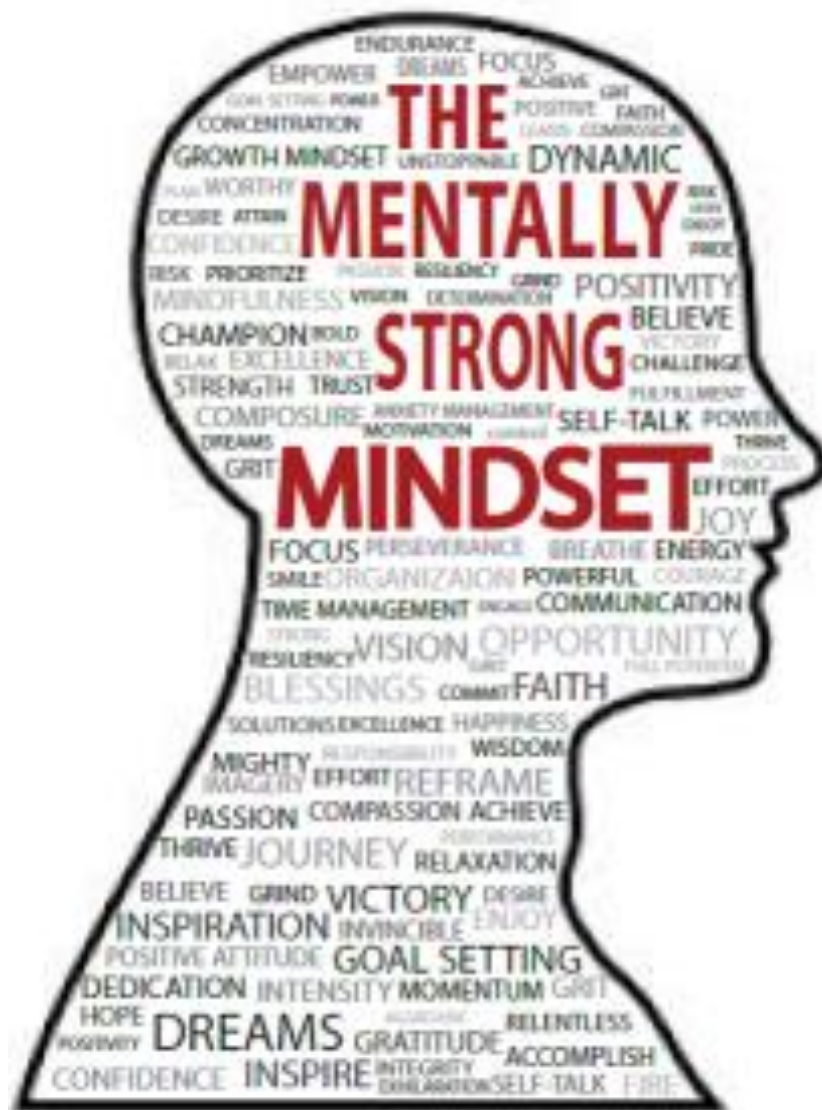


High Performance Training and Psychology 20L



Danny Paskiw
Juanita Redekopp-McKeown

Table of Contents

- Course Description
- Rationale
- Student Target Group
- Broad Areas of Learning
- Cross Curricular Competencies
- Aims and Goals
- Infusion of First Nations and Metis Ways of Knowing
- Big Ideas and Questions for Deep Understanding
- Outcomes and Indicators
- Incorporation of the Various Core Curriculum Components and Initiatives
 - Common Essential Learnings
 - Adaptive Dimension
 - Multicultural Education
 - Treaty Education
 - Saskatchewan and Canadian Content and Perspectives
 - Gender Equity
 - Resource-Based Learning
 - Career Development and Exploration
- Examples of Instructional Approaches
- Examples of Assessment and Evaluation Techniques
- Specific Examples of Instructional Approaches and Corresponding Formative and Summative Assessment and Evaluation Techniques
- Course Overview
 - Big Ideas and Questions for Deep Understanding
 - Outcomes and Indicators
 - Instructional Materials
- Evaluation of the Locally Developed Course of Study

Course Description

High Performance Training and Psychology 20L is designed to provide students' knowledge, skills, expertise, and experience required to achieve personal goals and reach high levels of excellence in their chosen pursuits through a focus on high performance across disciplines with a focus on disciplines which tend to be physically demanding –fitness, sport, and/or performing arts. High performance training provides opportunity for students to further develop their physical abilities and learn about the effects of physical activity on performance, proper training techniques and exercises, and exercise theory and apply these understandings to improve athletic performance and fitness. High performance psychology provides opportunity for students to further develop their psychological abilities and learn about human behavior, life stages and factors to consider when living the life of a competitor, ethical issues and controversies relevant to high performance, and the impact of consumerism and apply these understandings to improve mental performance and fitness. As part of High Performance Training and Psychology 20L students committed to excellence set high performance goals, blend and high performance training and high performance psychology theory and principles together, develop and apply effective and holistic approaches and practices to maximize personal performance, and build a foundation for self-discovery and growth.

Rationale

High Performance Training and Psychology 20L is designed to expose students to theory, principles, and approaches – academics, have students apply theory, principles, and approaches to lived and future experiences – life, and both learn from others' experience develop a network of support and services – community. It is hoped that understanding the importance of and active healthy lifestyle and commitment to short and long term health, well-being, and balanced lifestyle is instilled in students with students transferring this understanding, taking responsibility, and committing to future life and career choices and experiences in which they hold themselves and others to high levels of esteem, excellence, and achievement. Further to this, and High Performance Training and Psychology 20L has been designed to be student-centered and is intended to challenge static learning environments, provide varied learning experiences, and is to be differentiated as required to meet individual learning needs.

Student Target Group

High Performance Training and Psychology 20 targets students willing, able, and prepared to work hard, both physically and psychologically, in meeting personal high performance goals through physical improvement and enhancement, as they pertain to fitness, sport and/or performing arts. This course will assist students interested in pursuing a carrier in fitness, sport and/or performing arts and/or related post-secondary study including, but not limited to, education, kinesiology, recreation, sports administration, and various health professions.

Broad Areas of Learning

There are three Broad Areas of Learning that reflect Saskatchewan's Goals of Education. High Performance Training and Psychology 20L contributes to the Goals of Education through helping students achieve knowledge, skills, and attitudes related to the following (*Renewed Curricula: Understanding Outcomes*, 2010):

- **Lifelong Learners:** Students who are engaged in constructing and applying their knowledge naturally build a positive disposition towards learning. Throughout their studies, students gain understandings, skills, and strategies to become more competent and confident learners.
- **Sense of Self, Community, and Place:** To learn, students need to interact with each other. Throughout their studies, students learn about themselves, others, and the world. The students use this knowledge to define who they are and to explore who they might become, to respond effectively with others, and to build community.
- **Engaged Citizens:** Throughout their studies, students are enabled to make a difference in their personal, peer, family, and community lives having developed a sense of agency and an ability to make a difference in their community and the world in which they live.

