

# Stage 2 Physical Education: Semester 1 Overview 2018

## Teacher: Cameron Stewart

Weeks	Topic	Summative Assessments
<b>Term 1</b> <b>1-5</b>	<p><b>Energy Sources for Physical Performance</b></p> <ul style="list-style-type: none"> <li>- Sources of nutrients; carbohydrates, fats &amp; proteins.</li> <li>- Energy systems; aerobic &amp; anaerobic energy systems, ATP-PC system, Lactic Acid system &amp; aerobic system.</li> <li>- Contribution of energy systems for specific activities.</li> <li>- Acute responses to exercise; circulatory, respiratory and muscular system.</li> </ul> <p><b>Introduction to Training and Evaluation of Physical Performance</b></p> <p><b>Practical: Lawn Bowls</b></p> <ul style="list-style-type: none"> <li>- Preparation, delivery of bowls, FH/BH shots, tactics initiative and collaboration, leadership and fair play.</li> </ul>	<p>Throughout the semester, there are formative assessments and tests that assess the students' level of learning and understanding. However, these do not contribute to the students' overall grade*</p> <p>Concept 1 Test: What are the sources of energy for physical performance?</p>
<b>6-11</b>	<p><b>Training and Evaluation of Physical Performance</b></p> <ul style="list-style-type: none"> <li>- Chronic responses to aerobic &amp; anaerobic training.</li> <li>- Analysis of energy demands of sport and training prescriptions.</li> <li>- Measurements of fitness performance</li> <li>- Training methods specific to fitness factors and physical activities.</li> </ul> <p><b>Physiological Factors Affecting Performance</b></p> <ul style="list-style-type: none"> <li>- Body stature, composition and gender.</li> <li>- Environmental considerations on performance.</li> <li>- Nutrition for physical performance.</li> <li>- Fatigue and performance.</li> </ul> <p><b>Issues Analysis</b></p> <ul style="list-style-type: none"> <li>- Students begin researching and reporting on an issue concerning health and physical activity.</li> </ul> <p><b>Practical: Lawn Bowls</b></p> <ul style="list-style-type: none"> <li>- Preparation, delivery of bowls, FH/BH shots, tactics initiative and collaboration, leadership and fair play.</li> </ul>	<p><b>Non-Integrated Task 1</b>  <b>Exercise Physiology and Physical Activity</b></p> <p>Concept 2 Test: What are the effects of training and evaluation on physical performance?</p> <p>Concept 3 Test: How can specific physiological factors affect performance?</p> <p><b>Lawn Bowls Performance Checklist</b></p>
<b>Term 2</b> <b>1-6</b>	<p><b>How a Skill is Acquired</b></p> <ul style="list-style-type: none"> <li>- Definitions and descriptions of learning styles.</li> <li>- Classification and characteristics of skills and a skilled performer.</li> </ul>	<p><b>Issues in Physical Activity</b></p> <p>Concept 1 Test: How is a skill acquired?</p> <p>Concept 2 Test: What are the specific factors that affect learning?</p>

	<ul style="list-style-type: none"> <li>- Learning process in acquiring physical skills and stages of learning.</li> </ul> <p><b>Specific Factors Affecting Learning</b></p> <ul style="list-style-type: none"> <li>- Factors include; nature of the task, feedback, environmental factors, characteristics of the learner, retention, timing and anticipation.</li> </ul> <p><b>Practical Component: Badminton</b></p> <ul style="list-style-type: none"> <li>- Developing skill level and understanding in badminton, including; service, service reception, overhead shots, net shots, leadership/initiation of tactics, general contribution.</li> </ul>	
<b>7-8</b>	<p><b>Psychology of Learning and Performance of Physical Skills</b></p> <ul style="list-style-type: none"> <li>- Factors include; goal-setting, feedback, communication, the effects of anxiety and arousal on performance, visualisation, self-esteem and models of coaching.</li> </ul> <p><b>Practical Component: Volleyball</b></p> <ul style="list-style-type: none"> <li>- Developing skill level and understanding in badminton, including; service, service reception, setting, blocking, spiking, attack reception, independence, leadership/initiation of tactics, general contribution.</li> </ul>	Concept 3 Test: How can psychology of learning affect the performance of physical skills?
<b>9</b>	<p><b>Revision &amp; Semester Examination</b></p> <p><b>Practical Component: Badminton</b></p> <ul style="list-style-type: none"> <li>- Developing skill level and understanding in badminton, including; service, service reception, overhead shots, net shots, leadership/initiation of tactics, general contribution.</li> </ul>	Semester Examination
<b>10</b>	<p><b>Review of Exam Content</b></p> <p><b>Practical Component: Badminton</b></p> <ul style="list-style-type: none"> <li>- Developing skill level and understanding in badminton, including; service, service reception, overhead shots, net shots, leadership/initiation of tactics, general contribution.</li> </ul>	