

**K to 12 BASIC EDUCATION CURRICULUM
SENIOR HIGH SCHOOL – SPORTS TRACK**

Grade: 11

Core Subject Title: Psychosocial Aspects of Sports and Exercise

Semester: First

No. of Hours/ Semester: 80 hours/ semester

Pre-requisite:

Core Subject Description: This course will lead to an understanding of individual and social factors which influence participation, performance, adherence and psychological well-being in sports and exercise.

| CONTENT | CONTENT STANDARD | PERFORMANCE STANDARD | LEARNING COMPETENCIES | CODE |
|---|---|---|---|-----------------------|
| PSYCHOSOCIAL ASPECTS OF SPORTS AND EXERCISE I. Motivation in Sports and Exercise II. Group Dynamics in Sports and Exercise III. Arousal, Stress, and Anxiety in Sports and Exercise IV. Sports, Exercise, and Well-being | <i>The learner...</i> demonstrates understanding of basic psychosocial theories and concepts in sports and exercise for performance enhancement and adherence. | <i>The learner...</i> completes a portfolio consisting of journals, work sheets, interview reports, reflection papers and information materials regarding the psychological benefits of regular sports and exercise participation. | <i>The learner...</i> 1. explains how different types of motivation affect sports performance and exercise participation; | SP_PS11-Ia-b-1 |
| | | | 2. uses motivational strategies to encourage sports and exercise participation; | SP_PS11-Ic-d-2 |
| | | | 3. recognizes the value of understanding motivation for the initiation, continuation, or resumption of sports and exercise participation; | SP_PS11-Ia-t-3 |
| | | | 4. explains the importance of group structure, role clarity and acceptance for effective team functioning; | SP_PS11-Ie-f-4 |
| | | | 5. discusses the effects of group cohesion in sports performance and exercise participation; | SP_PS11-Ig-h-5 |
| | | | 6. recognizes the value of effective communication and group cohesion for sports performance and exercise participation; | SP_PS11-ia-t-6 |
| | | | 7. describes arousal, stress, and anxiety in sports and exercise settings; | SP_PS11-Ii-7 |
| | | | 8. explains how arousal and anxiety affects sports performance and exercise participation; | SP_PS11-Ij-k-8 |
| | | | 9. describes different strategies in regulating arousal, coping with stress and anxiety in sports and exercise; | SP_PS11-II-n-9 |

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|----------------|-------------------------|-----------------------------|--|------------------------|
| | | | 10. recognizes the value of regulating arousal, coping with stress and anxiety for better sports performance and exercise participation; | SP_PS11-Ii-t-10 |
| | | | 11. describes symptoms of burnout, and overtraining in sports and exercise participants; | SP_PS11-Io-p-11 |
| | | | 12. explains the psychological impact of injuries in sports and exercise participants; and | SP_PS11-Iq-s-12 |
| | | | 13. recognizes the value of regular sports and exercise participation for overall well-being. | SP_PS11-Ia-t-13 |

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Code Book Legend

Sample: SP_PS11-Ia-b-1

| LEGEND | | SAMPLE | |
|--|---|---|----------------|
| First Entry | Learning Area and Strand/ Subject or Specialization | Sports | SP_PS11 |
| | Grade Level | Grade 11 | |
| Uppercase Letter/s | Domain/Content/ Component/ Topic | Psychosocial Aspects of Sports and Exercise | |
| | | | - |
| Roman Numeral <i>*Zero if no specific quarter</i> | Quarter | First Quarter | I |
| Lowercase Letter/s <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i> | Week | Week one to two | a-b |
| | | | - |
| Arabic Number | Competency | explains how different types of motivation affect sports performance and exercise participation | 1 |

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References:

- Australian Curriculum Assessment and Reporting Authority. *The Shape of the Australian Curriculum: Health and Physical Education*. Sydney: Australian Curriculum Assessment and Reporting Authority, 2012.
- Centers for Disease Control and Prevention. *School-based Physical Education: Working with Schools to Increase Physical Activity among Children and Adolescents in Physical Education Classes. An Action Guide*. 2009, <http://www.prevent.org/actionguides>
- Centers for Disease Control and Prevention. *The Association between School-based Physical Activity, including Physical Education, and Academic Performance*. Atlanta, GA: U.S. Department of Health and Human Services, 2010.
- Michigan Department of Education. *Physical Education Content Standards and Benchmarks*. Michigan: Michigan Department of Education, 2007.
- Ministerial Committee for School Sport and Physical Activity. *Review Report: Future Development of School Sport and Physical Activity Presented to the Minister for Education and Training and Minister for the Arts*. Queensland Government: Department of Education, Training and the Arts, 2007.
- National Association for Sport and Physical Education (2009). *Appropriate Instructional Practice Guidelines, K-12: A Side-by-side Comparison*. 2009, www.naspeinfo.org
- National Association for Sport and Physical Education (NASPE). *Appropriate Instructional Practice Guidelines for Elementary School Physical Education: A Position Statement from the National Association for Sport and Physical Education (3rd edition)*. 2010, www.naspeinfo.org
- National Association for Sport and Physical Education. *College/University Physical Activity Instruction Programs: A Critical Piece in the Education of Young Adults*. 2007, www.aahperd.org/naspe.
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- National Association for Sport and Physical Education. *Moving into the Future: National Standards for Physical Education, 2nd Edition*. Reston, VA: National Association for Sport and Physical Education, 2004.
- National Association for Sport and Physical Education. *The Scope and Sequence of Fitness Education for PReK-16 Programs: NASPE Fitness Education Project*. 2013, www.aahperd.org/naspe
- Rusby, Sheelagh. *Physical Education: A Policy Statement*. UK: Dumfries & Galloway, 2013.
- SPARK. *Scope and Sequence: Early Childhood through High School*. 2007, <http://www.sparkpe.org/scope.pdf>
- UNESCO. *UNESCO: International Charter of Physical Education and Sport*. 2015, <http://unesdoc.unesco.org/images/0023/002354/235409e.pdf>