Cross Curricular Competencies

The Cross-curricular Competencies are four interrelated areas containing understandings, values, skills, and processes which are considered important for learning in all areas of study. These competencies are reflective of the Common Essential Learnings and are intended to be addressed in High Performance Training and Psychology 20L and include the following (*Renewed Curricula: Understanding Outcomes*, 2010):

- **Developing Thinking:** Learners construct knowledge to make sense of the world around them. They develop understanding by building on what is already known. This key competency concerns the ability to make sense of information, experiences, and ideas through thinking contextually, critically, and creatively. The philosophy of learning across curricula is inquiry-based, and students are expected to use their thinking skills to explore a range of topics, issues, and themes.
- **Developing Identity and Interdependence:** The ability to act autonomously in an interdependent world requires an awareness of the natural environment, of social and cultural expectations, and of the possibilities for individual and group accomplishments. It assumes the possession of a positive self-concept and the ability to live in harmony with others and with the natural and constructed worlds. Achieving this competency requires understanding, valuing, and caring for oneself; understanding, valuing, and respecting human diversity and human rights and responsibilities; and understanding and valuing social and environmental interdependence and sustainability. In turn, students to explore ideas and issues of identity, social responsibility, diversity, sustainability, and personal agency.
- **Developing Literacies:** Literacies provide many ways, including the use of various language systems and media, to interpret the world and express understanding of it.

Literacies involve the evolution of interrelated skills, strategies, and understandings that facilitate an individual's ability to participate fully and equitably in a variety of roles and contexts – school, home, and local and global communities. To achieve this competency requires developing skills, strategies, and understandings related to various literacies in order to explore and interpret the world and communicate meaning. All curricula require students to use different literacies effectively and contextually to represent ideas and understanding in multiple, flexible ways.

- **Developing Social Responsibility:** Social responsibility is how people positively contribute to their physical, social, and cultural environments. It requires the ability to participate with others in accomplishing shared or common goals. This competency is achieved through using moral reasoning processes, engaging in communitarian thinking and dialogue, and taking action to contribute to learners' physical, social, and cultural environments. In all curricula, students explore their social responsibility and work toward common goals to improve the lives of others and the natural and constructed worlds.

Aims and Goals

The aim of High Performance Training and Psychology 20 is to increase student's understanding of physical literacy and sport psychology in an effort to promote and support lifelong physical and mental health and wellness. Students will develop a deeper understanding of wellness, increase self-esteem, learn a variety of goal setting and training principles, and explore areas of the psychological side of sport.

The goals of High Performance Training and Psychology 20 Active Living are as follows:

- **Active Living:** Enjoy and engage in healthy levels of participation in movement activities to support lifelong active living in the context of self, family, and community.
- **Skillful Movement -** Enhance quality of movement by understanding, developing, and transferring movement concepts, skills, tactics, and strategies to a wide variety of movement activities.
- **Relationships -** Balance self through safe and respectful personal, social, cultural, and environmental interactions in a wide variety of movement activities.
- **Training and Program Development –** Explore and research specific types of training methodology and movement and, in turn, demonstrate and implement short and long term training programs.
- **Psychology -** Explore ethical issues and controversies related to high performance training and investigate various life stages and the decision making processes one may encounter in the high school, university and professional lifestyles of athletes.

Infusion of First Nations, Metis, and Inuit Ways of Knowing

First Nations, Metis, and Inuit content, perspectives, and ways of knowing are to be integrated into all curricula and embedded within the outcomes and indicators for each curriculum respectively. All students benefit from knowledge about the First Nations, Métis,

and Inuit peoples and it is through such knowledge that misconceptions and bias can be eliminated.. For further information, see *Diverse Voices: Selecting Equitable Resources for Indian and Métis Education* (Saskatchewan Education, 1992) Content in High Performance Training and Psychology 20L and resources and material will endeavor to present positive images of Aboriginal people and will complement the beliefs and values of First Nations, Métis and Inuit peoples

Big Ideas and Questions for Deeper Understanding

It is important that teachers and students learn within meaningful contexts that relate to their lives, communities, and world. Teachers and students need to identify big ideas and questions for deeper understanding central to the area of study.

Big ideas are at the core of the subject; they need to be uncovered. The big ideas at the core of a subject are arrived at, sometimes surprisingly slowly, via teacher-led inquiries and reflective work by students. Big ideas encompass concepts, broad or overarching themes, skills, attitudes, and habits of mind which help students make sense of and apply what they learn. A big idea can be thought of as providing a focusing conceptual ‘lens’ for study; breadth of meaning by connecting and organizing many facts, skills, and experiences; serving as the linchpin of understanding; ideas at the heart of expert understanding; great transfer value and applying to many other inquiries and issues across subject areas and over time and both in the curriculum and out of school (*Renewed Curricula: Understanding Outcomes*, 2010).

Questions for deeper understanding are used to initiate and guide the inquiry and give students direction for developing deep understandings about a topic or issue under study. It is essential to develop questions that are evoked by student interests, have potential for rich and deep learning, are compelling and able to assist students to grasp important disciplinary or transdisciplinary ideas that are situated at the core of a particular curricular focus. These broad questions will lead to more specific questions that can provide a framework, purpose, and direction for the learning activities in a lesson, or series of lessons, and help students connect what they are learning to their experiences and life beyond school (*Renewed Curricula: Understanding Outcomes*, 2010).

*Refer to Course Overview for big ideas and questions for deeper understanding specific to High Performance Training and Psychology 20L.

Outcomes and Indicators

The learning expected of students in Saskatchewan is defined by curriculum outcomes for each grade. As Saskatchewan students achieve the grade-specific outcomes identified in curricula, they will deepen their understanding of each area of study as a living field of knowledge. Outcomes define what a student is expected to know and be able to do at the end of the grade or secondary level course. Outcomes require that students develop a combination of factual, conceptual, procedural, and metacognitive knowledge and are developed based on current research to ensure coherence and rigor. Therefore, all curriculum outcomes are required. Indicators clarify the breadth and depth of each outcome and are examples of ways that students might be asked to demonstrate achievement of an

outcome. They serve as examples of the type of evidence that teachers would accept to determine the extent to which students have achieved the desired learning results. When teachers are planning for instruction, they must be aware of the set of indicators to understand fully the breadth and depth of the outcome. Based on this understanding of the outcome, teachers may develop their own indicators that are responsive to their students' interests, lives, and prior learning. These teacher-developed indicators must maintain the intent of the outcome.

*Refer to Course Overview for outcomes and indicators specific to High Performance Training and Psychology 20L.

Incorporation and Explanation of Various Core Curriculum Components and Initiatives

Common Essential Learnings

Through a resource-based program, High Performance Training and Psychology 20L will address the Common Essential Learnings (CELS) which are considered important as foundations for learning in all school subjects. (*Understanding the Common Essential Learnings*, 1988). The High Performance Training and Psychology 20L curriculum will reflect the development of CELS and their integration into instruction. The CELS focused on in individual lessons will be guided by the needs and abilities of the students and the demands of High Performance Training and Psychology 20L program. Examples of CELs as integrated into High Performance Training and Psychology 20L are outlined below:

Communication

- understand and use the vocabulary, structures and forms of expression which characterize each area of study
- ask pertinent questions in order to further own understanding
- clarify the questions of others
- develop questions from titles, headings, sub-headings and topic sentences in text material as one way of developing prior questions before reading
- explore the influence of media in shaping knowledge, culture and values

Numeracy

- to strengthen understanding within subject areas through applying knowledge of numbers and their interrelationships
- to strengthen knowledge and understanding of how to compute, measure, estimate and interpret numerical data, when to apply these skills and techniques, and why these processes apply within the particular framework of the subject under study
- to develop understanding of the uses and abuses of mathematical concepts in everyday life

Technological Literacy

- active involvement in decision-making related to technological developments
- explore the technical, social and cultural implications of present technology and of impending technological developments as they arise within units of study

Creative and Critical Thinking

- develop understanding of and the abilities to integrate critical and creative thinking into central learning, communication, and problem-solving processes.

