

12 SLR (CEC Course) - Scope and Sequence - 2022

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TERM 4	<p>Theory Title : Sports Coaching and Training Module 8.15 In this module students develop knowledge, understanding and skills in sports coaching and training methodology. Students examine the roles and responsibilities of the coach, various aspects of training sessions and the role of psychology in coaching. This process will lead students to develop and instruct their own coaching program. Students also develop appropriate ways of evaluating their coaching and training performance. Students may further develop their learning in this module through examining case studies of successful coaches or by practical participation in a community club. Create: Information Report, Coaching I movie resource which includes written scaffolds.</p> <p>Skills to complete task Theme position, TEEEC paragraph writing, subject specific terminology, summarising, ICT skills to develop an I movie.</p> <p>Theory Outcomes: 1.1,1.3,2.1,2.2,3.1,3.2,3.7,4.2,4.5 SLR Skills : Collecting, Analysing and Organising Information, Planning and Organising Activities</p> <p>Interpersonal : Communication, organisation by using a range of feedback sources to analyse strengths and weaknesses, students are able to identify ways in which performance can be improved.</p> <p>Practical Sports Focus: Fundamental Movement Skills Create Students participate in modelled coaching sessions from a variety of sports for Year 7</p> <p>Practical Outcomes: 1.1,3.1,4.2 SLR Skills : Communicating Ideas and Information, Working With Others and in Teams, Using Technology Interpersonal : communication, collaboration inclusion and relationship building, leadership and advocacy, social awareness. Movement : Tactical movement. Fundamental Movement Skills</p>										
	<p>Assessment task Project: Theory Coaching Session which outlines two FMS Practical: I Movie resource (ICT skills) Due Week 9 Term 4</p>										

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TERM 1	<p>Theory Title: Sports Administration Module 8.14 In this module students examine the issues influencing the administration of sport. Students examine the organisational structures and procedures of sporting organisations. They also explore the type and selection of various tournaments and investigate event management procedures. As a result, students develop the knowledge, understanding and skills required to design and implement a significant sports initiative. Students may wish to further explore this module through areas such as an investigation of the use of computers in administration, an analysis of the organisational processes of a successful committee or major event, or by actively participating in the implementation of a school based sports competition.</p> <p>Create Information report booklet on an Athletics event. Skills to complete task Subject specific terminology, summarising Theory Outcomes: 1.1,1.3,1.6,2.4,3.2,4.2,4.5 SLR Skills Collecting, Analysing and Organising Information, Planning and Organising Activities Interpersonal communication, organisation. Knowledge, skills and understanding required to design and implement a sports initiative</p> <p>Practical Sports Focus: Athletics Students will officiate an event at the KKHS Athletics Carnival Practical Outcomes 1.1,4.2 SLR Skills : Communicating Ideas and Information, Working With Others and in Teams Interpersonal : communication, collaboration inclusion and relationship building, leadership and advocacy, social awareness. Movement : Tactical movement</p>									
	<p>Assessment task Project: Theory Athletics booklet and evaluation Practical: Athletic Events- rules and officiating at carnival Due week 7 Term1</p>									

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	<p>Theory Title: Games and Sport Applications 2 Module 8.7 In these modules students will develop knowledge, understanding and skills that promote confidence and success in a range of games Students may undertake further detailed study in areas such as an independent research project of a chosen activity or in seeking qualifications as a coach, umpire or referee In Games and Sports Applications II, Examples of games and sports in this module are: Badminton, Baseball, Beach Volleyball, Bocce, Cricket, Croquet, Lawn Bowls, Racquetball, Softball, Squash, Table Tennis, Tennis, Volleyball. Elements of Specific games and sport activities Games and sports strategies and skills Aspects of Team play</p> <p style="text-align: center;">Create Written report</p> <p style="text-align: center;">Skills to complete task Theme position, TEEEC paragraph writing, subject specific terminology, summarising, extended response</p> <p style="text-align: center;">Theory Outcomes: 1.1, 1.3,2.1,3.1,3.2,4.1,4.4</p> <p style="text-align: center;">SLR Skills Collecting, Analysing and Organising Information, Communicating Ideas and Information, Planning and Organising Activities</p> <p style="text-align: center;">Interpersonal Self management, decision making and problem solving</p> <p>Practical Sports Focus: Skill instructional video, student choice from list</p> <p style="text-align: center;">Create practical participation and skill instruction video</p> <p style="text-align: center;">Practical Outcomes: 1.1,3.1,4.4</p> <p style="text-align: center;">SLR Skills : Communicating Ideas and Information, Working With Others and in Teams, Using Technology</p> <p style="text-align: center;">Interpersonal : communication, collaboration inclusion and relationship building, leadership and advocacy, social awareness.</p> <p style="text-align: center;">Movement : Fundamental movement, tactical movement, health and fitness enhancing movement</p> <p>Examples of games and sports in this module are: Badminton, Baseball, Beach Volleyball, Bocce, Cricket, Croquet, Lawn Bowls, Racquetball, Softball, Squash, Table Tennis, Tennis, Volleyball.</p>
Assessment task Project: Theory Witten report Extended response using TEEEC Practical: practical participation and skill instruction video Due Week 8 Term 2	

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TERM 3	<p>Theory Title: Healthy Lifestyle Recreation Sports Module 8.9 In this module students examine the components of a healthy lifestyle and the factors that influence lifestyle. Students will investigate lifestyle balance, focusing on physical activity, nutrition and drug use. Students will examine the consequences of imbalance with specific reference to particular health issues affecting young people. As a result of studying this module, students will develop the knowledge, understanding and skills required to analyse lifestyle practices and improve their personal health. Students may extend the study of this module by conducting surveys related to lifestyle and by completing a detailed analysis of personal lifestyle practices</p> <p style="text-align: center;">Create Lifestyle and Recreation Infographic Evaluate local recreation areas for suitability and safety Design a suitable recreational facility</p> <p style="text-align: center;">Skills to complete task ICT skills to design an infographic and recreational facility, summarising skills, visual literacy skills.</p> <p style="text-align: center;">Theory Outcomes: 1.5,2.3, 3.5,4.3,5.1,5.2,5.3,5.4,5.5</p> <p style="text-align: center;">SLR Skills Collecting, Analysing and Organising Information, Planning and Organising Activities, Using Technology, Solving Problems</p> <p style="text-align: center;">Interpersonal Social awareness, problem solving, decision making, self-management</p> <p>Practical Sports Focus: Students participate in various recreational activities that are available in the local community– Examples Lawn Bowls, Golf, Tennis, 10 Pin bowling</p> <p style="text-align: center;">Create Practical participation in a variety of recreational activities</p> <p style="text-align: center;">Practical Outcomes: 2.3</p> <p style="text-align: center;">SLR Skills Communicating Ideas and Information, Working With Others and in Teams</p> <p style="text-align: center;">Interpersonal : Collaboration, inclusion and relationship building, social awareness.</p> <p style="text-align: center;">Movement : Fundamental movement</p>									
Assessment task Project: Theory Lifestyle and Recreation Infograph ICT skills Evaluate local recreation areas for suitability and safety Design a suitable recreational facility ICT skills Practical: practical participation Due Week 4 Term 3										