



Sports Performance 15/25

Monday/Wednesday/Friday (3 credits)

Mrs. Wiebe

General Description: The purpose of the Sports Performance curriculum is to provide student athletes an opportunity to learn a wide variety of knowledge, skills, and attitudes that support and help to maximize physical, social, and emotional potential through sporting endeavors. Through a combination of **theory and practical** exposure to areas of sports science, students enrolled in the course will be *introduced* to the field of athletic training through the study of:

- **Training Principles**
- **Performance Enhancement**
- **Performance Evaluation**
- **Nutrition**
- **Personal Development**
- **Basic Principles of anatomy, physiology**

The structure of the course will be centered on three modules:

COURSE REC1040: FOUNDATIONS FOR TRAINING 1

Level: Introductory

Prerequisite: None

Description: Students apply basic training and movement principles to health-related and performance-related components of fitness training. Students create fitness activities and develop a basic individual fitness plan to achieve goals for health-related and performance-related components.

Outcomes:

- 1. apply training and movement principles to the development of performance-related components of fitness**
- 2. apply training and movement principles to develop health-related components of fitness**
- 3. create a basic individual fitness plan for achievement of goals in selected health-related and performance-related components of fitness**
- 4. demonstrate basic competencies at the weight room**
- 5. make personal connections to the content to inform possible occupational choices**

Evaluation:

Assignments	40%
Weight Room Participation	60%
	100%

COURSE HSS 1020: NUTRITION & WELLNESS

Level: Introductory

Prerequisite: None



Description: Students learn the importance of nutrition and hydration for the promotion and maintenance of physical, emotional, and social health and wellness throughout life. Students evaluate food and supplement choices, the effects of activity on nutritional requirements and the use of labels to improve daily nutritional intake at all ages.

Outcomes:

- 1. analyze food choices and their effects on health and wellness**
- 2. explain the effects of hydration on health and wellness**
- 3. evaluate strategies for achieving optimal nutrition at various stages of life**
- 4. evaluate nutritional information and misinformation**
- 5. demonstrate basic competencies as follows:**

- **5.1** demonstrate fundamental skills to:
 - **5.1.1** communicate
 - **5.1.2** manage information
 - **5.1.3** use numbers
 - **5.1.4** think and solve problems
- **5.2** demonstrate personal management skills to:
 - **5.2.1** demonstrate positive attitudes and behaviors
 - **5.2.2** be responsible
 - **5.2.3** be adaptable
 - **5.2.4** learn continuously
 - **5.2.5** work safely
- **5.3** demonstrate teamwork skills to:
 - **5.3.1** work with others
 - **5.3.2** participate in projects and tasks

6. make personal connections to the content to inform possible career pathway choices as follows:

- **6.1** complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences:
- **6.2** create a connection between a personal inventory and occupational choices

Evaluation:

Assignments	40%
Weight Room Participation	<u>60%</u>

100%



COURSE HSS1010: HEALTH SERVICES FOUNDATIONS

Level: Introductory

Prerequisite: None

Description: Students examine fundamental attitudes, knowledge, and skills to prepare for further study in career pathways in health, recreation, and community services. Concepts related to the determinants of health, the dimensions of wellness, basic principles of anatomy, physiology and disease, and basic safety and reporting protocols for providing care to individuals in health, recreation, volunteer, and community support settings are reviewed.

Outcomes:

- 1. evaluate the determinants of good health in Canadian society**
- 2. evaluate the dimensions of wellness and factors affecting personal wellness**
- 3. perform effective and appropriate hand-washing techniques**
- 4. apply basic principles of movement that contribute to health and wellness**
- 5. explain basic principles of anatomy, physiology and disease related to systems of the human body**
- 6. describe basic legal obligations of people providing services in health care, community support, volunteer, and recreation settings through examples**
- 7. make personal connections to the content to inform possible pathway choices**

Evaluation:

Assignments	65%
Quizzes	15%
Exams	<u>20%</u>
	100%

Expectations for each module:

Attendance:

- You are to arrive **on time** and be ready to go. The bus won't wait!
- Students must come with a change of clothing conducive to working out, including clean running shoes.
- Students must bring a logbook and pencil to the weight room.
- If you are late, **a green slip must be provided** documenting the reason why.
- Attendance will be monitored daily, **unexcused absences** from class will result in **phone calls home**.
- **In-class assignments** must be completed on time and handed in for grading.

Behavior Expectations:

Students are expected to adhere to the student code of conduct.

Respect for other students and the teacher must always be evident.

Respect for the facility's equipment and the public must always be demonstrated.

Performance Expectations:

- As this course is optional to students, we expect that the type of student who enrolls in the course will be a **highly motivated** and conscientious individual who is ready to excel daily.
- The assumption will be made that the type of student enrolled in this course will be dedicated to becoming a better athlete through **performance enhancement training** and by understanding the associated theoretical background.