Independent Learning

- to support the development of a positive disposition to life-long learning
- to develop abilities to meet learning needs to develop ability to access knowledge
- explore issues or topics which address interests or concerns discover meanings and solutions through active participation in learning activities and experiences
- participate in experiences which lead to independent exploration or require going beyond what the class lesson provides
- share what has been discovered about a particular concept, idea or process introduced in a unit of study
- take on more responsibility for learning as their competence develops

Personal and Social Development

- develop a positive sense of identity that is based in self-understanding, a sense of purpose, and a commitment to personal growth
- acquire the skills and develop the abilities needed to participate effectively and respectfully in social interactions
- develop the commitment and abilities necessary to contribute to the well-being of others and the natural world, and participate in social action

Adaptive Dimension

All measures will be taken to adapt the setting, methods or materials to help make the learning in High Performance Training and Psychology 20L meaningful and appropriate for each student. In so doing the following guidelines will be followed:

- employing varied instructional techniques and strategies to ensure students master the concepts being taught
- introducing vocabulary inherent to literacy in a variety of ways to address

- differentiated learning styles
- providing opportunities for both remediation and enrichment
- soliciting student input in goal-setting, instruction, selection of learning materials, and assessment
- learning material selection will be based on students' needs, abilities, interests and language.
- employing a wide variety of evaluative (assessment of learning) and assessment (for learning) procedures, offering a variety of options when making assignments
- incorporating a resource-based learning approach to reflect students' wide range of abilities, needs and interests.

Multicultural Education

Multicultural education, as integrated into High Performance Training and Psychology 20L is an interdisciplinary educational process which fosters a broad and comprehensive understanding and acceptance of one's own and others' culture and ethnicity in addition to fostering empathy, and constructive and harmonious relations among peoples of diverse cultures. It encourages learners of all ages to view different cultures as a source of learning and enrichment and stresses the acquisition of skills in analysis, communication and inter-group relations, which enables one to function effectively in varying cultural environments. Multiculturalism recognizes the diversity of the cultural differences which exist in society. It endorses a society in which individuals of all cultures are accepted and accorded respect. It encourages a positive acceptance of races, religions and cultures, and recognizes such diversity as healthy. For further information, see Multicultural Education (Saskatchewan Education, 1994).

Treaty Education

The Saskatchewan Ministry of Education is committed to providing the appropriate supports and programs that reflect and affirm the unique status of First Nations and Métis people – Treaty Education. Four Treaty Education goals have been identified as the basis for building understanding and nurturing appreciation. These goals are based upon the Treaty Essential Learnings and are intended to be addressed through various subject areas, including High Performance Training and Psychology 20L as able and appropriate, and include:

- Treaty Relationships: By the end of grade 12, students will understand that Treaty relationships are based on a deep understanding of peoples' identity which encompasses: languages, ceremonies, worldviews, and relationship to place and the land.
- Spirit and Intent of Treaties; By the end of grade 12, students will recognize that there is interconnectedness between thoughts and actions which is based on the implied and explicit intention of those actions. The spirit and intent of Treaties serve as guiding principles for all that we do, say, think, and feel.
- Historical Context of Treaties: By the end of grade 12, students will acknowledge that the social, cultural, economic, and political conditions of the past played and

- continue to play a significant role in both the Treaty reality of the present and the reality they have yet to shape.
- Treat Promises and Provisions: By the end of grade 12, students will appreciate that Treaties are sacred covenants between sovereign nations and are the foundational basis for meaningful relationships that perpetually foster the well-being of all people

While each of four Treaty Education goals are presented separately, these goals can only be understood when considered as parts of a whole. The outcomes and indicators at each grade level are designed to engage learners on a journey of inquiry and discovery. When meaningfully and thoughtfully incorporated into subject areas, Treaty Education moves beyond an idea to become actualized as a belief that benefits all learners. For further information, see Treaty Education Outcomes and Indicators (Saskatchewan Ministry of Education, 2013).

Saskatchewan and Canadian Content and Perspectives

High Performance Training and Psychology 20L encourages students to explore identity in this province and in Canada. It is important that students become familiar with their own heritage and surroundings. If they study Saskatchewan and Canadian culture students will recognize themselves, their environment, their concerns and their feelings expressed in many different ways. They will learn that both similarities and differences between various identities in Saskatchewan and Canada are cause for celebration.

Gender Equity

Gender equity ensures quality education for all students and is essential to create an educational environment free of misconception and gender bias. Increased understanding can facilitate this understanding along with the use of gender balanced material and non-sexist teaching strategies. The creation of an equitable learning environment and developing cognizance of misinterpreted stereotypes, the roles gender plays, and the respect between them will be explicitly incorporated into High Performance Training and Psychology 20L teaching and learning opportunities. For further information, see Gender Equity: A Framework for Practice (Saskatchewan Education, 1992).

Resource-Based Learning

Resource-based instruction is an approach to learning in which students use a variety of types of resources to achieve foundational and related learning objectives and reflects a student-centered approach to instruction. Teachers are encouraged to assess their current resource collection, identifying those that continue to be useful, and to acquire new resources in order to provide students with a broad range of perspectives and information. For further information, see Resource-Based Learning Policy, Guidelines and Responsibilities for Saskatchewan Learning Resource Centers (Saskatchewan Education, 1987), and Selecting Fair and Equitable Learning Materials (Saskatchewan Education, 1991).

High Performance Training and Psychology 20L is a resource-based, student-centered program with a goal to develop the abilities and attitudes that students will, in turn,

incorporate into their values, beliefs, and lifestyle. The curriculum content and its delivery will encourage students to be independent and lifelong learners.

Career Development and Exploration

The integration of career development competencies across curricula High Performance Training and Psychology 20L and to connecting learning to life/work is part of a broad career development strategy designed to equip students with the skills required to achieve fulfillment in personal, social, and work roles through exposure to a career building process. The career development framework, as outlined by Blueprint for Life/Work Designs includes the continuous development of the following competencies. For further information, see Blueprint for Life/Work Designs (<http://206.191.51.163/blueprint/home.cfm>).

Personal Management:

- Building and maintaining a positive self-image
- Interacting positively and effectively with others
- Changing and growing throughout one's life

Learning and Work Exploration:

- Participating in lifelong learning supportive of life/work goals
- Locating and effectively using life/work information
- Understanding the relationship between work and society/economy

Life/Work Building:

- Securing, creating, and maintaining work
- Making life/work enhancing decisions
- Maintaining balanced life and work goals
- Understanding the changing nature of life/work roles
- Understanding, engaging in, and managing one's own life/work building processes.

Utilizing the Blueprint for Life/Work Designs will help make students' career development intentional. Specific Blueprint for Life/Work Designs objectives to be addressed through High Performance Training and Psychology 20L include:

Personal Management:

1.3 b5 Adopt behaviours and attitudes that project a positive self-image.

1.3 b6 Adopt behaviours and attitudes conducive to reaching one's personal, social, educational and professional goals.

1.3 d1 Improve one's self-image in order to contribute positively to one's life and work.

3.3 d1 Adopt habits and engage in experiences that maintain or improve one's mental and physical health.

Learning and Work Exploration:

4.3 b1 Demonstrate life-long learning behaviours and attitudes that contribute to achieving personal and professional goals.

5.3 b2 Consult key personnel in selected work roles as information resources, role models and/or mentors.

Life/Work Building:

7.3 a6 Explore services or initiatives that support the transition from high school to work or further education/training.

8.3 a2 Investigate the requirements needed to qualify for desired post-secondary education/training.

8.3 a3 Investigate costs (living and school-related) associated with post-secondary education and training.

8.3 a7 Understand how personal values may influence one's choices and actions.

8.3 b3 Plan strategies for covering costs (living and school-related) associated with post-secondary education/training scenario and apply for needed assistance.

