



Athletics
Grades 9-12
2017

Course Title: Athletics
Course/Unit Credit: 0.5
Course Number: 485040
Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.
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Athletics

Athletics is a one-semester course designed to help students and athletes think differently about various aspects of training and competition, ultimately using these skills as they apply to sport, functioning in team environments, and most importantly to the other areas of their lives outside of athletics. This course fulfills the PE requirement for graduation.

Content Standards
1. Demonstrate competency in a variety of motor skills and movement patterns.
2. Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.
3. Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
4. Exhibit responsible personal and social behavior that respects self and others.
5. Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Notes:

1. To assist individuals with special needs to achieve the intent of Standard 2, physical education teacher education programs are allowed and encouraged to use a variety of accommodations and/or modifications to demonstrate skillful performance (e.g., modified/adapted equipment, augmented communication devices, multimedia devices) and fitness (e.g., weight programs, exercise logs) from SHAPE America.
2. When SLEs are closely related to national standards, a reference to the related national standard is included in parentheses at the end of the SLE.

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Content Standard 1: Demonstrate competency in a variety of motor skills and movement patterns.

A.1.1	Refine activity-specific movement skills in chosen team sport.
A.1.2	Demonstrate proficiency in chosen team sport through properly executed plays, performances, or routines
A.1.3	Demonstrate competency in multiple specialized skills in chosen team sport (S1.H3.L1)

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Content Standard 2: Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.

A.2.1	Apply the terminology associated with chosen team sport.
A.2.2	Analyze and improve performance using movement concepts and principles. (e.g., speed vs. accuracy, force, motion, rotation)
A.2.3	Identify the stages of learning motor skills in chosen team sport. (S2.H3.L2)

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Content Standard 3: Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

A.3.1	Investigate the relationships among physical activity, nutrition, and body composition (S3.H1.L2)
A.3.2	Evaluate the validity of claims made by commercial products and programs pertaining to fitness and a safe, healthy, active lifestyle. ²⁹ (S3.H2.L1) Teacher Note: Examples include claims about performance enhancements, safety equipment, pre-workouts, etc.
A.3.3	Identify issues associated with exercising in heat, humidity, and cold and apply rates of perceived exertion and pacing (S3.H3.L1)(S3.H3.L2) Teacher Note - The Arkansas Activities Association has guidelines for heat risks that may be useful for teaching this SLE.
A.3.4	Evaluate activities that can be pursued in the local environment according to their benefits, social support network and participation requirements. (S3.H4.L1) Teacher Note - “Local environment” can refer to sporting events or games where the community attends for support. Athletes might also work with younger students as coaches and mentors.
A.3.5	Analyze the risks and safety factors that impact life choices, economics, motivation, and accessibility on exercise adherence and participation in chosen team sport
A.3.6	Demonstrate appropriate technique in resistance training through a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle (S3.H7.L1)(S3.H7.L2)

A.3.7	<p>Identify the different energy systems used in chosen team sport or activity (e.g., phosphagen, ,anaerobic glycolysis, aerobic glycolysis) (S3.H8.L2)</p> <p>Teacher note: See https://www.acefitness.org/blog/3256/the-three-primary-energy-pathways-explained for simple explanation of energy systems</p>
A.3.8	<p>Identify types of strength exercises and stretching exercises for personal fitness development (e.g.,strength, endurance, range of motion, muscle development) (S3.H9.L1)</p>
A.3.9	<p>Calculate target heart rate by using available technology or through self-monitoring (S3.H10.L2)</p>
A.3.10	<p>Create and maintain a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement) that enhances a healthy, active lifestyle in college or career settings (S3.H11.L1)(S3.H11.L2)(S3.H12.L2)</p> <p>Teacher Note: Refer to the FITT Principle as used in the Arkansas 6-8 Physical Education Standards in guiding students in the development of their plans. A PDF handout explaining the FITT principle can be found at http://www.ode.state.or.us/teachlearn/subjects/pe/curriculum/fittprinciple.pdf</p>
A.3.11	<p>Analyze the components of skill-related fitness in relation to life and career goals, and design an appropriate fitness program for those goals (S3.H12.L2)</p>
A.3.12	<p>Create and implement a snack plan for before, during and after exercise that addresses nutrition needs for each phase (S3.H13.L2)</p>
A.3.13	<p>Apply stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress (S3.H14.L2)</p>

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Content Standard 4: Exhibit responsible personal and social behavior that respects self and others.

A.4.1	Employ effective self-management skills to analyze barriers and modify physical activity patterns, as needed (S4.H1.L1)
A.4.2	Accept differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media (S4.H1.L2)
A.4.3	Exhibit proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance (S4.H2.L1) (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport) Teacher Note: Counterexamples might include such things as intentional fouls and using performance-enhancing substances.
A.4.4	Use communication skills and strategies that promote team or group dynamics (S4.H3.L1)
A.4.5	Solve problems and think critically by engaging in cooperative and collaborative physical activities both as an individual and in groups (S4.H4.L1) (S4.H4.L2)
A.4.6	Apply best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection) (S4.H5.L1)

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Content Standard 5: Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

A.5.1	Analyze the health benefits of chosen team sport or a self-selected physical activity (S5.H1.L1)
A.5.2	Establish challenging goals in order to experience success and encourage a desire to participate in chosen team sport (S5.H2.L2)
A.5.3	Identify the value of and opportunities for social interaction and social support in chosen team sport (S5.H4.L1)