direct instruction
- Analysis of Self/Peer feedback
- Interactive instruction
- Modelling
- Demonstrations
- Group work
- Independent study
- Experiential learning
- Simulations
- Instructional Video
- Online content
- Video analysis
- Guest coaches and instructors

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

Quality assessment

- is fair, transparent, meaningful and responsive to all learners
- focuses on all three components of the curriculum model – knowing, doing, understanding
- provides ongoing descriptive feedback to students
- is ongoing, timely, specific, and embedded in day-to-day instruction
- provides varied and multiple opportunities for learners to demonstrate their learning
- involves students in their learning (voice & reflection)
- promotes development of student self-assessment and goal setting for next steps in learning
- allows for a collection of student work to be gathered over time to provide a full profile of the learner and learning
- communicates clearly to the learner and parents where the student is, what they are working towards and the ways that learning can be supported
- triangulates products, observations, and conversations to create a holistic and more accurate understanding of the learner's proficiency with the learning standards (curricular competencies & content)

Evidence of learning may include:

- Participation Skills/Fitness
- Portfolio/journal
- Performance assessments with a skills continuum

Learning Resources:

Videos/Online streamed instructional videos

Resource Books

Primary sources-- e.g., experts in the field, alumni

Conference Material Sport body Newsletters/Website (local, domestic and international)

Website Authentic Documents (magazines, newspapers, etc.)

PISE Journals and Periodicals

National sports body (guest speakers, coaches, articles, etc.)