9.3 a5 Understand the importance and impact of leisure activities in one's life.

9.3 b2 Plan and experience leisure activities that contribute to a balanced life.

9.3 c3 Acknowledge the factors that influence or impact one's lifestyle (e.g., socioeconomic status, culture, values, work choices, work habits).

9.3 d1 Engage in work scenarios and leisure activities that support one's goals and contribute to a balanced life at this stage of one's life.

11.3 a5 Understand the importance of pursuing one's short-term action plans.

Examples of Instructional Approaches

Students learn best when they are active, exploring, questioning/searching for meaning, investigating/ experimenting, looking for connections/relationships/patterns, sharing/discussing with others and reflecting. Considering how students learn, the optimal conditions for learning and the learning skills needed to develop an effective program that focuses on improved student learning. In addition, by beginning with a topic of deep interest to students, they are more willing to engage in activities which reinforce and build their skills. When planning for instruction, care will be taken to

- ensure developmental stages, learning preferences styles, environment, and needs are considered
- create conditions for optimal learning by considering the full range of teaching and learning strategies.
- help students develop effective learning skills to participate in learning (e.g., working independently, self-assessment, setting goals and monitoring progress, adapting to change, inquiry skill), interact positively with others (e.g., self-management, getting along with others, social responsibility), and plan their present and future lives and to determine the learning required to implement the plan (e.g., self-assessment, exploring and obtaining information, awareness of opportunities).

Direct Instruction

Lecture: an oral presentation of facts or principles during which the learner is responsible for taking appropriate notes

Demonstrations/ modelling: performing a skill or activity in order to show how to do it

Didactic Questions: guiding students to predetermined learning through the use of lower order questions

Drill and Practice: repetition of fundamental skills to enhance speed and accuracy of performance

Guides for Reading, Listening, and Viewing: structured formats intended to direct students to appropriate learning expectations in reading, listening, or viewing

Indirect Instruction

Problem Solving: an organized process for solving a problem

Research; gathering and interpreting data on a specific topic

Case Studies: investigation of a specific event, situation, or person to develop an understanding of factors that can be generalized to other situations

Concept Formation: an inductive thinking strategy in which students sort, classify, and/or group items, ideas, opinions, into categories to draw inferences, make generalizations, and develop concepts

Concept Attainment: clarifying a concept by providing positive and negative examples of that concept

Reflection: process of thinking about and connecting ideas, experiences, and learning

Debate: the presentation of opposing sides of an issue by two teams/individuals before an audience or judge

Interactive Instruction

Cooperative Learning: a variety of interdependent learning structures where students learn in small heterogeneous groups

Jigsaw: Students are divided into “home” groups. Each student in the group moves into a different expert group to gather information (provided by the teacher or through research) and then goes back to the home group to share that information

Think/Pair/Share: Students begin thinking about a concept on their own, then work with a partner to share and discuss ideas

Snowballing: pairs of students begin sharing ideas. After a few minutes, the pairs join with another pair to form a group of four to share ideas. The groups continue to combine to form groups of eight, then 16. New ideas are added and discussed

Numbered Heads: Numbered heads is a structure whereby students number off, e.g., four in a group, and the teacher poses a problem and sets a time limit for each group to investigate. The teacher calls a number and the student with that number in each group responds.

Learning Circles: small groups of students who discuss a common test, topic, or problem in order to deepen understanding

Brainstorming: a group activity in which participants are encouraged to think uncritically about all possible ideas, approaches, or solutions

Role Playing: assuming the role of another and acting out a situation to develop understanding and insights

Peer Coaching: a structured situation where students teach and learn from each other

Experiential Learning: A situation requiring a high level of active involvement in his/her own learning that is inductive, learner centred and activity oriented. .

Independent Instruction

Independent Project: a formal assignment on a topic related to the curriculum

Learning Centres: a specially organized space containing specific resources and/or equipment

Learning Contracts: a plan of instruction allowing students to proceed at their own rate in learning specified material

Inquiry Instruction

Mini Inquiry: spontaneous inquiry for which students are provided the opportunity to ask questions, search for and find information relatively quickly, and satisfy curiosity

Curricular Inquiry: inquiry for which content and concepts are determined by provincial or locally developed outcomes.

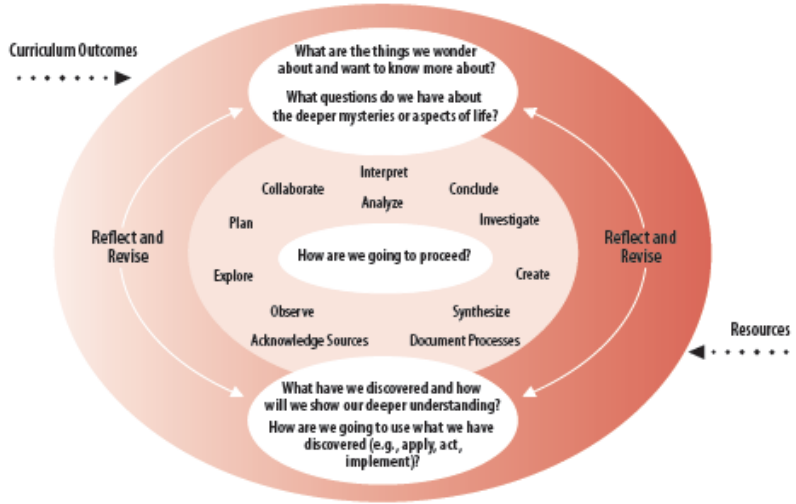
Open Inquiry: inquiry for which students are provided the opportunity to select a topic of inquiry with teacher guidance

Project/Problem/Design-Based Learning (PBL/PBL/DBL): inquiry that results in the completion of an product, event, or presentation to an audience (project-based learning); define a problem and identify solutions (problem-based learning); or design and create an artifact that requires application and understanding (design-based learning)

Inquiry Continuum:

- ← Teacher Directed – Collaborative – Student Directed →
- ← Large Group – Small Group – Individual →
- ← Intra-disciplinary – Inter-disciplinary →
- ← Mini – Curricular – Open (PBL/PBL/DBL) →

Constructing Understanding Through Inquiry



Examples of Assessment and Evaluation Techniques

Assessment and evaluation are ongoing and serve different purposes at different times.

	<i>Diagnostic Assessment</i>	<i>Formative</i>		<i>Summative Evaluation</i>
		<i>Assessment</i>	<i>Evaluation</i>	
What?	- assessing what students know and are able to demonstrate prior to instruction	- assessing what students know and are able to do as they progress through the learning and practice opportunities	- evaluating what students know and are able to do at certain points during the process of learning and practicing	- evaluating students' demonstration of what they know and are able to do at the end of the instruction
When?	- occurs before instruction begins	- is ongoing as students learn and practice	- occurs at one or more checkpoints throughout the process of learning and practicing	- occurs at the end of the instructional unit, e.g., unit, course, and will not be judged again in the course
Why?	- helps determine starting points and helps the teacher program appropriately for individual students	- provides ongoing meaningful feedback to help students improve as the learning/ practice builds, becomes more complex and connects with other learning	- provides a snapshot of students' achievement, e.g., mark, level at specific points in the course before the final demonstration (summative evaluation)	- provides students with the opportunity to synthesize knowledge and skills and demonstrate their achievement

	<i>Diagnostic Assessment</i>	<i>Formative</i>		<i>Summative Evaluation</i>
<i>How?</i>	- assessment strategies to provide a holistic picture of the learning students have acquired in the past	- assessment strategies to provide opportunities for students to learn and practise	- strategies that are relevant to: a) the expected learning; b) the point students have progressed to in the learning process; c) The summative evaluation (demonstration) planned for the end of the instructional unit.	- strategies that: a) require students to synthesize and apply the key learnings; b) require students to demonstrate learning in new or unfamiliar context (but not new learning); c) present students with engaging, challenging problems; d) allow for individual student accountability.
<i>Note</i>	- information from diagnostic assessments must not count towards the final grade	- formative assessment may be taken into consideration in determining students' final grades	- formative evaluation may count towards students' final grades	- summative evaluation will always count towards students' final grades

Under each of these categories, there are various types of assessment strategies. Some examples have been listed above beside each assessment method.

One of the critical professional judgments teachers must make is to appropriately match the assessment strategy (ies) to the type(s) of learning being assessed. There are a wide variety of assessment strategies available to teachers. Assessment strategies are what the teacher will have the students doing to demonstrate their learning.

Specific Examples of Instructional Approaches and Corresponding Formative and Summative Assessment and Evaluation Techniques

Example 1

Fitness Center Action Plan Reflection

You will write a 1-2 page journal on the successes and failures of your action plan. Questions you should answer are:

1. Was the program successful? Why or why not?
2. Did you enjoy your program's development? List specific reasons to support your answer.
3. Why did you choose to do this action plan?
4. Were you given enough time during class to accomplish your goals?
5. Would you switch parts of your action plan? Why or why not?
6. Is your knowledge of the fitness center and training principles adequate for you to make an appropriate action plan and workouts in the future?
7. What will you be doing in the future to remain physically active?
8. What did you learn in the class over the semester?
9. What were your likes and dislikes in the class. Is there something you would have like to learn more about? Please be detailed so I can improve the class. Your feedback is important!

Assessment:

a) Completed Assignment
/5
Feedback:

b) Answers show a deeper level of reflection and are well thought-out and articulated.
/10
Feedback:

c) Future plans are developed to remain active and healthy
/5
Feedback:

d) Assignment is neat and organized
/5
Feedback:

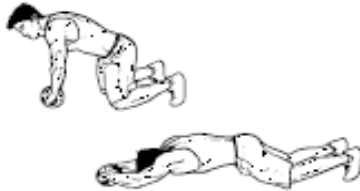





TOTAL /25

Specific Examples of Instructional Approaches and Corresponding Formative and Summative Assessment and Evaluation Techniques

Example 2

High Performance Challenge Name: _____

1. Start anywhere in the workout.
2. Perform as a circuit completing all exercises without rest in between.
3. Rest 1 minute, then complete 2 more circuits.
4. You will be assessed on your ability to perform the exercises properly. You will be asked to demonstrate 2 exercises to the class for 5 marks each exercise.

<p style="text-align: center;">Ab Roller / Wheel Rollout / Kneeling Roll Extensions</p>  <p style="text-align: center;">3 sets 15 reps</p>	<p style="text-align: center;">Barbell Lunge</p>  <p style="text-align: center;">3 sets 15 reps</p>
<p style="text-align: center;">Burpees / Squat Thrust</p>  <p style="text-align: center;">3 sets 15 reps</p>	<p style="text-align: center;">Cable Rope Overhead Triceps Extension</p>  <p style="text-align: center;">3 sets 15 reps</p>
<p style="text-align: center;">Seated Bench Leg Pull-In / Flat Bench Knee-up</p>  <p style="text-align: center;">3 sets 15 reps</p>	<p style="text-align: center;">Seated Lateral Dumbbell Raise</p>  <p style="text-align: center;">3 sets 15 reps</p>

1/2 WorkoutLabs.com

Single Arm Medicine Ball Push-Up



3 sets 15 reps

Standing Overhead Dumbbell Press



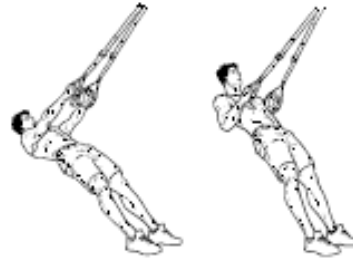
3 sets 15 reps

Sumo / Plié Dumbbell Squat



3 sets 15 reps

Suspension Strap Row



3 sets 10 reps

Specific Examples of Instructional Approaches and Corresponding Formative and Summative Assessment and Evaluation Techniques

Example 3

SPARTACUS WORKOUT AND ANATOMY IDENTIFICATION

NAME: _____ /20

1. PERFORM 1 SET OF EACH EXERCISE IN SUCCESSION.
2. EACH STATION LASTS FOR 30 SECONDS. DO AS MANY REPS POSSIBLE IN THAT TIME WITH PROPER FORM.
3. RECORD YOUR INFORMATION AND START THE NEXT STATION WITHIN 30 SECONDS.
4. USE A WEIGHT THAT'S CHALLENGING FOR 15-20 REPS.
5. WHEN YOU HAVE COMPLETED ONE ENTIRE CIRCUIT, RECORD YOUR HEART RATE, REST TWO MINUTES THEN COMPLETE A SECOND CIRCUIT.
6. WHEN COMPLETED, FILL IN THE ANATOMICAL QUESTIONS USING YOUR HANDOUTS FROM CLASS.

SESSION 1	DATE:						
Exercise	Sets	Reps	Time	Set 1		Set 2	
STATION 1	1	15-20	30 SEC	Reps	WA	Reps	WA
STATION 2	1	15-20	30 SEC	Reps	WA	Reps	WA
STATION 3	1	15-20	30 SEC	Reps	WA	Reps	WA
STATION 4	1	15-20	30 SEC	Reps	WA	Reps	WA
STATION 5	1	15-20	30 SEC	Reps	WA	Reps	WA
STATION 6	1	15-20	30 SEC	Reps	WA	Reps	WA
STATION 7	1	15-20	30 SEC	Reps	WA	Reps	WA
STATION 8	1	15-20	30 SEC	Reps	WA	Reps	WA
STATION 9	1	15-20	30 SEC	Reps	WA	Reps	WA
STATION 10	1	15-20	30 SEC	Reps	WA	Reps	WA
HEART RATE 1 10 SEC COUNT *6=	BPM						
HEART RATE 2 10 SEC COUNT *6=	BPM						

1. List the muscles that you felt were targeted the most for each station.

Station 1:

Station 2:

Station 3:

Station 4:

Station 5:

Station 6:

Station 7:

Station 8:

Station 9:

Station 10:

2. List some muscles you felt were not used frequently.

3. In terms of the "transverse plane", list the stations that worked more muscles in the superior and inferior regions of the body.

Superior:

Inferior:

4. For tomorrow, research and list 4 exercises from 4 body part areas that have an anatomical title for each exercise name. (e.g. biceps curl. Be ready to share with the class.

Specific Examples of Instructional Approaches and Corresponding Formative and Summative Assessment and Evaluation Techniques

Example 4

Dynamic Warm Up with 15 Exercises

The specific advantages of a dynamic warm-up, by comparison with the more traditional 'sit and stretch' routine, are as follows:

1. Because it involves continuous movement, it maintains warmth in your body and muscles. I have found that many athletes drop their core temperature by 2-3° after sitting and stretching for 10-15 minutes;
2. It prepares the muscles and joints in a more sport specific manner than static stretching;
3. It enhances coordination and motor ability as well as revving up the nervous system – benefits which are particularly important for younger athletes who are still 'learning their bodies';
4. Finally, and possibly most importantly, it prepares the mind for the workout ahead. Proper mental preparation for any sport is vital and, in my considerable experience with teams and groups, I have found that while many sit-and-stretch routines are an excuse for daydreaming, the dynamic warm-up forces athletes to focus and concentrate on the task at hand.

Your starting point should be a general cardiovascular warm-up lasting 5-10 minutes (or until you have broken a light sweat). This raises the body's core temperature enough to enhance the elasticity of muscles, tendons, ligaments and overall joint structures and prepare you for the workout ahead.

This portion of the warm-up can be accomplished in several ways, including light jogging, skipping (jump rope) or even performing different footwork patterns in a speed ladder. My personal preference is for skipping because it also warms up the upper body, doesn't take much space and uses several different footwork drills and patterns to keep you psychologically stimulated.

Another purpose of this initial warm-up is to prepare the mind for the workout ahead. It is a time to focus and concentrate, leaving all outside distractions and stressors (school work, relationship problems etc) at the door. It is vital to make sure your initial cardiovascular warm-up is serious and not a time for ' goofing around'.

After this initial preparation of body and mind, it is time to move to the next phase of preparation and begin the dynamic part of the warm-up.

As with any drill, it is important to start out conservatively and slowly until an athlete has mastered the movement with perfect technique. For drills such as 'high knees', athletes can certainly increase speed as they become more proficient at performing the movement. For drills such as 'pointers', speed should be kept slow and controlled, with improving range of motion as the primary focus. The entire dynamic warm-up can be done in as little as five minutes or as long as 20 minutes, depending on the goals, age, and fitness level of the group.

Below is a list of 15 dynamic exercises. From these you should select 8-10 each day to perform over a distance of 15-20 yards (half a basketball court), followed by a light jog back to the starting point to maintain the warm-up effect.

Ankle pops Lightly bounce off both toes while keeping the knees very slightly bent. This is very similar to a skipping motion, except that it is performed while moving forward. The idea is to introduce progressively more range of motion as you move through the prescribed distance.

High knees This is basic running form while bringing the knees up higher than normal – ideally beyond your waistline. Aim to keep your feet moving as fast as possible and your ankles, knees, hips and shoulders facing forwards.

Butt kicks: Similar to high knees except you keep your thighs perpendicular to the ground while kicking your heels up towards your backside. Again, move fast and keep ankles, knees, hips and shoulders in alignment.

Carrioca: Moving laterally to your left, cross your right foot in front of your left, then step with your left, then ~~cross~~ your right foot behind the left and repeat. Aim for as much hip rotation as possible and keep those feet moving fast! If performed correctly, this looks like a new dance move!

Step slide: Assume a low athletic position with your feet slightly wider than shoulder-width apart, your ankles, knees, hips and shoulders facing forwards and your knees slightly bent. Pushing off your right leg, slowly step laterally to the left with your left leg, ~~then~~ slide your right leg back to its original position, making sure your feet don't touch or cross. This is similar to a 'defensive slide' in basketball and the coaching cue when performing it is 'step - slide'.

Glute walk: In the process of your walk, put your left hand on your left knee and right hand on your left ankle, then pull both in towards your chest. Take a step and repeat on the other leg.

Backpedal: Run backwards maintaining a little bit of a forward lean (shoulders over your toes) to prevent falling. Really 'reach back' as far as you can with each step to help stretch the hip flexor muscles.

Frankenstein march: Keeping your left leg straight, lock it up in front of you as high as you can, trying to touch the fingertips of the opposite arm - basically a straight leg march - ~~then~~ repeat with the right leg. This is an excellent way to increase hamstring flexibility.

Knee hug: While walking forward, hug your left knee into your chest, then step and repeat on the right leg, continuing with alternate legs. This is an excellent way to loosen up the gluteus and hips.

Pointers: Keeping your left leg straight (and right leg bent) and left foot pointed upwards, reach down with your right hand to try to touch your left toe. Then take a step and repeat on the other side. This is another excellent movement for enhancing hamstring and low back flexibility.

Quad walk: ~~While~~ walking forwards, pull your left heel in to your buttocks, then step and repeat with the right leg, continuing with alternate legs. This is ideal for loosening up the quadriceps and hip flexors.

Low lunge: Step forward with your left leg into a lunge position (ankles, knees, hips and shoulders facing forward, torso upright) trying to place your left elbow on the ground as close to your left heel as possible.

Over the fence: Facing in the opposite direction to the way you want to travel, raise your left knee as high as possible and rotate it behind you as if you were trying to walk backwards and step over an imaginary fence. Repeat on the right leg and continue with alternate legs.

Inchworm: Assume a push-up position on the ground, and walk your feet close to your hands while keeping the legs as straight as possible. Then return to the start position. Repeat over the prescribed distance, making sure your hands and feet never leave the ground.

Scorpion: Lie face down on the ground with arms extended out to the sides, palms facing down, so your body forms a 'T' shape. Maintaining this face-down position and keeping your shoulders flat on the ground, bring your left heel and swing it back towards your right hand in a reverse twisting motion. Repeat on the other leg.

Dynamic Warm-Up Assignment

1. This assignment will be completed in groups of two
2. You will lead the group in a 10-15 minute dynamic warm-up that includes key parts from the handout
 - a) A cardiovascular warm-up of 3-5 minutes in length
 - b) 8-10 dynamic exercises (should include parts of the entire body)
3. You will also hand in a hard copy assignment which includes:
 - a) Title page-name, group members, picture of some sort
 - b) A short paragraph on what type of cardiovascular warm-up your group will start with.
 - c) Your dynamic exercise names with pictures and short descriptions of how to perform them

Your group will hand in the assignment following the completion of your warm-up presentation

Assessment:

- a) Cardiovascular Warm-Up: Complete, thorough, and ~~creative~~ /5
- b) Dynamic Exercises: Used a good variety that engaged the entire body /10
- c) Assignment:
 - Title Page and information included /5
 - Paragraph Write Up-Detailed and easy to follow /5
 - Exercises and Pictures-Organized with accurate descriptions /20
 - Overall Effort of Group and Project /5

/50

Dynamic Warm-Up Evaluation

Group Names: _____

/30

Content:

A Cardiovascular Warm-Up was included (approx. 3-5 minutes). Warmup was appropriate, creative and included the entire body.

1 2 3 4 5

Dynamic Exercises included the entire body and consisted of 8-10 movements. Variety was evident.

1 2 3 4 5

Presentation:

Voice and Clarity (loud and clear enough for the group to follow)

1 2 3 4 5

All members of the group involved.

1 2 3 4 5

Smooth Flow and Transitions (time appropriate and good overall organization)

1 2 3 4 5

Overall Presentation (class was engaged throughout the presentation)

1 2 3 4 5

Course Overview

Big Ideas and Questions for Deep Understanding

High Performance Psychology 20L	
Big Ideas	Big Ideas
<ul style="list-style-type: none"> - High Performance Training and Goal Setting - Warm-Up, Flexibility, Cool-Down, and Injury Prevention - Anatomy and Physiology - Resistance Training - Speed, Agility, and Quickness - Exercise Theory - High Performance Psychology: A Holistic Approach - Living A Life of High Performance 	<ul style="list-style-type: none"> - How do I set an effective high performance goal that will lead to self-discovery and growth? - What is high performance training? What training options are available? What training supports are available in my community and how can they be accessed? How can I train safely and effectively to reduce injury and maximize performance? - What are the components of an effective warm-up and cool-down? What is the most effective progression of exercise? Why is flexibility important? How does flexibility impact performance? How can I customize my warm-up and cool-down specific to my training goals? - What is the relationship between muscles, bones, ligaments, tendons, and joints? Why is knowledge of anatomy and physiology importance in relation to performance? What specific exercises and training equipment are most effective in training various muscle groups? - How can resistance training be customized to meet personal sport and fitness goals? What does an effective training plan look like? Why is variety in training important and how can it best be incorporated? - Why are speed, agility, and quickness a necessary component of high performance training? How can I improve my speed, agility, and quickness? - What is high performance psychology? What is the connection between psychology and performance? Why is a holistic approach to high performance psychology important? What performance psychology supports are available in my community and how can they be accessed? - What are the life stages as a competitor? What does life as a competitor look like? What factors need to be considered, both in the short and long-term, when living life as a competitor? - What ethical issues and controversies are prevalent in the world of high performance? Where do I stand on these issues and controversies? What do I need to know to make smart high performance consumer choices in terms information and the purchase and access of equipment and services? - How does high performance training and psychology apply to my life? How do I create an effective action plan that will allow me to maximize my potential and life experience?

Course Overview

Outcomes and Indicators

Introduction to High Performance Training and Goal Setting	
Outcome	Indicators
Evaluate personal healthy lifestyle and identify strengths and opportunities for growth	<ul style="list-style-type: none"> - Review course description and rationale - Share personal reasons for course enrollment - Survey prior student responses and brainstorm additional reasons for course enrollment - Develop group and personal definition of healthy lifestyle and high performance training - Reflect upon and refine personal reasons for enrolling in course
Understand factors which impact a healthy lifestyle and high performance	<ul style="list-style-type: none"> - Identify factors that impact the ability to maintain a healthy lifestyle including time, resources, and responsibilities at various life stages using (i.e. child, adolescent, adult, elder, etc - Evaluate current lifestyle regarding factors having both positive and negative impact on personal ability to maintain a healthy lifestyle and achieve high performance - Determine how factors having positive could be leveraged and seek solutions as to how factors having negative impact can be overcome
Develop a personal fitness action plan	<ul style="list-style-type: none"> - Research SMART goal setting and action planning - Demonstrate ability to develop effective smart goals through scenario analysis and SMART goal development - Review personal reasons for enrolling in course and both identify potential personal healthy lifestyle and high performance goals - Research potential performance specific activities which would support high performance goal ... “Performance Specific Activities Project” assignment - Develop personal healthy lifestyle and high performance SMART goal and action plan - Monitor, assess, and revise personal healthy lifestyle and high performance SMART goal and action plan on a regular basis

Warm-Ups, Flexibility, Cool-Down, and Injury Prevention	
Outcome	Indicators
Understand and demonstrate various warm-up techniques and routines effectively and safely	<ul style="list-style-type: none"> - Explain why warm-up is important - Define and list components of an effective warm-up - Identify and explain warm-up safety considerations, potential injury, and consequence of injury - Explain how warm-up injury can be avoided and if injured how to treat and recover from injury - Understand and differentiate between general and

	<p>high performance specific warm-up techniques and routines</p> <ul style="list-style-type: none"> - Demonstrate, as lead and participant, warm-up which does and does not require specialized equipment - Complete self and peer assessments regarding warm-up effectiveness and attention to safety - Design effective and safe warm-ups, one which requires and another which does not require specialized equipment, tailored to support achievement of personal healthy lifestyle and high performance SMART goal
<p>Understand and demonstrate various stretching techniques and methods</p>	<ul style="list-style-type: none"> - Explore dynamic, static, isometric, proprioceptive neuromuscular facilitation, etc. stretching techniques and methods - Explain the connection between stretching and flexibility - Analyze the relationship between warm-up, stretching, and cool down as it relates to high performance - Explain the role of simulation exercise and its impact on high performance - Research high performance specific stretching including simulation exercise - Design stretching routine tailored to support achievement of personal healthy lifestyle and high performance SMART goal
<p>Understand and demonstrate various cool-down techniques and routines effectively and safely</p>	<ul style="list-style-type: none"> - Explain why cool-down is important - Define and list components of effective cool-down - Identify and explain cool-down safety considerations, potential injury, and consequence of injury - Explain how cool-down injury can be avoided and if injured how to treat and recover from injury - Understand and differentiate between general and high performance specific cool-down techniques and routines - Demonstrate, as lead and participant cool-down which does and does not require specialized equipment - Complete self and peer assessments regarding cool-down effectiveness and attention to safety - Design effective and safe cool-down, one which requires and another which does not require specialized equipment, tailored to support achievement of personal healthy lifestyle and high performance SMART goal

Anatomy and Physiology	
Outcome	Indicators
Acquire knowledge and understanding of the human body skeletal and muscular systems	<ul style="list-style-type: none"> - Explain anatomical position - Research and label diagrams of the human body skeletal and muscular systems - Differentiate between various types of muscle contractions - Identify opposing muscle groups and understand how opposing muscle groups function - Examine the importance of ligaments and tendons to movement - Explain relationship between human body skeletal and muscular systems - Design and demonstrate a working model of section of the body showing bones, muscles, ligaments, tendons and other connections
Connect movements with high performance	<ul style="list-style-type: none"> - Explore movements and exercises specific to various bones and muscles - Research the effects of injuries to bones, muscles, ligaments, and tendons - Analyze high performance specific movements and actions in relation to the identification of safety considerations

Resistance Training	
Outcome	Indicators
Develop an understanding and demonstrate training alternatives and specialized equipment	<ul style="list-style-type: none"> - Research and compile list of training alternatives and specialized equipment - Visit, research, and compile a list of training alternatives and specialized equipment available through community and school fitness facilities - Explain the importance of form, function, repetition, set including straight sets, supersets, push pull, pyramid, and split training, and time commitments - Examine the Frequency, Intensity, Time, and Type (FITT) principle - Research exercise techniques, including safety considerations, appropriate to training alternatives and specialized equipment available through school fitness center including free weights, cable machines, and cardio machines as well as specialized including stability balls, bands, dome balls (Bosu), smooth surface foam pads (Airex), and foam rollers - Explore various training alternatives and specialized equipment exercises and demonstrate the proper technique including form, function, repetition, set, and time commitments
Understand and demonstrate components of training including strength, physical and cardiovascular endurance, and power as they pertain to high performance training	<ul style="list-style-type: none"> - Examine terms and differentiate between strength, physical and cardiovascular endurance, and power - Explore strength, physical and cardiovascular endurance, and power exercises - Discuss safety considerations as they pertain to

	<p>resistance training including identification of exercises requiring a spotter</p> <ul style="list-style-type: none"> - Review the concepts of sets, reps and working within ones limits and personal abilities - Demonstrate proper resistance training technique including spatial awareness and form - Recommend strength, physical and cardiovascular endurance, and power exercises to be targeted within training programs designed for specific high performance activities - Design daily, weekly and monthly training programs including strength, physical and cardiovascular endurance, and power - Review and reflect on the training program`s design and plan for future revisions
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Speed, Agility, and Quickness	
Outcome	Indicators
Assess how fast and slow twitch muscles are developed and support high performance	<ul style="list-style-type: none"> - Investigate various muscle groups - Understand difference between fast and slow twitch fibers - Explain the connection between fast and slow twitch muscles to high performance - Recommend muscle groups to be targeted within training programs designed for specific high performance activities - Demonstrate movements that recruit fast and slow twitch muscle fibers
Understand and demonstrate components of training including speed, agility, and quickness as they pertain to high performance training	<ul style="list-style-type: none"> - Examine terms and differentiate between speed, agility, and quickness - Explore speed, agility and quickness exercises - Discuss safety considerations as they pertain to speed, agility and quickness training - Demonstrate proper speed, agility and quickness training technique including spatial awareness and form - Recommend speed, agility and quickness exercises to be targeted within training programs designed for specific high performance activities - Explore various lifting and power exercises that support speed, agility, and quickness and demonstrate the proper technique including form, function, repetition, set, and time commitments - Recommend which lifting and power exercises that support speed, agility, and quickness and would be beneficial in high performance specific training - Design daily, weekly and monthly training programs including a variety of speed, agility and quickness exercises - Review and reflect on the training program`s design and plan for future revisions

Exercise Theory	
Outcome	Indicators
Assess one`s heart rate and the benefits of exercising in the target heart rate zone	<ul style="list-style-type: none"> - Discuss heart rate, resting and target, and factors which affect heart rate - Calculate one`s resting and target heart rate zones - Research the benefits of exercising in the target heart rate zone and at varying intensity levels - Review the high intensity interval training (HIIT) principle - Explore time considerations regarding an effective target heart rate zone workout - Complete heart rate lab, involving a variety of exercises, and determine heart rate intensity - Design and lead a training circuit that engages the body to stay within one`s target heart rate zone
Analyze the rate of exertion and its effect on the human body	<ul style="list-style-type: none"> - Discuss perceived vs actual levels of exertion - Analyze video to identify examples of exertion levels - Participate in a variety of exercises that challenge one`s exertion levels to determine one's optimal rate of exertion - Research and understand how the various energy systems, aerobic and anaerobic, of the body function and connect to one`s optimal exertion rate requirements - Explore proper training methods to maximize energy system efficiency
Understand the importance of nutrition and how high performance nutrition requirements differ from those of general nutrition	<ul style="list-style-type: none"> - Research and explore the importance of the macro and micro nutrients required by the human body - Investigate what calories are and how the body uses calories for fuel - Define metabolism and explain how it works within the human body - Understand food labels and nutritional information available describing the nutritional values of various foods - Analyze various foods to determine their glycemic index - Research the effects of smaller vs bigger meals in one`s daily eating habits - Investigate the connection between exertion level and other factors that impact caloric requirements (time of day, age, weight, and gender) - Explore nutritional requirements for high performance and sport training including pre and post exercise requirements - Calculate one`s daily carbohydrates, fats, fiber, proteins, and water requirements, basal metabolic rate (BMR), and total daily energy expenditure (TDEE) - Research web and app resources that can be used for energy and caloric tracking - Develop and follow a week long nutritional plan

High Performance Psychology: A Holistic Approach	
Outcome	Indicators
Understand the importance of a holistic approach to high performance training	<ul style="list-style-type: none"> - Define holistic domains and how they relate to high performance training (i.e. spiritual, emotional, physical, and mental domains) - Explain how each domain is connected to and dependent upon each other - Complete and analyze a holistic domain survey to identify ones strengths and areas for growth - Identify strategies and actions that might enhance ones strengths and areas for growth - Reflect upon and incorporate holistic domain strengths and weaknesses into personal healthy lifestyle and high performance SMART goal and action plan - Study a variety of high performance organizations and identify how they do/do not support a holistic approach towards high performance
Understand the importance of high performance psychology and how to develop ones mental abilities to the same level as ones physical abilities	<ul style="list-style-type: none"> - Define high performance psychology and connect to the mental domain - Research the history and development of high performance psychology - Identify obstacles that get in the way of personal excellence in relation to the mental domain - Identify and describe a variety of mental skill training techniques designed to enhance concentration, motivation, and self-confidence as well as decrease anxiety and stress - Explain why developing a repertoire of mental skills training techniques increases ones ability to perform at high level - Explore and evaluate various mental skills training techniques and determine those that enhance one's personal training

Living A Life of High Performance	
Outcome	Indicators
Explore ethical issues that relate to and impact high performance	<ul style="list-style-type: none"> - Define ethical dilemma - Discuss the impact that values and beliefs have on what is and is not perceived as a dilemma and stance that is taken (i.e. selection processes, use of performance enhancing drugs, conflict of interest, personal vs. professional relationships, age vs. experience vs. performing time, funding and sponsorship, consumerism etc.) - Identify a variety of ethical issues that relate to and impact high performance - Select and debate both sides of an ethical issue that relate to and impact high performance from a variety of perspectives - Explore instances in which ethical issues led to conflict resolution, how conflict was resolved, and resulting impact
Understand the impact of high performance on	<ul style="list-style-type: none"> - Describe the lifestyle/day in the life of a high

<p>one's lifestyle and how it influences life choices.</p>	<p>performer, both amateur and professional, at various life stages (i.e. child, adolescent, and adult)</p> <ul style="list-style-type: none"> - Debate the pros/factors that enhance and cons/factors that present challenge for high performance - Discuss the cost of high performance (i.e. expenses, time, relationships, change of location, and impact of geography) and how costs might be met and negotiated (i.e. life choices, work, and sponsorship) - Interview a high performer and present their life story - Drawing from scenarios provided, and outline the lifestyle/day in the life of a high performer which addresses various costs incurred
<p>Maximize personal potential in an effort meet high performance goals and enhance personal life experience</p>	<ul style="list-style-type: none"> - Invite local high performers to share their experience and expertise as it related to achieving their goals - Provide a timeline and framework of personal high performance to date and set long term high performance goals (i.e. in 5 years, in 10 years) - Develop an action plan that would support achieving high performance goals being sure to address potential challenges and costs and how they might be overcome - Explore and implement long term motivational techniques

Instructional Materials

Print Materials

- Aberg, Everett. (2006). *Muscle Mechanics*. Windsor, ON: Human Kinetics Publishers.
- Dos Remedios, Robert. (2007). *Men's Health Total Fitness Guide: Power Training*. Emmaus, PA: Rodale Books.
- Publishing, DK. (1009). *Strength Training*. New York: NY: DK Publishing.
- Temertzoglu, Ted. (2007). *Healthy Active Living: Keep Fit, Stay Healthy, Have Fun*. Toronto, ON: Thompson Educational Publishing.
- Temertsoglou, T., and P.Challen. (2003). *Exercise Science: An Introduction to Health and Physical Education*. Toronto, ON: Thomson Educational Publishing.
- Williams, Charles S. (2000). *Personal Fitness: Looking Good Feeling Good*. Dubuque, IA: Kendall Hunt Publishing Company.

Websites:

- <http://www.bodybuilding.com>
- <http://www.printableworkouts.com>
- <http://www.neilarey.com>
- <http://www.gatorade.com>
- <http://www.saskmilk.ca>
- <http://smscsqlx.sasktelwebhosting.com/>

Videos:

- P90X (Beachbody Inc.)
- Insanity (Beachbody INc.)
- Supersize Me (Samuel Goldwyn)
- George St. Peirre Rushfit Workout (Digital Shelf Space)
- Jillian Michaels Yoga (Everyday Health Inc)

Other Resources:

- Sport Medicine and Science Council of Saskatchewan

Evaluation of the Locally Developed Course Study

Following the completion of this Locally Developed Course, instructors will complete and submit the following questionnaire within two weeks of completing the course. Completed questionnaires can be faxed to:

Supervisor of Instruction
Regina Public Schools
Phone (306) 523-3136
Fax (306) 523-3031

1. Enrolment
 - a. How many students enrolled in this course?
 - b. How many students successfully completed this course?
 - c. Which semester did you offer this course?
2. Reflection
 - a. What successes were experienced in the teaching and learning of this course?
 - b. What challenges were experienced in the teaching and learning of this course? Explain.
 - Be sure to reference
 - Learning outcomes
 - Core curricular components and initiatives
 - Career development competencies
 - Instructional approaches
 - Assessment and evaluation techniques
 - Instructional materials
3. Interpretation
 - a. How might successes identified be enhanced? What supports might be required? Explain.
 - b. How might challenges identified be overcome? What supports might be required? Explain.
 - c. What revisions, additions, deletions, would you recommend be made to this course as currently developed? Explain.